




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

	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							
Maths	Each day there is a focus on the following areas:	Monday: Number – counting					
		Tuesday: Number – subitising					
		Wednesday: Measurement – comparing					
		Thursday: Patterns and shape					
		Friday: Space					
English	<b>We all go traveling by....</b> <b>By Sheena Roberts</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	‘Immerse’ in activities relating to the story through play and craft	‘Immerse’ in activities relating to the story through play and craft	‘Immerse’ / ‘Imitate’ in activities relating to the story
Phonics	Sounds Write	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> sound bag, AAC recognition, listening and repeating opportunities.
Communication	Focus word	<u>Help</u> Core word introduced/ modelled through ‘bucket’	<u>Yes</u> Core word introduced/ modelled through ‘bucket’	<u>No</u> Core word introduced/ modelled through ‘bucket’	<u>Want</u> Core word introduced/ modelled through ‘bucket’	<u>Wait</u> Core word introduced/ modelled through ‘bucket’	<u>Go</u> Core word introduced/ modelled through ‘bucket’
Science	Light and Sound	<u>Light versus dark!</u>	<u>Light versus dark!</u>	<u>I see my shadow</u>  Notice shadows through movement	<u>I see my shadow</u>  Notice shadows through movement	<u>Where is the sound coming from?</u>	<u>Where is the sound coming from?</u>

		Notice the difference / change between light and dark.	Notice the difference / change between light and dark.			Notice/respond to sound sources and direction.	Identify sound sources and direction.
Art	Mixed media	Art is taught through daily/weekly provisions linked to the focus topic. Students are learning to <u>communicate their preferences</u> , likes and dislikes and <u>express themselves</u> verbally and non-verbally. 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)					
		Immersing in likes and dislikes of medias	Immersing in likes and dislikes of medias	Immersing in likes and dislikes of medias	Craft for topic – transport – car tracks	Craft for topic – transport – cotton wool plane	Craft for RE topic – valentine's day
Religious Education	Special places and communities	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.					
		New Year	New Year	Special Places	Special Places	Community	Valentine's Day
Relationship Sex and Health Education	Our senses	Exploring our senses - touch	Exploring our senses - sound	Exploring our senses - hear	Exploring our senses - smell	Exploring our senses - taste	Exploring our senses - movement
Music	Mrs Lewis Moving to the beat	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
Physical Education	Mr Laver	PE will focus on developing fundamental motor skills related to balance and coordination techniques.					
Forest School / bikeability	Mrs Drewitt	Continue to develop routine, rules, boundaries, means of communication, emotional and physical boundaries, rules of play and relationships.					