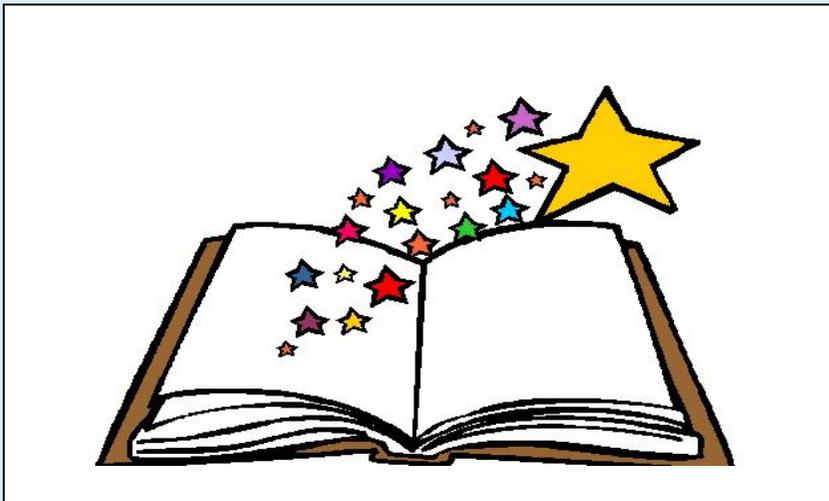


Challenge Pack

Early Years
Stories and Rhymes

Learning Challenge

Can we put on our own Festival of Stories and Rhymes performance so that we can share these with our families and visitors?



Hooks or memorable experiences

- Visit to the Theatre
- Story clues to introduce each story
- Experiences linked to each story and rhyme
- Stories and rhymes performance

Public Outcome – How will this demonstrate learning?

We will organise a performance to celebrate a variety of familiar stories and rhymes.

Class texts- whole class reading, extracts, thematic books

| Spring 1 | | Spring 2 | |
|-----------------------|-------------------------|-------------|--------------------|
| Bear Hunt | Hickory Dickory | Dora's Eggs | 5 eggs and 5 eggs |
| Tiger who came to tea | Polly put the kettle on | Dear Zoo | Down in the jungle |
| Jasper's Beanstalk | Mary Mary | Gruffalo | Little Miss Muffet |

Thinking and Learning skills and tools – We use Building Learning Power and some thinking organisers to help us be good learners. We learn how to work independently and not give up even when we face a challenge.



Concept Questions

- Is a story real?
- Why do people tell them?
- What makes a great story??

Key Questions

- Can I tell a story?
- What links can be made to other stories/characters?
- What is the difference between a story and a rhyme?
- Do you recognise any patterns? Can you find the rhyming words?
- How did feel? Why?
- What do you like about...?
- What do you dislike...?
- What would happen if the character...?
- What questions would you ask...?

| Year Group | R | Term | Spring | Challenge pack | Stories and Rhymes | |
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| SUBJECT FOCUS | | Children will learn about... | | Children will know how to ... | Prior learning (Schemata) | Vocabulary |
| Personal, social, emotional development | | Exploring ideas and having their own opinions Other people's feelings and how our actions affect those around us Talking positively about themselves and their abilities. | | Explore and talk about their learning Value each other's ideas Express their thoughts, ideas and feelings confidently Take turns Listen carefully Tell someone what they like and say why Describe what they are good at and what they need to get better at. Use good manners Value their own success | Rules and routines Aware of boundaries set Opportunities to speak in whole class/ small group/ individual situations | Listen, value, respect, wait, kind, express, confidence, behaviour, emotion |
| Communication and Language | | Being a good listener, an active listener Exciting and interesting vocabulary Repeated refrains Humour, rhymes and jokes Story structures, following a story using pictures and props The rule of rhyme Stories and how to listen to these with and without picture prompts Complex sentences | | Become story tellers Retell stories using story maps and actions How to maintain attention during an appropriate activity Speak in sentences Ask and answer questions using why, who and how and in response to stories or events. Use eye contact (where appropriate) Hold a short conversation, taking turns when speaking and listening to others Maintain attention and listen carefully, understanding what they have been asked to do Use a range of tenses to explain what is or what might happen next | Started to voice their needs to an adult within the unit Can repeat some simple nursery rhymes and stories | Sentence, story, rhyme, humour, joke Why, how, when Listen, wait, look, retell, actions, story map, pattern, links, similar, different, repetition past, present, future |
| Physical Development | | Which tools are appropriate and how to use them safely for a particular purpose e.g. scissors for cutting and snipping Moving with good coordination and finding space moving in different ways Adjusting speed in racing games and avoiding obstacles Balancing over different obstacles safely | | To use a pincer grip when holding a writing tool and forming the letters correctly How to balance over and under objects safely To negotiate spaces safely and to risk assess as they play To experiment with different ways of moving To collaborate with peers to develop skills in throwing and catching | Explorative play with tools Use outdoor space safely Showing preference of dominate hand Can copy their name Can form some letters correctly | Safe, careful, choose, challenge, cutting, snipping tools, rolling, throwing, catching, balancing, obstacles, negotiating space, experimenting |

