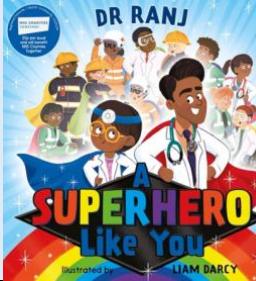




Medium Term Planning –Fox Class – Spring 1 2026

	Overview/Topic	Week 1 5.1.26	Week 2 12.1.26	Week 3 19.1.26	Week 4 26.1.26	Week 5 2.2.26	Week 6 9.2.26
Key events							
Life Skills	Employability	<p>Communication <i>I can communicate I want something</i></p> <p><i>I can communicate with less familiar people at school</i></p> <p><i>I can attempt to complete request with support and encouragement</i></p> <p>Personal presentation <i>I can identify a work uniform</i></p> <p>Employability <i>I can identify someone doing a job</i></p>	<p>Communication <i>I can communicate a preference</i></p> <p><i>I can greet people</i></p> <p>Working with others <i>I can share and take turns</i></p> <p><i>I can ask for help with a problem</i></p> <p>Employability <i>I can visit a workplace</i></p>	<p>Communication <i>I can communicate I want something</i></p> <p><i>I can communicate with less familiar people at school</i></p> <p><i>I can follow single step instructions</i></p> <p>Personal presentation <i>I can identify a work uniform</i></p> <p>Employability <i>I can identify people doing jobs</i></p>	<p>Communication <i>I can communicate with less familiar people in the community</i></p> <p><i>I can greet people</i></p> <p>Personal presentation <i>I can identify a work uniform</i></p> <p>Employability <i>I can identify people doing jobs</i></p>	<p>Communication <i>I can communicate I want something</i></p> <p><i>I can communicate with less familiar people at school</i></p> <p><i>I can follow single step instructions</i></p> <p>Personal presentation <i>I can identify a work uniform</i></p> <p>Employability <i>I can identify people doing jobs</i></p>	<p>Communication <i>I can communicate I want something</i></p> <p>Travelling to work <i>I can identify a place of work and modes of transport</i></p> <p>Personal presentation <i>I can identify a work uniform</i></p> <p>Employability <i>I can identify people doing jobs</i></p>
Offsite visit	Tuesday AM	<p>Morrisons – look at different areas of the shop. Match symbols to area e.g. bakery, clothing, butchers, fishmonger etc.</p> <p>Buy squash for cafe experience with class 2 (Friday maths)</p>	<p>Visit to a library (Martock) – look at what a librarian does. choose a book and read with an adult in the library.</p> <p>Choose one book to bring back to class and read together that week.</p> <p>Use self-service scanner to sign book out</p>	<p>Asda – search for items, look at how items are placed around the store. use self-check outs, bag up shopping</p> <p>Buy fruit for cafe experience with class 2 (Friday maths)</p>	<p>Pets at Home – pet care – use talkers or visuals to ask questions about how to care for pets – what jobs do you do to look after the pets?</p>	<p>Tesco – shop job bingo - include cafe/clothing section/bakery etc.</p> <p>Adults to focus children on specific uniforms/tools used for the job e.g. scanners, head coverings etc</p> <p>Buy bread, jam and butter for toast – cafe experience</p>	<p>Drive to see places of people who help us e.g. the hospital, ambulance station, fire station, police station – match symbols to pictures. Link to story in English</p>

