




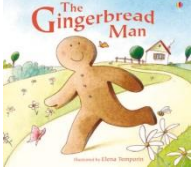

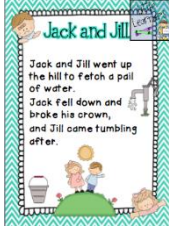

















**Week beginning: 04.05.2020**

Literacy and Phonics Learning Letter: Hello Nursery here is the learning letter to accompany our literacy and phonics this week. There are only 4 lessons week as this Friday is a Bank Holiday. Remember to try your best at the different activities but most importantly have FUN

Learning Intention	Teacher Input	Challenge
<p>1. <b>Phase 1: Rhythm and rhyme.</b></p> <p><b>Literacy: Enjoys rhyming and rhythmic activities.</b></p> <p><b>Literacy: Show awareness of rhyme and alliteration.</b></p>	<p>Activity: I know a word. Teacher to explain what rhyme is and model and give examples of rhyme. Teacher to play game 'I know a word' The adult begins with the prompt I know a word that rhymes with cat, (show child picture of a cat) you need to put one on your head and the word is...hat (then show child a picture of hat)</p> 	<p>Can you find objects at home that rhyme? How do you know that they rhyme? Do the words sound the same?</p> 
<p>2. <b>Phase 1: Rhythm and rhyme.</b></p> <p><b>Literacy: Enjoys rhyming and rhythmic activities.</b></p> <p><b>Literacy: Show awareness of rhyme and alliteration.</b></p>	<p>Teacher models how to play the silly soup game using objects that rhyme. I need to make sure that all the objects that go in my silly soup rhyme.</p> 	<p>Can you make your own rhyming silly soup at home? What objects would you need? What objects can't go inside your soup and why?</p>  <p><i>I'm going to make a silly soup I'm making soup that's silly. I'm going to cook it in the fridge. To make it nice and chilly!</i></p>
<p>3. <b>Book focus: Phase 1: Rhythm and rhyme.</b></p> <p><b>Literacy: Enjoys rhyming and rhythmic activities.</b></p> <p><b>Literacy: Show awareness of rhyme and alliteration.</b></p> <p><b>CLL: Joins in with repeated refrains and anticipates key events in phrases in rhymes and stories.</b></p>	<p>Teacher to read the 'Gingerbread Man' with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words. Encourage the children to join in with the repetitive phrases such as Run, run, as fast as you can, you can't catch me, I'm the Gingerbread Man. Teacher to identify the rhyming words in the story.</p>	<p>Can you sing some nursery rhymes at home? Can you make up actions to go with the songs? Can you tell a grown-up which words in the songs rhyme?</p> 

		
<p>4. Phase 1: Rhythm and rhyme.</p> <p>Literacy: Enjoys rhyming and rhythmic activities.</p> <p>Literacy: Show awareness of rhyme and alliteration.</p>	<p>Finish the rhyme activity:          Explain that hobbit the rabbit (puppet) has got a singing concert tonight but he has forgotten the words. Can we help him remember the words of the nursery rhymes?          Teacher to sing humpty sat on a ... ask the children what word is missing? Then sing the song again with the words filled in. Repeat with other familiar nursery rhymes.</p> 	<p>Can you make up your own version of your favourite nursery rhyme?          What is your favourite nursery rhyme?          Can you think of your own words that rhyme? For example, humpty dumpty sat on a pig, humpty dumpty had a blue wig.</p> 

 fin	 pin	 can	 fan
 mail	 pail	 nest	 vest
 house	 mouse	 sock	 lock
 lake	 rake	 boat	 goat
 mice	 dice	 clap	 snap

