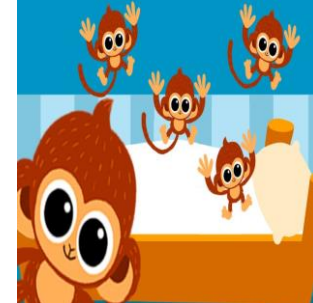


# Time To Rhyme

*During this term, we will be exploring the topic Time to Rhyme.  
Here is an overview of just some of the activities and objectives your child will be experiencing.*



	<b>WC: 21.09.20</b> <b>Book focus: Aliens Love Underpants</b> <b>Rhyme: Five Little Men in a Flying Saucers</b>	<b>WC: 28.09.20</b> <b>Book focus: Room on a Broom</b> <b>Rhyme: Five Little Speckled Frogs</b>	<b>WC: 5.10.20</b> <b>Book focus: Tiddler</b> <b>Rhyme: 1,2,3,4,5 Once I Caught a Fish Alive</b>	<b>WC: 12.10.20</b> <b>Book focus: Monkey Puzzle</b> <b>Rhyme: Five Little Monkeys</b>
Literacy  (Phonics, reading, speaking & listening and writing)	<ul style="list-style-type: none"> <li>• Introduction to story time phonics and the phonics fairy</li> <li>• Listening for rhyming pairs</li> <li>• Hearing initial sounds in words</li> <li>• Learning a new class rhyme</li> <li>• Practising pencil grip</li> <li>• Practising name writing</li> <li>• Listening and responding to our focus story</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and learn the story 'Room on a Broom'</li> <li>• Learning new sounds from the phonics fairy (s,a,t,p)</li> <li>• Practising being able to hear the initial sound in a word</li> <li>• Learning a new class rhyme</li> <li>• Practising our fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and learn the story 'Tiddler'</li> <li>• Learning new sounds from the phonics fairy (l, n, m, d)</li> <li>• Practising being able to hear the initial sound in a word</li> <li>• Learning a new class rhyme</li> <li>• Practising our fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and learn the story 'Monkey Puzzle'</li> <li>• Learning new sounds from the phonics fairy (g,o,c,k)</li> <li>• Practising being able to hear the initial sound in a word</li> <li>• Learning a new class rhyme</li> <li>• Practising our fine motor skills</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Introducing the number of the week</li> <li>• Recognising numbers 1 and 2</li> <li>• Making number towers</li> <li>• Singing Five Little Men in a flying Saucer</li> <li>• Completing number of the week boards</li> <li>• Using numicon and other maths resources</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising numbers 1, 2, 3</li> <li>• Making number towers for the number of the week (3)</li> <li>• Singing Five Little Speckled Frogs</li> <li>• Completing number of the week boards</li> <li>• Counting objects to 3</li> <li>• Going on a number hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising numbers 1, 2, 3, and 4</li> <li>• Representing our number of the week (4)</li> <li>• Learning 1,2,3,4,5 once I caught a fish alive</li> <li>• Completing number of the week boards</li> <li>• Counting objects to 4</li> <li>• Comparing numbers 1,2,3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising numbers 1, 2, 3, 4</li> <li>• Representing our number of the week (5)</li> <li>• Singing Five Little Monkeys</li> <li>• Completing number of the week boards</li> <li>• Counting objects to 5</li> </ul>
Other areas of the EYFS curriculum	<ul style="list-style-type: none"> <li>• Creating our own aliens using shapes</li> <li>• Constructing spaceships from a variety of materials</li> <li>• Metacognition focusing on "I can't do it...yet."</li> <li>• Exploring the role play area</li> <li>• Learning our class golden rules</li> <li>• Designing underpants</li> </ul>	<ul style="list-style-type: none"> <li>• Using the physical area to explore prepositional language (e.g. over, under, on top, beside)</li> <li>• Collage techniques</li> <li>• Constructing wands</li> <li>• Re-enacting the focus story in our outdoor area</li> <li>• Tracing fine motor control work</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an underwater scene</li> <li>• Mixing water colours to create new colours</li> <li>• Creating a porthole piece of art</li> <li>• Composing a song together</li> <li>• Exploring our pond area and discussing living things and our environment</li> <li>• Talking about healthy eating and 5 a day</li> </ul>	<ul style="list-style-type: none"> <li>• Working in teams to construct and take on a role</li> <li>• Use comparative language during play and activities e.g. big, bigger, biggest</li> <li>• Metacognition focusing on "You can do it Bert"</li> <li>• Taking part in our first Zoom assembly</li> </ul>