Forest School	Monday PM Mrs Drewitt	Develop routine, rules, boundaries, means of communication, emotional and physical boundaries, rules of play and relationships. Science link – light and dark					
Maths	In order to meet the specific needs of each individual within our life skills provision, Maths will be taught based on each child's Maths targets & EHCP Cognition and Learning targets. Through this we will focus on achieving the most important next steps. They will include matching numerals to quantities (understanding the cardinal principle), making 1-1 correspondence when counting, making patterns using shapes and continuing a linear pattern, recognising that the last number counted is the total amount, daily number formation and counting out a smaller number from a larger set.						
Maths	Each day there is a focus on the following areas	Monday: Number - Place Value					
		Tuesday: Patterns					
		Wednesday: Number Recognition and Ordering					
		Thursday: Shape Space and Measure					
		Friday: Number – Matching Quantities (cafe experience with class 2 – 11.40am weeks 1, 3, 5)					
English	Fiction 	Listen to the story using signing and actions. Explore story related props	Use communication boards to identify and match key pictures. Begin to identify 'who' 'what' 'what doing and 'where'	To be able to sequence to story using visuals & props using colourful semantics Immerse characters. Questions to identify 'who' is in the story	To be able to sequence to story using visuals & props using colourful semantics Immerse characters. Questions to identify 'who' is in the story	To build sentences using colourful semantics including a 'who' 'doing what' and 'what' related to the story and life skills activities	To build sentences using colourful semantics including a 'who' 'doing what' and 'what' related to the story and life skills activities
Phonics	Sounds Write	<u>Sounds Write unit 1 and</u> Symbol Search, word building, sound swap, reading and writing, and high frequency words.	<u>Sounds Write unit 1 and</u> Symbol Search, word building, sound swap, reading and writing, and high frequency words.	<u>Sounds Write unit 1 and</u> Symbol Search, word building, sound swap, reading and writing, and high frequency words.	<u>Sounds Write unit 1 and</u> Symbol Search, word building, sound swap, reading and writing, and high frequency words.	<u>Sounds Write unit 1 and</u> Symbol Search, word building, sound swap, reading and writing, and high frequency words.	<u>Sounds Write unit 1 and</u> Symbol Search, word building, sound swap, reading and writing, and high frequency words.
PE	Mr Laver Friday pm	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus
RE		New Year	My Special places – My house, my school	Special Places in my community - places I like to visit	Special Places around the world including synagogues	Communities in special places – people who dress the same	People who are special to us & Valentines
RSHE	<u>Our Senses</u> https://www.youtube.com/watch?v=tzqx39K2omc	Sense of sight Sensory room Light/ dark Torches https://www.youtube.com/watch?v=AjMchcxL8s	Sense of smell Essential oils on cotton wool balls https://www.youtube.com/watch?v=HHawZN1Crsk	Sense of taste Tuff tray with a range of food to try, different textures and tastes Fruit kebabs	Sense of touch Feely bag – can you guess the object? https://www.youtube.com/watch?v=8Sb02Viam18	Sense of sound Musical instruments in the booth – identify sounds from the other side of the booth	Sense of movement Cosmic Yoga https://www.youtube.com/watch?v=iWowDC3x0hE PE

				https://www.youtube.com/watch?v=eVXzfu5eHgU		https://www.youtube.com/watch?v=ce49EDlIrMc	
Art	Art is taught through weekly inclusive, sensory rich experiences embedded within focus topics. Students are learning to make meaningful connections between their artwork and real-life skills, such as emotional expression, fine motor development, routines, working collaboratively and real-life opportunities. They will have an opportunity to use a focused media in line with the school's long-term plan, such as collage, paint, pencils and charcoals and more, whilst incorporating a multi-media approach to suit the needs of the individual learners.						
	Main focus: Paint Alongside a range of media and tools	Exploring light with paint	Exploring dark with paint	Sensory spice painting – exploring smells and textures	Puffy paint – create different paint textures using shaving foam, sand etc. Show preferences using symbols	Paint to music – listen to different types of music, what do they make you feel? Explore paint colours and different shapes Show preferences using symbols	Painting in different ways – on clingfilm wrapped around table legs, painting lay down with paper under table, painting on large scale in small playground
Science	Light and Sound	Recognise the difference between light and dark	Recognise that light is needed to see things	Investigate which surfaces reflect light	Investigate which materials block light to form shadow.	Investigate how shadows change size	Identify where a sound is coming from