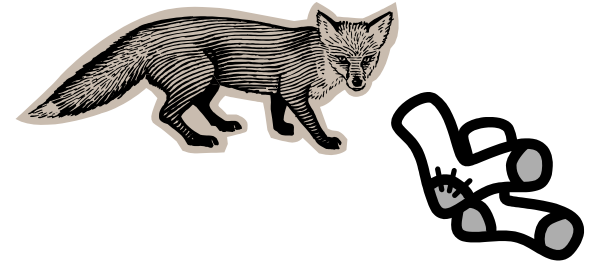




## Phase 1 b/a Aspect 4 Tuning into Sounds



### Rhyming Soup

#### Learning Intentions

Phase 1 b/ a

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech

#### Development Matters

**C & L 30 – 50 months Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (L)**

**C & L 30 – 50 months Listens with increasing attention and recall**

**C & L 40 – 60 months Maintains attention, concentrates and sits quietly during appropriate activity.**

**L 30 – 50 months Enjoys rhyming and rhythmic activities**

**L 30 – 50 months Shows awareness of rhyme**

**L 30 – 50 months Recognise rhythm in spoken words**

**L40 – 60 months Continues a rhyming string**

#### Activity

Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the song.

Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn, stir the soup and sing the following song to recite the growing list of things that end up in the soup.

Sing the first part of the song to the tune of 'Pop Goes the Weasel':

*I'm making lots of silly soup*

*I'm making soup that's silly*

*I'm going to cook it in the fridge*

*To make it nice and chilly*

*In goes... a fox... a box... some socks...*

#### Important teaching points

- Encouraging nonsense rhymes is a good way for children to begin to produce rhyme.
- Keep the songs slow so you can emphasise the rhyming patterns.

## Observing children's learning

### Learning and Development

*In this activity: how well do children:*

Prime area: **Communication & Language**

- **Joins in with the song and rhyme**
- **Listen with increasing attention and recall**
- **Maintain attention, concentrates and sits quietly during appropriate activity.**

Specific Area: **Literacy**

- **Sing or chant the rhyming string along with the adult**
- **Recognise that the words rhyme**
- **Produce a rhyme string**

### Characteristics of Effective Learning

*In this activity: to what extent are children:*

Playing and Exploring – Engagement (Being willing to have a go)

- **Showing a 'can do' attitude**

Active Learning – Motivation (Being Involved and Concentrating)

- **Maintaining focus on the activity for the duration**
- **Showing high levels of fascination**
- **Not easily distracted**
- **Persisting with activity when challenges occur**

Creating and Critical Thinking – Thinking (Making Links)

- **Making links and noticing patterns in the activity**
- **Thinking of ideas**

## Extending and Supporting Learning and Development

### Enabling Environments – Enhancements

Set up a rhyming café where children have silly soup options on the menu such as cat, bat, hat ,mat soup or shark, park, dark, bark soup. Prepare ready made menus and have the items or pictures and bowls and spoons. Ensure the area has access to writing materials, a telephone, real pictures of cafes, rhyming books and plan for adult interaction.

### Enabling Environments – Interactive Display

Leave the silly soup objects and bowls readily available for children to access during their free play.

### Enabling Environments – Parents

Let parents know all about silly soup and set the silly soup challenge and children either bring in or draw 4 things from home that rhyme. Provide them with ideas E.g. coat, boat, goat, float OR cap, tap, map, app

### Quality Book Titles

- Room on a Broom
- A Squash and a Squeeze
- The Gruffalo
- Who's in the loo
- One Mole Digging a Hole
- Stick Man
- The Smartest Giant in town
- Charlie Cooks Favourite book
- The Rhyming Rabbit
- Chocolate Moose for Greedy Goose

### Websites/ Apps

- Rhyme Rocket Programme ([www.cbeebies.co.uk](http://www.cbeebies.co.uk))
- Hoobs Interactive
- Rhyming Bee App

*Singing Phonics  
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