**English Overview – Hedgehogs 2023-2024**

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|  | 1 | 2 | 3 | 4 | | | 5 | | 6 | | | 7 | 8 | 9 | 10 | 11 | 12 |
| Autumn  Everyday Life  (7-8 weeks/ 7 weeks) | Rhyme time with PECS  Autumn Attention Autism | | | | Harvest | Rhyme time with PECS  Autumn Attention Autism | | | | | | | Bonfire Night and Fire Safety | Diwali | Christmas  Winter Attention Autism  Christmas stories/ The Nativity | | |
| Spring  Space  (5 weeks/ 5 weeks) | Space Attention Autism  The way back home (sensory story) | | | | | | | | | Space Attention Autism  How to catch a star (sensory story) | | | | | Spring/ Easter Attention Autism  Rabbits Spring Adventure (sensory story) | | |
| Summer  Animals and Wildlife  (7 weeks/ 7 weeks) | The Crunching Munching Caterpillar (Sensory story) | | | | | | | Monkey Puzzle (sensory story) | | | | | Rumble in the Jungle (sensory story)  Summer Attention Autism | | | | |
| Communication | Use of symbols/ communication mats  Use of PECs  Use of sign  Colourful Semantics | | | | | | | | | | Intensive Interaction  Rhyme time  Attention Autism  Sensory stories | | | | | | |
| Speaking and Listening | Responding with symbols/ signs. Responding with 1-2 word answers. Responding with 3-5 word phrases. Developing clarity of speech sounds. Sitting in group and listening to the adult. Develop length of concentration. SALT as advised. | | | | | | | | | | | | | | | | |
| Reading for pleasure opportunities | Read a range of books at the child’s level linked to the topic/ theme.  Read books from the recommended book list.  Regular story time sessions and 1:1 reading for pleasure. | | | | | | | | | | | | | | | | |
| Phonics | Phase 1 - Phonological awareness, throughout curriculum on a daily basis. Including rhyme time, story time, music, Attention Autism. Phase 2 - Daily phonics session (4-part lesson). | | | | | | | | | | | | | | | | |
| Individual Reading | Reading books - Individual books that are shared at home that the children can succeed at and have changed on a regular basis. Reading takes place with a variety of staff in the class; however changing the books is the responsibility of the class lead to ensure books are well matched to their level of communication or phonics. | | | | | | | | | | | | | | | | |
| Reading Opportunities | Reading symbols, matching pictures, reading words, reading sentences, building symbol sentences, building word sentences. | | | | | | | | | | | | | | | | |
| Writing Opportunities | Fine motor control development – threading, screwing and un-screwing, taking lids on and off, posting, using scissors, manipulating playdough, dough disco, using tweezers.  Regular mark making opportunities using a range of media. Daily practise – matching/ writing own name. This is individualised when children are ready. | | | | | | | | | | | | | | | | |