

## Red Class - Spring Term 2 (2024) Nursery Rhymes.

<p><b>SUCCESS CRITERIA:</b> On the completion of this topic pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. have a clearer understanding of what a rhyming word is and a greater knowledge of a range of nursery rhymes.</li> <li>2. have opportunities to write their own nursery rhyme/extra verse to an existing one.</li> <li>3. memorise at least five different nursery rhymes learnt over the course of the half term and have opportunities to learn new ones.</li> <li>4. learn new skills through the coverage of different nursery rhymes - telling the time and learning about how people told the time in the old days; predicting the outcome of an experiment and seeing if their prediction was correct; learning about the invention of electricity.</li> <li>5. Learn facts about China and the festival of Chinese New Year.</li> </ol>	<p><b>KEY FOCUS AREAS:</b> <u>Understanding the world -</u> Learn facts about China and the festival of Chinese New Year. Finding out about what life was like in the past - before there was electricity; how people used to tell the time. Learning about the person who invented electricity! Continue to explore the natural world around us and compare with contrasting environments, using geographical language to describe settings. <u>Expressive arts and design</u> - design and make nursery rhyme inspired puppets and act out different rhymes. decorate paper cups and plates (Clarice Cliff inspired designs) Make a Terracotta soldier using clay. Use construction kits and junk modelling to build The Great Wall of China. <u>PSED - SCARF.</u> <b>Rights and respect:</b> Looking after my special people. Looking after my friends. Being helpful at home and caring for our classroom. Caring for our world. Looking after money - recognising and spending. Looking after money - saving and keeping it safe. <u>R.E.</u> <b>Why is Easter special to Christians?</b> Learn and recall stories connected to Easter. Talk about why Easter is a special time for Christians and how they remember these special stories. Identify and talk about new life in nature. Find out what special symbols Christians use during Holy week.</p>	<p><b>SYNOPSIS: Week 1 - Week 5</b></p>	
		<p>Week 1</p>	<p>Chinese New Year - the Year of the Dragon! Learning facts about China; how and where rice is grown; The Terracotta Army; The Great Wall of China. The Chinese zodiac story.</p>
		<p>Week 2</p>	<p>Hickory Dickory Dock. Making paper plate clocks; learning to tell 'o'clock 'times; Shape mice. How people used to tell the time in the old days.</p>
		<p>Week 3</p>	<p>Humpty Dumpty. Making puppets; writing for different purposes; safe/unsafe areas to play in. 3D shape investigations. Hard-boiled egg experiments! <b>World Book Day.</b></p>
		<p>Week 4</p>	<p>Polly put the kettle on. Looking at how life was in the past before there was electricity. Making clay teacups (Clarice Cliff inspiration) English tradition of 'afternoon tea' Make jam tarts.</p>
		<p>Week 5</p>	<p>Easter Week. Learning the Easter story. Making Easter cards and decorating crosses. Easter egg hunt! <b>EASTER VISIT TO OUR LOCAL CHURCH.</b></p>
<p><b>Literacy:</b> <b>Reading:</b> Key author: different authors, to introduce different styles of stories and poems that rhyme. Key texts: Nursery rhymes - Hickory Dickory Dock; Humpty Dumpty; Polly put the kettle on and favourite rhymes suggested by the children. <b>Whole class reading texts:</b> Hickory Dickory Dock; Humpty Dumpty; Polly put the kettle on; The grand old Duke of York. Poetry: <b>syllables and rhyming words.</b> (Dr.Seuss; Hairy Maclary stories; Alien's love underpants) <b>Early Learning Goal:</b> <u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.</p>	<p><b>KEY QUESTIONS:</b> What nursery rhymes do we already know? Do we have a favourite nursery rhyme and why? What is special about a nursery rhyme - what is a rhyming word? Can we make a list of words that rhyme with ..... Would we be able to write our own nursery rhyme? Can you perform a nursery rhyme in front of a small group?!</p>	<p><b>KEY VOCABULARY:</b> Rhyming words. Phoneme. Digraph. Trigraph. Subitise. Digit. Number bonds. Greater/less than. Take away; Minus; Altogether. Total. Half.</p>	

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<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Word reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p><b>Writing for different purposes (letters, lists, labelling drawings, instructions on how to make jam tarts)</b></p>	<p>3D shape names (cone; sphere; cube; cuboid; cylinder) Curved; straight; flat. O'clock.</p>
<b>Opportunities for Extension</b>	
<p>Composing our own nursery rhyme! Changing a verse of an existing nursery rhyme! Visiting a local library to find poems and nursery rhyme books. Joint school trip with Tibberton, to 'Avoncroft Museum'</p>	
<b>Vertical Drivers and Opportunities for Enrichment</b>	
<p>Our place in the world The environment Staying safe (safe places to play - making links with Humpty Dumpty nursery rhyme) Celebration of Easter. Chinese New Year. Christian values and the link with our school values.</p>	
<p><b>MATHS:</b> <b>Number: White Rose maths scheme of work. Length, height, time (2 weeks); Building 9 and 10 (2 weeks); 3D shapes (1 week)</b></p> <p><b>Early Learning Goal.</b> <u>Number.</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical patterns.</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
<p><b>Understanding the World: Exploring people, culture and communities; the natural world and past and present within different nursery rhymes.</b></p> <p><b>Early Learning Goal.</b> <u>People, culture and communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The natural world.</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Past and present.</u> Talk about the lives of the people around them and their roles in society.</p>	

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Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  
Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Communication and Language.

#### Early Learning Goal.

##### Listening, attention and understanding.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

##### Speaking.

Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.

### Expressive Arts and Design

#### • Early Learning Goal.

##### • Creating with materials.

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Being imaginative and expressive.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

- Music – Churanga scheme of work: Our World.
- Musical learning focus
- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song

### Physical Development. Get Set 4 P.E scheme of work. Ball skills - unit 1. Dance - unit 1.

#### Early Learning Goal.

##### Gross motor skills.

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

##### Fine motor skill.

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

### Personal, Social and Emotional Development:

#### Early Learning Goals.

##### Building relationships.

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

##### Managing self.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

##### Self-regulation.

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

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|  | <ul style="list-style-type: none"><li>• Share and perform the learning that has taken place.</li></ul> |  |
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### BRITISH VALUES:

**Acceptance** - Understanding and celebrating our similarities and differences.

**Mutual respect** - Listening to others and respecting others' beliefs.

**Spiritual development** - Promotion of own family's beliefs and customs. Learning about the Christian celebration of Easter and begin to think about why it is special to Christians.