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| Writing/reading | <p>Know how to say, recognise and write sounds: j,v,w,x,y,z,zz,qu,ch,sh,th,ng, Recognise, read and write tricky words: He, she, we, me, be, was, you they, all, are, my, her Use phonic knowledge to blend and segment letters to read and write new and unfamiliar words Know the name of each letter in the alphabet</p> | <p>Read and understand simple captions and sentences Continue a rhyming sentence Segment and blend letters into words using robot arms and talking hands to support their reading and writing Write their name independently Enjoy a range of story and rhyming books Use phonic knowledge to write simple words</p> | <p>Hold a pencil correctly sound out and write simple 3 letter words Recognise/read own names</p> | <p>Curl letters, line family letters, bouncy letters, zig-zag letters phonics, phoneme, sticky sounds, grapheme, syllables , tricky words, diagraphs, robot arms, talking hands, blend, break up</p> |
| Number | <p>Numbers to 10 then 15 and then 20 forming numbers 1 to 9 correctly using vocabulary relating to addition and subtraction different mathematical signs estimation and comparing</p> | <p>Select the correct numerals to represent 1 to 20 objects In practical activities begin to use vocabulary to discuss the process of addition and subtraction Begin to record using mathematical signs for addition and subtraction Say a number sentence involving addition and subtraction Estimate how many objects they can see and check by counting</p> | <p>Say number names, write numbers using different media Recognise and order numbers 1 -5 and then 1 -10 Finger counting, counting songs, matching numbers to quantities</p> | <p>Count, match, number, next, one more, one less, fewer, many, addition, add, more, plus, subtraction, take away, minus, less, equals, same as, left, altogether, estimate, guess, compare, check, objects</p> |
| Shape Space Measure | <p>The days of the week Months in the year Time to the 'O' clock Seasons The properties of 2D shapes: circle, square, triangle, rectangle</p> | <p>Say which day comes next in the week Order months of the year Recognise the four seasons and begin to describe them. Describe 2D shapes using their properties Recognise time to 'O' clock</p> | <p>Order and sequence familiar events. Use everyday language related to size Use shapes and objects to create and recreate patterns. Describe position such as in front, next to, in between or behind Identify and name 2D shapes</p> | <p>Days of the week Months of the year Seasons: Autumn, winter, spring, summer Shape properties: Corners, sides, count tall, taller, tallest, short, shorter, shortest, long, longer, longest Time, clock, watches, big hand, little hand, seconds, minutes, hours 'O' Clock</p> |
| Understanding the World | <p>Plants and animals, and how they change over time. How living things need to be cared for, including the environment What is nature? How can we care for nature and the environment? Natural materials and materials that are not natural Living things and their outside environment</p> | <p>Grow plants and look after them Care for animals Ask questions about their natural environment Talk about what they have observed, such as plants and animals Talk about how things happen and why Show care and concern for living things and the environment</p> | <p>To talk openly about my family and friends and listen to other children. Engage in real life experiences from visitors who have different roles within the community.</p> | <p>Plants, light, growth, changes, natural, animals, decay, environment, care, nurture, living, not living</p> |

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| Expressive Arts | <p>A range of songs, rhymes and dances</p> <p>Using imaginative play to create stories and rhymes.</p> <p>Using instruments to enhance stories and rhymes</p> <p>Choosing particular colours for a purpose and learning about colour mixing</p> <p>Developing and acting out a familiar story or rhyme</p> <p>Combing movement and gestures to express and respond to experiences</p> | <p>Choose correct vocabulary to describe events and objects observed.</p> <p>Combine movement and gesture to be able to express themselves</p> <p>Use role play to express themselves, create stories and events</p> <p>Use stories and rhymes in their play</p> <p>Put on a performance for an audience to celebrate the songs and rhymes they have learnt</p> <p>Create different colours for a purpose by mixing primary colours</p> <p>Experiment with colour, texture and different materials</p> | <p>To decide what to play with and how to play with different objects</p> <p>To role play using stories and experiences which are familiar to them</p> <p>How to work with other children to create a story in play.</p> <p>To build different objects using construction material: boxes, card, Lego</p> <p>Knows how to begin to join things together to construct.</p> | <p>Songs, rhymes, dances, stories, imagination, developing, combining, mixing, primary colours, performance, audience, show</p> |
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