

English Yearly Progression Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus		The world, choice and having a voice		Forest play and wildlife		My play and happiness	
Yellow BAND	Depth and Breadth	<p>Communicating & change. Places around Overley. Using non-fiction for interaction and sensory exploration. Using words, gestures, symbols and objects for communication. Use labels. Developing fine motor skills. Making sounds (phonics).</p>	<p>Communicating about differences. Mirrors; Hair & eye colour, friends, emotion, etc. Using narratives for generalising pictures, symbols & objects. Using words, gestures, symbols and objects. Fine motor practice. Engaging with sensory stimuli.</p>	<p>Fiction and non-fiction. Using books about wildlife for interaction and sensory exploration. Using words, gestures, symbols and objects for communication. Developing fine motor skills. Creating nature book – what I found in the woods (diaries / recount).</p>	<p>Narratives relating to places. Using pictures and symbols for interaction, communication and sensory exploration. Familiar settings; farms and animals. What do we see? Develop fine motor skills. Making sounds (phonics).</p>	<p>Fiction. Stories linking to emotions; happy. Playing games and experiencing emotions. Likes and dislikes. Responding to pictures with pictures, symbols, objects or gestures. Generalising symbols with pictures. Develop fine motor skills.</p>	<p>Using Non-Fiction Instructions books for generalising symbols with pictures/objects. Learning new games. Playing in class Using words, gestures, symbols and objects. Exploring early concept words and core words; more, big, go, etc. Fine motor practice.</p>
		<p>Autobiography – A day in the life of... What I chose to do (and didn't choose). Non-Fiction books for interaction and sensory exploration. Using words, gestures, symbols and objects for communication. Developing fine motor skills. Talking mats.</p>	<p>People who help me. Asking for help. Using narrative books for interaction and sensory links; learn nouns/objects. Using words, signs, symbols and objects for communication. Developing fine motor skills. Modern fiction.</p>	<p>Narratives relating to wildlife. The lost object (?) Looking and finding games in the woods. Sensory links to story through objects and environments. Sensory picture of object found and where. Developing fine motor skills. Using marks, pictures, sensory, and symbols to express ideas.</p>	<p>Narratives relating to places. Using pictures and symbols for interaction, communication and sensory exploration. Woods, jungles and animals. Where is the tiger? Develop fine motor skills. Making sounds (phonics)</p>	<p>Narratives relating to emotions and playing; sad and happy. Sensory exploration, playing games, interaction and expressing emotions. Using words, gestures, symbols and objects for communication. Developing fine motor skills. Making sounds</p>	<p>Using Non-Fiction instructions books for generalising symbols with pictures/objects. Learning new games. Playing in different places. Making clean mud. Using words, gestures, symbols and objects. Exploring early concept words and core words. Fine motor practice.</p>
		<p>Poetry. Sense poems. Poems about people. Using marks, pictures and symbols to express ideas. Developing fine motor skills. Responding to simple requests. Exploring senses through sensory objects: smell, sound, taste, etc. Choose and tell likes and dislikes.</p>	<p>Non-fiction: My Voice poster; Using marks, pictures, sensory, and symbols to express ideas. Pictures of preferences; what I like. Developing fine motor skills. Responding to simple requests. Recognising activities of preference and choosing. Making sounds (phonics)</p>	<p>Fiction vs non-fiction. Real and not real. Hide & seek. Real and made up 'finds'. There's somebody in the woods (farmers in his den). Using marks, pictures and symbols to express ideas and understanding. Developing fine motor skills. Sensory objects.</p>	<p>Rhyming poems: Books that rhyme. Animals, tree dens and houses. House for insects, animals and us. Using pictures, symbols & objects. Responding to simple requests. Developing Fine motor skills. Making sounds (phonics).</p>	<p>Feeling Poems: How did it feel? Playing; games, sensory or messy play – capture through art. My feeling poem. Responding to pictures with pictures symbols, objects or gestures. Happy and sad. Like and don't like. Develop fine motor skills. Making sounds (phonics)</p>	<p>Shape poems. Using marks, pictures, sensory, and symbols to express ideas. Emotion pictures and shapes. What games have we enjoyed? Developing fine motor skills. Responding to simple requests. Poems about things that make us happy.</p>
Books		Examples: Books about places, people and generally things in the world that has relevance to our learners. Likes, dislikes, jobs, growing up, changes, changing clothes for school, painting, PE or work. Children growing up or animals. Jack and the beanstalk.		Examples: Flip Flap Jungle by Axel Scheffler. Flip Flap Farm by Axel Scheffler. If I ran the rain forest. Fabulous pie. Goldie locks. Everything you need for a tree house. Rhyming books like J Donaldson. Elmer and the lost teddy.		Examples: I feel happy. I feel sad. I feel angry. The feelings book. Books about playing. Instruction books (adapted to writing with symbols such as making clean mud).	