**English Overview – Rabbits 2022-2023**

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|  | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 | 11 | 12 |
| Autumn  Night and Day | Owl Babies | | Night Monkey  Day Monkey | | Autumn We’re going on a Leaf Hunt | Diwali  Peppa’s Diwali | | Bonfire Night and Fire Safety | Room on the Broom | | | Christmas  Dear Santa  Nativity Story | |
| Spring  Once Upon a Time | Winter  One Snowy Night | | Chinese New Year | Goldilocks and the Three Bears | | The Gingerbread Man | | | The Three Little Pigs | | | Spring  One Springy Day | Easter  Saving Easter |
| Summer  Pirates and the Seaside | Where’s Mr Pirate? | | Peppa the Pirate | | That’s not my pirate | | | Summer  Seaside Sensory Song | | Exploring My World – Sand, waves and Ice-cream | | | Commotion in the Ocean |
| Communication | Use of symbols  Use of PECs.  Use of sign | | | | | | Intensive Interaction  Tap tap boxes  Rhyme time | | | | | | |
| 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. | | | | | | | | | | | | |
| 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, using tweezers.  Regular mark making opportunities using a range of media. Daily practise - writing own name. This is individualised when children are ready. | | | | | | | | | | | | |