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| **2024-2025** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Theme  | Incredible me | Let’s celebrate  | Ticket to Ride | Growing  | Amazing animals  | Fun at the seaside   |
| Communication and language Children engage in stories, songs, rhymes, poems and non-fiction texts. | BaselineWe’re going on a bear huntKipper Fox’s sockHug | Brown bear, brown bear what do you see?Each, peach, pair. PlumWhere’s spot? The Christmas story | The train ride HugWheels on the bus Naughty bus  | Jaspers beanstalkPeepoTitch   | The Very Hungry Caterpillar Come on Daisy | Rainbow Fish Dinosaurs roar Elmer Dear Zoo |
| Literacy | Sound discrimination – environmental | Sound discrimination – instrumental  | Sound discrimination – body percussion  | Rhythm and rhyme | Voice sounds | Oral segmenting and blending |

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| **Specific Areas**  | **School Readiness End of Year Goals** |
| **Literacy**  | * I can spot and suggest rhymes.
* I can count or clap syllables in a word.
* I can recognise words with the same initial sound, such as money and mother.
* I can engage in extended conversations about stories, learning new vocabulary.
* I can use print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page.
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| **Communication and language**  | * I understand questions or instructions that have two parts, such as “Get your coat and wait at the door.”
* I am able to talk about rhymes and books and tell a story.
* I use longer sentences of 4 -6 words.
* I use talk to organise my play and myself: “Let’s go on a bus, you sit there, I will be the driver.”
* I can listen attentively and respond to what I hear.
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