**English Overview – Rabbits 2022-2023**

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|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| AutumnNight and Day | Owl Babies | Night MonkeyDay Monkey | Autumn We’re going on a Leaf Hunt | DiwaliPeppa’s Diwali | Bonfire Night and Fire Safety | Room on the Broom |  ChristmasDear SantaNativity Story |
| Spring Once Upon a Time | WinterOne Snowy Night | Chinese New Year | Goldilocks and the Three Bears | The Gingerbread Man | The Three Little Pigs | SpringOne Springy Day | EasterSaving Easter |
| SummerPirates and the Seaside | Where’s Mr Pirate? | Peppa the Pirate | That’s not my pirate | SummerSeaside 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 InteractionTap tap boxesRhyme 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. |