



EYFS

Literacy at Home: Rhymes





These materials have been created by *The Literacy Company* to support home learning with literacy. We hope you enjoy using them and would appreciate your feedback. Please follow our Facebook page or Twitter to keep up to date with any new releases.



The Literacy Company



@TheLCUK



theliteracycompany

We have also created 'The Lit Co Community' page which can be accessed through the following link:

<https://www.theliteracycompany.co.uk/the-lit-co-community/>

We would love to see some of the work you have produced, so start writing!



These unusual times might be just the time to familiarise yourself and your child with the rich tradition of rhymes and jingles which have been handed down for generations but perhaps lost or forgotten in our busy lives.

The singing and repetition of rhymes can help benefit a child's learning and development in many ways:

- **They are easy to repeat**
- **They help practise the rhythm of language**
- **They introduce new vocabulary and expand imagination**
- **They tell a story and teach about the emotions of the characters**
- **They get your child moving and improve their rhythm**
- **They improve memory, concentration, spatial intelligence and thinking skills**
- **They improve listening skills**
- **Music helps develop children with better self-control, higher self-esteem and confidence**
- **They are fun!**

The ideas and suggestions that follow could also be used with other rhymes and jingles such as *Hey diddle, diddle; Little Miss Muffet; Sing a song of sixpence; The Queen of Hearts; I had a little nut tree; Tom, Tom, the piper's son; Old King Cole; Little Boy Blue, There was a crooked man; and One, two, buckle my shoe.*



Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.


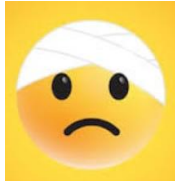


Then up Jack got, and home did trot,
As fast as he could caper,
They put him to bed and plastered his head
With vinegar and brown paper.

by Mother Goose





**Read/sing the rhyme 'Jack and Jill'.**

1. New words to talk about:

a pail of water	
broke his crown	 bumped/hurt his head
tumbling	 falling
trot caper	 Faster than walking, slower than running. Skipping or dancing about.



<p>plastered</p>	 <p>covered</p>
<p>vinegar and brown paper</p>	 <p>Vinegar and brown paper were a very old remedy for injuries.</p>

2. Draw some pictures and make up some actions to go with the rhyme. They will help you to remember it. When you know it really well, you could perform it for the people in your house and show your grandparents on a video call.
3. Think of some 'body instruments' and use them for one of your performances e.g. clapping, finger clicking, stamping; make a shaker out of a plastic container filled with rice; use a wooden spoon and a saucepan as a drum (not too loudly! 😊)
4. Find a word from Jack and Jill which rhymes with:
 - Jill
 - down
 - got
 - bed



5. Can you find more real or nonsense words which rhyme with these?
6. Tell the story of Jack and Jill. Start like this: 'Once upon a time...'
7. You might want to write your story and draw a picture to go with it.
8. Have you ever fallen and bumped your head? How did it happen and how did you feel? Draw a picture to label or write a sentence that you can read to someone else and they can read back to you.
9. If you hurt yourself, what does a grown-up use to make it better? It is probably not vinegar and brown paper!
10. 'Jack and Jill went up the hill to fetch a pail of water' ...from a **well**. The rhyme does not tell us this, but books usually show a picture of a well. Can you find out what a well is and how it works? Can you think why Jack and Jill didn't just get water from the tap?



Further ideas to inspire learning are available on our website:

Gateway: Hook the pupils into the context of learning Learn a poem by heart	
Session A:	Have the pupils sitting in a circle on the carpet. Produce a box and one by one bring out various items. Ask the pupils to think about what they are and where they might come from: e.g. hay/straw, animal feed, eggs in an eggbox/basket, wheat/barley, milk, a tweed cap, wellies, a toy tractor. The tractor is likely to be the item that confirms for the pupils that these items belong on a farm! Ensure they use the correct vocabulary for the items and understand the relevance of each.
Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions	Ask the pupils some questions: Have you been to a farm? What did you see/do? What are farms for?
Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Ensure they understand that farms raise animals and crops to provide us with food – eggs, milk, meat, wheat/barley to make flour for bread/cakes etc, fruit and vegetables, and wool from sheep. Share a short video of a busy working farm with the pupils such as Bee Bright - Out and About on the Farm - Amazing Animals!
Link statements and stick to a main theme or intention	After a first viewing of the video, play it a second time and pause the screen for a closer look at the animals. Talk about words to describe the different animals. Feely bag of toy farm animals – a cow, horse, dog, cat, hen, sheep, pig, duck. Tell the pupils that you are going to give them some clues and they are to guess what the animal is. You could give the pupils some literal clues but also incorporate some sounds: e.g. You might drink my milk, you might hear me moo – Can you guess it now? – I'm a black and white You can ride on my back, hear me whinny and neigh – I have a long, swishy tail. Of course, I'm a I'm a friendly pat with a woggy tail.... etc
Use talk to organise, sequence and clarify thinking, ideas, feelings and events	When all the animals have been guessed, model writing one or two of the animal names. Model sound buttoning each word as you write encouraging the pupils to use your favoured school strategy as they do so.
Continue a rhyming string	Draw the pupils' attention to the 'rime' part of the word i.e. d-og, c-at, sh-eeep. Together, generate a rhyming string for these words. The words can be real/nonsense. Scribe some of these rhyming words underneath the animal word and point out the same 'rime' at the end of each word. Display the animal names (with images) and the describing words the pupils suggested.
	Each pupil is given picture sheets [see resources] to label the farm animals and write some rhyming words, depending on the phonic level they are working at.
	At story time, read <i>Farmer Duck</i> by Martin Waddell

Two poetry units of work

Creepy Crawly and Busy Bugs

Poetry linked to habitats and minibeasts

The Farmyard

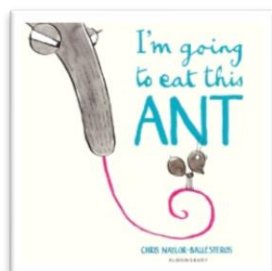
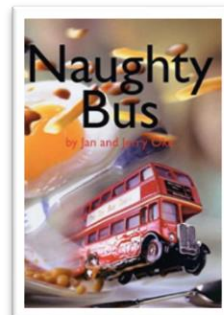
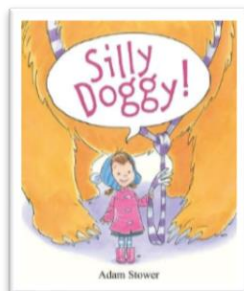
Poetry linked to farmyard animals with contributions to a class poem and a performance for an audience as an outcome

Please refer to our website for further information:

<http://www.theliteracycompany.co.uk/poetry-resources/>



Our award-winning resource ***Pathways to Write*** currently has six units of work available for EYFS.



Click here:

<http://www.theliteracycompany.co.uk/product/pathways-to-write-reception/>