**Class texts*-*** *whole class reading, extracts, thematic books*

|  |  |  |  |
| --- | --- | --- | --- |
| Spring 1 | | Spring 2 | |
| Bear Hunt | Hickory Dickory | Tortoise and the Hare | Run Rabbit |
| Handa Surprise | Oranges and Lemons | Dear Zoo | Down in the jungle |
| Jasper’s Beanstalk | Mary Mary | Gruffalo x | Little Miss Muffet x |

|  |  |  |  |
| --- | --- | --- | --- |
| Spring 1 Word Aware | | Spring 2 Word Aware | |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Challenge Pack***

*Early Years*

*Stories, Poems and Rhymes*

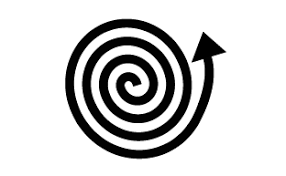
**Concept Questions**

* Can a story, poem or rhyme be based on reality?
* Why do people tell them?
* What makes a great story/poem/rhyme?

**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…?

**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.

*WWW*

*EBI*

WWW

EBI

**Public Outcome**

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

**Hooks or memorable experiences**

* *Visit the Theatre*
* *Story clues to introduce each story*
* *Experiences linked to each story, poem and rhyme*
* *Stories, poems and rhymes performance*



***Learning Challenge***

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **R** | **Term** | **Spring** | **Challenge pack** | Stories and Rhymes | |
| **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 | how it is important to understand and respect people’s feelings  some emotions and say how I am feeling: happy, sad, angry, worried, anxious.  how their actions can affect others’ feelings and can cause conflict.  understanding the class and school rules to keep themselves and others safe.  initiating conversations and forming good relationships with peers and familiar adults.  initiating conversations, attending to and taking account of what others say.  What makes them special. | 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 | communicating effectively with other children and adults  some familiar stories and can retell them – So much, Bear about town, Goldilocks and the three bears, three Billy Goats Gruff.  retelling past events in a sequence.  understanding ‘why’ and ‘how’ questions.  using talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | 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 | what to do to keep themselves healthy and others safe.  what tools are appropriate and how to use them safely for a particular purpose eg, scissors for cutting and snipping.  how to move safely in different ways inside and outside schools.  managing how to wash and dry their hands to keep themselves and others safe.  experimenting with different ways of moving.  how to control an object through pushing, patting, throwing, catching or kicking it, safely.  how to use simple tools to effect changes to materials.  forming letters correctly. | Safe, careful, choose, challenge,  cutting, snipping tools, rolling, throwing, catching, balancing, obstacles, negotiating space, experimenting |
| Writing/reading | | 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: the, to, , no, go , he, she, we, me, be  Recognise, read and tricky words:  was, my, you, her, they, all, are, said, when, do, so  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 | | 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 | saying, recognising and writing s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l  knowing which hand they prefer to write with.  giving meaning to marks they make as they draw, write and paint.  hearing and saying the initial sound in simple words  recognise tricky words:  I, the, to, go, no, into, he, she, we, me  how to link sounds to letters.  how to write their own name. | 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 |
| Number | | ***Recognising and ordering numbers to 10.***  ***forming numbers 1 to 9 correctly***  ***using vocabulary relating to addition and subtraction***  ***different mathematical signs***  ***estimation and comparing***  ***making pairs to 10*** | | 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 | using some number names and number language spontaneously and in play.  reciting numbers in order to 10.    identifying how many objects are in a set.  matching numeral and quantity correctly.  showing curiosity about numbers by offering comments or asking questions.    comparing two groups of objects, saying when they have the same number.    separating a group of three or four objects in different ways, beginning to recognise that the total is still the same.  recognising some numerals of personal significance.  recognising numerals 1 to 5. | Count, match, number, next,  one more, one less, fewer, many, addition, add, more, plus, subtraction, take away, minus, less, equals, same as, left, altogether, total, estimate, guess, compare, check, objects, comparing, composition and combining, number bonds, making paiirs |
| Shape Space Measure | | The days of the week  Months in the year  Time to the ‘O’ clock  Seasons  The properties of 2D shapes:  circle, square, triangle, rectangle  everyday language related to time. mass and capacity.  Ordering and sequencing familiar events  using mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. | | 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 | the days of the week  the shapes of everyday objects and begin talk about the properties.  how to use positional language in everyday conversation.  using time language e.g. yesterday and tomorrow.  the names of basic 2D shapes: circle, square, triangle, rectangle | 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 |
| Understanding the World | | 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 | | 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 | who helped us during the pandemic.  and say who lives in their family and homes.  and describe special times or events with family and friends.  significant events in their own experience.  the different roles and jobs of people who help us in our community.    the differences between a baby, a toddler and a child.  recognising and celebrating their uniqueness  how to talk some of the similarities and differences in relation to their friends or family. | Plants, light, growth, changes, natural, animals, decay, environment, care, nurture, living, not living |
| Expressive Arts | | A range of songs, rhymes and dances  Using imaginative play to create stories and rhymes.  Using instruments to enhance stories and rhymes  Choosing particular colours for a purpose and learning about colour mixing  Developing and acting out a familiar story or rhyme  Combing movement and gestures to express and respond to experiences | | Choose correct vocabulary to describe events and objects observed.  Combine movement and gesture to be able to express themselves  Use role play to express themselves, create stories and events  Use stories and rhymes in their play  Put on a performance for an audience to celebrate the songs and rhymes they have learnt  Create different colours for a purpose by mixing primary colours  Experiment with colour, texture and different materials | using various construction materials.  constructing by stacking blocks vertically and horizontally, making enclosures and creating spaces.  joining construction pieces together to build and balance.  how tools can be used for a purpose  how to sing simple songs and participate in simple dances.  how different instruments can make different sounds  mixing paint together to make different colours. | Songs, rhymes, dances, stories, imagination, developing, combining, mixing, primary colours, performance, audience, show |