



**Theme / Topic: Nursery Rhymes and Traditional Tales**

**Big Questions:** *Which rhyming words can we hear in our favourite nursery rhymes?*

*Who are the characters in the stories?*

Year Group:	Nursery
<b>Focus of Learning / linked to topics:</b>  Within this topic children will further explore a range of nursery rhymes. Within this topic we will also explore materials. Linked to Baa Baa Black Sheep, we will find out what people can do with bags of wool. Linked to Humpty Dumpty we will explore what we can make with eggs. We will also recreate nursery rhymes using small world characters and by making puppets.  Children will develop their understanding of traditional tales during this half term. They will explore stories such as The Three Little Pigs, The Three Billy Goats Gruff and Little Red Riding Hood. They will sequence stories verbally and join in with repeated refrain. They will be able to talk about characters from their favourite stories.  During this half term we will also learn about lunar new year.	<b>Prior Learning / linked to topics:</b>  Children have had lots of opportunities to take part in nursery rhymes and traditional tales so far. They have learnt many of them and can sing a growing repertoire. They have also sang new words to familiar rhymes during our Christmas celebrations. Many of the children for whom English is not their first language are learning to join in during small group sessions when familiar rhymes are incorporated.
<b>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</b>	
<b>Prime Areas:</b>	
<b>Personal, Social and Emotional Development</b> Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  To use the toilet and wash their own hands with minimal adult assistance.  To play in a small group of children sometimes with support.	<b>Key vocab / key questions:</b> Rules, Safety, careful, kind. Did you wash your hands? Do you need to go to the toilet? What are you playing? Where will you play today? Who are you playing with?

<p><b><u>Communication and Language</u></b></p> <p>Understand a question or instruction that has two parts.</p> <p>To begin to understand who, where and when questions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>To be able to talk about and understand the functions of body parts.</p>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Good sitting, good looking, good listening, rhyme, turn taking, instructions, song of the week, storytime.</p> <p>What do you think this story/rhyme might be about?</p> <p>Who are the characters in the story/rhyme?</p> <p>What happened in the story/rhyme?</p> <p>Can you...?</p> <p>Vocabulary relating to rhymes/patterns/celebrating – this will be clear on weekly and fortnightly planning and will change as we move through the half term.</p>
<p><b><u>Physical</u></b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To be able to sit on a trike and move it along using the pedals in one direction.</p> <p>To use large brushes to brush stones, water, or paints outside.</p> <p>To begin to use the small hammers in tap a shape sets.</p> <p>To use tweezers to pick up objects.</p> <p>To begin to use first scissors (standard child sized blunt tip) with some support, this may be hand over hand.</p> <p>To continue to develop mark making skills using smaller pieces of chalk, pencils and felt tips.</p>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Balance, ride, catch, throw, drop, climb, snip, cut, draw, paint, coat, fasten, peg, squeeze, pinch, wave, stretch, high, low.</p> <p>What are you going to paint?</p> <p>Who is in your drawing?</p> <p>What have you made from the Playdoh?</p> <p>Can you snip the paper?</p> <p>Can you make a big circle with your ribbon?</p> <p>Can you ride the pedal bike?</p> <p>Can you ride the balance bike?</p> <p>Can you squeeze the tweezers?</p>
<p><b><u>Specific</u></b></p>	
<p><b><u>Literacy</u></b></p> <p>To learn key vocabulary linked to a book such as; cover, author, page number.</p> <p>To engage in rhyme time, talking about their favourites.</p> <p>To begin to hear words which rhyme in stories and nursery rhymes.</p> <p>To begin hear the sound that their name begins with.</p> <p>To begin to draw some simple, recognisable pictures.</p> <p>To be able to copy the initial sound from their name.</p>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Draw, paint, tell me, book, title, author, front cover, pages, hold, words, pictures, tell me.</p> <p>What do you think this book is about?</p> <p>What can you see in the picture?</p> <p>Tell me about your drawing/painting?</p> <p>What letter does your name begin with?</p> <p>How do we say the sound for letter...?</p> <p>I spy...</p>

<p><b><u>Mathematics</u></b></p> <p>To recognise numerals 1-3.</p> <p>Show ‘finger numbers’ up to 5.</p> <p>To begin to recognise up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Recite numbers forwards to 5.</p> <p>Make comparisons between objects relating to size and length.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <p>To be able to understand and use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’.</p>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Count</p> <p>How many?, How many.....should be here?</p> <p>How many children are in our class today?</p> <p>How many children are in our line?</p> <p>Show me 1,2,3,4,or 5?</p> <p>How many are left?</p> <p>Show me...on your fingers?</p> <p>Which one is longer/shorter?</p> <p>Which is bigger/smaller?</p> <p>Where is teddy?</p> <p>Can you put teddy....?</p> <p>Who is sitting between....</p> <p>Can you sit put teddy between...?</p>
<p><b><u>Understanding the World</u></b></p> <p>To continue to share news from home and recall things that have happened in the not too distant past.</p> <p>To know that some celebrations are specific to some cultures. E.g. Chinese New Year.</p> <p>To listen to rhymes such as humpty dumpty and baa baa black sheep and talk about where these things come from and what we use them for.</p> <p>Talk about what they see, using a growing vocabulary.</p> <p>Explore collections of materials with similar and/or different properties. E.g. shells, pebbles, pine cones, bark.</p>	<p><b><u>Key vocab / key questions:</u></b></p> <p>What did you do at the weekend?</p> <p>What is happening in this picture?</p> <p>Tell us about...</p> <p>What can you see?</p> <p>Is it the same?</p> <p>How/Why is it different?</p> <p>Can you see through it? (transparent)</p> <p>What does it feel like?</p> <p>Where might you see this?</p>
<p><b><u>Expressive Arts and Design</u></b></p> <p>To begin to explore different materials and textures.</p>	<p><b><u>Key vocab / key questions:</u></b></p> <p>What would you like to make?</p> <p>What will you use?</p> <p>How will you join/attach that?</p>

<p>To be able to draw recognisable, simple pictures.</p> <p>To begin to use blocks to create small world play opportunities.</p> <p>Listen with increased attention to sounds.</p>	<p>What will happen if you mix those colours together?</p> <p>How does it feel?</p> <p>Bumpy, rough, smooth, soft, hard, sticky.</p>
<p><b><u>Safe Messages</u></b></p> <p>A1-A3, A8, B1, B2, B10, C2, C3, C6, C10.</p>	
<p><b><u>Topic Resources:</u></b></p> <p>Nursery rhyme puppets, cards, videos, story books, puppets, talk about pictures.</p> <p>Other resources will be highlighted in the fortnightly continuous provision planning and the weekly carpet time planning.</p>	