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| **Date and Focus** | **Literacy: Reading and Writing** | **Communication and language.** |
| W/b:  Incy,Wincy Spider  **Send words home to parents so children can say with parents.** | Encourage children to join in with the rhyme. Who is Incy Wincy? What did he climb up? Draw and write about Incy Wincy in writing area. Adults to model. | In small groups say and act the rhyme together. Use mouth to make whoosh sounds.  Listen to sound of rain. |
| W/b:  **Send words home to parents so children can say with parents.** | Pat a cake  Show children the action.  What is a baker?  Show examples of bakeries on IWB | Say the rhyme together. Use the dough to make a cake. Pat the cake. |
| W/b:  Jack and Jill went up the hill  **Send words home to parents so children can say with parents.** | Say the rhyme with the class.  Match the word Jack to the puppet and Jill. | Use puppets and props to retell the rhyme. |
| W/b:  Humpty Dumpty **Send words home to parents so children can say with parents.** | Say the rhyme with the class.  Encourage children to write and draw about rhyme in writing area, Adults to model. | Listen to the noises horses make. Can the children make horsey noises? What noise would the egg make when it fell off the wall? Crack eggs and listen! |
| W/b:  Grand old Duke of York  **Send words home to parents so children can say with parents.** | Say the rhyme with the class. Use simple pictures and help children to sequence the rhyme. Which picture comes first? Encourage children to say the rhyme so that they sequence correctly. | Act out the rhyme. Stand up and sit down.  Encourage children to march. Listen to noise feet make when marching.  Say the rhyme fast and slow. |
| W/b:  Little Miss Muffet  **Send words home to parents so children can say with parents.** | Act out the rhyme. Use props. Take photos and make into slide show.  Encourage children to write and draw about rhyme in writing area, Adults to model. | Leave props out so children can act out rhyme in small groups. |
| W/b:  Hickory Dickory dock  **Send words home to parents so children can say with parents.** | Say the rhyme with the class.  Pictures stuck into book and children to retell the rhyme. Adult to scribe. | Make a story tape of the rhyme in groups for children to listen to in the listening area.  Listen to the tape. |
| W/b:  Little Bo- Peep  **Send words home to parents so children can say with parents.** | Say the rhyme with the class.  Encourage children to write and draw about rhyme in writing area, Adults to model.  Use IWB | Leave props out so children can act out rhyme in small groups. |
| W/b:  Baa,Baa Black sheep  **Send words home to parents so children can say with parents.** | Say the rhyme with the class. Use simple pictures and help children to sequence the rhyme. which picture comes first? Encourage children to say the rhyme so that they | Use props to retell the rhyme.  Listen to sound sheep make. Can children make sheep noises? |
| W/b  Twinkle,Twinkle little star  **Send words home to parents so children can say with parents.** | Point to the words on the IWB. Use a pointer to point to each word. Encourage the children to point to the words independently. | Join in with the actions of the rhyme. Children to finish the last word of the rhyme: star, are, high... |