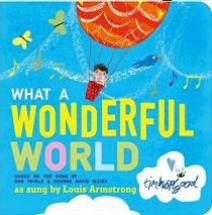




**Medium Term Planning Rabbit Class Spring 1 2026 Miss Dare**

	Overview/Topic	Week 1 23.2.26	Week 2 2.3.26	Week 3 9.3.26	Week 4 16.3.26	Week 5 23.3.26	Week 6 30.3.26
<b>Key events</b>		<b>INSET Friday</b>					<b>Bank holiday Friday</b>
<b>Maths</b>	<b>Each day there is a focus on the following areas:</b>	Monday: Number – counting backwards Tuesday: Number – subitising up to 5 Thursday: Patterns and shape - grouping Friday: Measurement - more					
<b>English</b>	<b>What a wonderful world by Tim Hopgood as sung by Louis Armstrong</b> 	Frequent rereading of the story exploring through senses through same routines	'Immerse' in activities relating to the story through play	'Immerse' in activities relating to the story through play and craft	'Immerse' in activities relating to the story through play	'Immerse' / 'Imitate' in activities relating to the story through play, communication boards and craft	'Immerse' / 'Imitate' in activities relating to the story through play, communication boards and craft
<b>Phonics</b>	<b>Sounds Write</b>	Phonics focuses on early phonological awareness through body percussion and environmental sounds. Engaging with themed songs and rhymes linked to seasons, shapes, animals, weather, the body.					
		<u>Sounds Write unit 1</u> <u>focus sound s</u> sound bag, AAC recognition, listening and repeating opportunities.	<u>Sounds Write unit 1</u> <u>focus sound t</u> sound bag, AAC recognition, listening and repeating opportunities.	<u>Sounds Write unit 1</u> <u>focus sound a</u> sound bag, AAC recognition, listening and repeating opportunities.	<u>Sounds Write unit 1</u> <u>focus sound i</u> sound bag, AAC recognition, listening and repeating opportunities.	<u>Sounds Write unit 1</u> <u>focus sound m</u> sound bag, AAC recognition, listening and repeating opportunities.	<u>Sounds Write unit 1</u> <u>1</u> sound bag, AAC recognition, listening and repeating opportunities.
<b>Communication</b>	<b>Focus word linked to class story</b>	<u>see</u> Core word introduced/ modelled through 'bucket'	<u>me</u> Core word introduced/ modelled through 'bucket'	<u>you</u> Core word introduced/ modelled through 'bucket'	<u>day</u> Core word introduced/ modelled through 'bucket'	<u>night</u> Core word introduced/ modelled through 'bucket'	<u>grow</u> Core word introduced/ modelled through 'bucket'

<b>Science</b>	<b>Light and Sound</b>	Noticing and identifying body parts	Noticing and identifying body parts	Differences in body partings linking to growth – short, long, big, small	Differences in body partings linking to growth – short, long, big, small	Human growth – babies, children and adults	Human growth – babies, children and adults
<b>Art</b>	<b>Mixed media</b>	<i>Art is taught through daily/weekly provisions linked to the focus topic. Students are learning to <u>communicate their preferences, likes and dislikes</u> and <u>express themselves verbally and non-verbally</u>. They are discovering and building upon their <u>mark making skills</u>, recognising that they can <u>communicate meaning</u> to others. Students are developing their understanding of <u>movement, colour and shape</u>, and <u>experimenting with a wide range of media and tools</u> (e.g. pencils, paint, sticks, chalk, water, sand, crayon, felt tips, poster paint, oil pastels, dough, fabric, sponges, rollers, stamps, scissors)</i>					
		Immersing in likes and dislikes of medias	Immersing in likes and dislikes of medias	Immersing in likes and dislikes of medias	Craft for topic – nature – leaf printing	Craft for topic – world – cotton wool printing	Craft for RE topic – Easter
<b>Religious Education</b>	<b>Festivals and Spring</b>	<i>RE is delivered through a shared Attention Autism experience, themes relating to different areas of RE, cultural celebrations and symbols will be explored through this experience.</i>					
		Pancake Day	Holi	Spring	Animals	Easter	Easter
<b>Relationship Sex and Health Education</b>	<b>Careers</b>	Engaging with careers activities	Experiencing workplaces (sensory room)	Watching people at work	Finding jobs through play	Experiencing workplaces (dress up/ role play)	Experiencing workplaces (dress up/ role play)
<b>Music</b>	<b>Mrs Lewis Chant to the animals</b>	Listen and respond to the beat	Listen and respond to the beat Developing our own actions	Listen and respond to the beat Following our own actions	Moving in their own way to the music	Call and respond	Call and respond in two groups
<b>Physical Education</b>	<b>Mr Laver</b>	<i>PE will focus on developing fundamental motor skills related to balance and coordination techniques.</i>					
<b>Forest School / bikeability</b>	<b>Mrs Drewitt</b>	<i>Continue to develop routine, rules, boundaries, means of communication, emotional and physical boundaries, rules of play and relationships.</i>					