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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. | Baseline  We’re going on a bear hunt  Kipper  Fox’s sock  Hug | Brown bear, brown bear what do you see?  Each, peach, pair. Plum  Where’s spot?  The Christmas story | The train ride  Hug  Wheels on the bus  Naughty bus | Jaspers beanstalk  Peepo  Titch | 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. |
| **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. |