

Rhyme time

- Autumn Term 1

2024

Topic



Key Vocabulary

sing
song
beat
action
past
move/movement
sound
repeated
rhythm

Communication and language

To sing songs and recite some rhymes.
To know familiar songs and rhymes.
To speak about a range of texts.
To continue to use the correct tenses and plurals with growing accuracy and regularity
To describe different story and non-fiction texts.
To know that some words change when using them in different tenses

We will be reading

Literacy

Big book of nursery rhymes by Felicity Brooks
Each Peach Pear Plum by Janet and Alan Ahlberg
My Granny Went to Market, by Stella Blackstone

Topic enrichment books-

Nursery rhyme books

Mathematics we will be covering this term:

Addition and subtraction within 5
1-1 counting, grouping, ordering to 10 and writing and matching numerals
More than/ fewer than/ greater than/less than
2d shape names and language

Literacy and Phonics

Listening to and hearing initial sounds in familiar words.

Listening to and identifying sounds in the environments.

tricky words: s a t p i n m d g o c k c k e u r h b f l
is l the

To identify sounds on a sound mat.

Listens to familiar stories and able to recall some facts.

Knowing that words can be written.

Knowing the sounds that the letters being taught make.

Knowing what the taught letters looks like.

Knowing how to write the taught letters.

Knows how to sequence familiar stories.

Knowledge and Understanding of the world.

To know that some rhymes are from the past

Mathematics

To explore different strategies to support accurate counting, moving away, crossing out, dotting etc

To recognise numerals to 10.

To write numerals to 5 then 10, forming them correctly.

To write numerals to 5 then 10, forming them correctly.

To know that numbers denote value or amount

To know that as you count the value gets higher

To explore different strategies to support accurate counting, moving away, crossing out, dotting etc

To be able to count to 10 independently.

To order numbers to 10.

To recognise numerals to 10.

To write numerals to 5 then 10, forming them correctly.

To know that numbers denote value or amount

To know that as you count the value gets higher

To accurately use the language more/fewer and identify these groups

To recognise and identify groups that have more/fewer objects

To know that numbers denote value or amount

To know that as you count the value gets higher

To use the language of more/fewer/less than/equal to when looking at groups

To identify 2D shapes and talk about their properties.

To know the names of 2D shapes.

To know that 2D shapes can have sides and corners.

Personal, Emotional and Social Development

To learn to join in with whole group activities.

To learn to join in with whole group activities.

To choose an activity independently.

Expressive Arts and design

To join in with well-known rhymes and songs

To learn the actions for some unfamiliar rhymes

To perform rhymes and songs in front of a group or class

To learn a range of songs, rhymes and actions

To know that people from different countries may have different traditions.

For children to be able to safely construct with a purpose and evaluate their designs

To remember the words to a range of songs and rhymes.

To know off by heart some well-known rhymes and songs

To know the actions for some unfamiliar rhymes

To know that when performing to an audience they need to see and hear you properly

Physical Development

To use a dominant hand.

To begin to form recognisable letters which are formed mostly correctly.

To know which hand to write with.

To explore an increasing amount of tools and equipment within their tasks

To know how to use scissors effectively.

To use climbing equipment safely and competently.

To move with increasing freedom, confidence, imagination and balance whilst using the climbing apparatus

To take more measured, sensible risks when exploring, moving and using large equipment

To begin to negotiate space effectively.