

Once upon a Nursery Rhyme

<p>Throughout our learning journey we strive to provide a wide range of possibilities which will help our children to develop aspirations and promote independence for their future lives. We are ambitious.</p>	<p>Creativity underpins all areas of learning in our curriculum. We want children to be enthusiastic and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.</p>	<p>The community provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as kind and confident citizens. We are respectful.</p>
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Our Nursery Rhymes for this theme are:

Twinkle, Twinkle, Little Star
 Hey Diddle, Diddle
 Wheels On The Bus
 I'm A Little Tea Pot
 Five Currant Buns In A Baker's Shop
 Mix A Pancake
 There's A Worm At The Bottom Of The Garden
 Mary, Mary Quite Contrary
 Ring O' Ring O' Roses
 Little Bo Beep
 Chick, Chick, Chicken
 Peter Rabbit Has A Fly Upon His Nose

A selection of rhyming stories will also be shared during class story time. A variety of non-fiction texts will be shared during topic inputs.

During this theme we will develop our knowledge and understanding of:

Mathematics by:

- Creating shape pictures relating to rhymes
- Identifying the position of character's within illustrations from rhymes.
- Counting objects relating to rhymes.
- Matching numerals to objects relating to rhymes.
- Sorting objects relating to rhymes.
- Going on a shape hunt.

Key vocabulary

Numbers, how many, total, count, sorting, 2D shape, circle, square, rectangle, triangle, side, corner, above, below, in front, behind, next to, between.

Literacy by:

- Joining in with singing a variety of nursery rhymes.
- Re-enacting nursery rhymes.
- Role play using puppets and small world resources linked to rhymes.
- Sharing stories linked to rhymes.
- Sharing alternative rhyming stories.
- Reinforcing phase 1 phonics.
- Beginning phase 2 phonics following the government's Letters and Sounds publication.
- Continuing with individual home reading books.
- Writing within cards for special occasions and events.
- Name writing practise and pencil control activities.
- Weekly class visit to the library.

Key Vocab

Rhyme, alliteration, story, main events, characters, setting.

Understanding the World by:

- Exploring the settings of a variety of nursery rhymes.
- Operating remote control cars.
- Programming beebots.
- Participating in activities and making crafts relating to special events and celebrations such as

Expressive Arts and Design by:

- Singing nursery rhymes.
- Adding actions to rhymes.
- Drawing and painting pictures relating to rhymes.
- Making puppets linked to characters within rhymes.
- Engaging in role play relating to rhymes.
- Constructing settings relating to rhymes.



F1 Spring Term Theme Map



BROOKE Valentine's Day, Pancake Day, Mother's Day and Easter.
PRIMARY ACADEMY

- Going on a bug hunt.
- Going for a spring walk around the school grounds.

Key vocabulary

Valentines, Pancake, Easter, spring, trees, plants, leaves, flower, stem, petal, animals, insects, life-cycle.

- Making cards and crafts relating to rhymes and special occasions; such as Valentines Day, Pancake Day, Mother's Day and Easter.

Key Vocabulary

Sing, song, music, draw, paint, mix, colour, role play, create, build.

Personal, Social and Emotional Development by:

- Following the school's 'Jigsaw' PSE programme: Dreams and Goals.
- Attending the school pantomime
- Taking part in the parent Tea Party and Easter Event.
- Making Mother's Day and Easter cards.
- Making and eating pancakes on Pancake Day.
- Identifying who we love in relation to Valentine's day.

Key vocabulary

Feelings, happy, sad, home, family, love, Valentines, pancake, Easter.

Communication and Language by:

- Joining in with a wide variety of rhymes.
- Re-enacting a wide variety of rhymes using props, puppets and small world resources.
- Baking linked to rhymes such as 'Five Currant Buns.'
- Making and decorating crafts linked to rhymes.
- Walks and hunts around the school to look at flowers, plants and minibeasts linked to rhymes such as 'Mary, Mary, Quite Contrary'.
- Holding a Tea party event for parents linked to the rhyme 'I'm A Little Tea Pot.'
- Holding an Easter event for parents.

Key Vocabulary

Nursery rhymes, rhyme, listen, repeated phrase, alliteration.

Physical Development by:

- Making puppets linked to rhymes.
- Making crafts linked to rhymes- such as stars and hearts
- Walks and hunts around the school such as the spring walk, bug hunt and Easter egg hunt.
- Use of outdoor area including trim trail, bikes, large drawing board, stage, den and camping equipment, large construction equipment, water play equipment.
- Name writing practise and pencil control activities linked to the theme.
- Scissor skills activities linked to the theme.
- Painting and drawing characters, plants and animals linked to nursery rhymes, Mother's Day and Easter cards.
- Baking linked to nursery rhymes and seasonal events for example currant buns, scones for the Parent Tea Party and chocolate nests at Easter.

Key Vocabulary

Safe, grip, pencil, paintbrush, scissors, mixing bowl, pouring jug, spoon, spatula, weighing scales.

Each theme will start with a **'Talking Tub'**. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes.

Some subjects do not link directly to the theme, and will therefore be taught discretely.

During the theme the children will showcase their learning through holding a **Parent's Tea Party** and **Nursery Rhyme Fancy Dress Event**.

Key dates and school events that link to this theme include **Easter** and **World at Work week**.

These are just some of the areas which we will cover when we explore the theme of **Once Upon a Nursery Rhyme**; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.