



Year 1, Term 1B

Rhythm and Rhyme	
Programme of study	Learning Intentions
<p>The unit focuses on rhyme, rhythm and alliteration with opportunities for children to compose a simple narrative. Rhymes chosen are traditional rhymes/chants with which most children will be familiar. This enables the focus to be on developing the quality of recitation, articulation, interpretation and presentation for an audience. Children will gain confidence within a familiar context working within the whole class, small group or with the support of a partner. The use of role play is used to support an understanding of both the theme and language of the rhymes and to develop pupils' oral language. The development of oral language, the ability to detect and generate rhymes, the ability to hear, recognise and generate alliterative phrases together with an appreciation of rhythm are essential prerequisites for early reading and writing. Poems or parts of poems are used to provide models for children's own poems or poetic sentences by substituting words or using the repetitive pattern of the text. Children also have the opportunity to write their own version of the stories presented in the core texts. The core texts provide opportunities to explore the meaning of descriptive vocabulary. Some children may begin to use it in their own writing. The emphasis during shared and independent writing is on the construction of simple sentences, drawing attention to punctuation and the application of taught spelling strategies.</p>	<p>Rhyme I can say my rhyme in a clear speaking voice. I can write my own version of Hickory Dickory Dock. I can write my own version of Pussy Cat, Pussy Cat. I can write my own version of Incy Wincy Spider.</p> <p>Characters in rhymes I can write what Jack and Jill said. I can plan and write the beginning of our new "Jack and Jill" story. I can follow the plan and write the middle and end of our new "Jack and Jill" story. I will remember my own writing target when writing.</p> <p>Pizza instructions I can use better words for 'then', when putting pizza instructions into the correct order. I can use better words for 'then'* when putting pizza instructions into the correct order. I will use better words for then*, when writing instructions for making (the CT's) pizza. I will use better words for then*, when writing instructions for making (my own) pizza. (I will use adverbs in my sentence I will use describing words to make my pizza sound tastier!</p> <p>Playground Chants I will practise a rhyme, with actions, that I can sing in the playground. I can change the verb in my own "Teddy Bear" chant. My '___ing' sentence will contain enough information in it.</p> <p>Rhyming text – Writing a class story Each sentence I write will have a describing word and enough information in it. I can plan and write the beginning of our new "I went walking" story. I will remember my own target when writing the end of my story.</p> <p>Rhyme and Rhythm I will sequence my story into the right order. I will take-turns when telling my partner the story.</p>
<p>End of Year Expectations</p> <p>Spoken Language:</p> <ul style="list-style-type: none"> listen and respond appropriately to their peers ask relevant questions to extend their understanding and build vocabulary and knowledge <p>Composition:</p> <ul style="list-style-type: none"> write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be 	



Thames View Infants *Blocked Unit Scheme of Work*

heard by their peers and the teacher.	I can use the plan to write the beginning of "Pass the Jam, Jim."
Vocabulary	Christmas
Title, rhyme, 'chosen by', rhyming, 'illustrated by', rhythm	Each line in my party list will contain a describing word.
Rhyme, phoneme	Each line in my letter to Santa will contain a describing word.
Rhyme, line	
Character, said, Jack/Jill	
Story, beginning, sentence	
Story plan, middle, full stop, end, capital letter	
First, Next, Then, After that, Finally	
Playground rhyme/chant	
Playground chant/rhyme, alliteration	
Title, author, sentence	
Illustrator, capital letter, full stop	
front cover, sentence	
opening, capital letter	
blurb, full stop	
title, blurb, author, sentence, illustrator	
rhyme, story, alliteration, sequence	
sentence, capital letter, story, full stop	