

The Benefits of NURSERY RHYMES



Reading and singing nursery rhymes are a wonderful way to introduce children to storytelling and sequencing stories.

Nursery rhymes boost language development and oral skills and introduce children to early literacy skills like repetition, listening for syllables and rhyming words. They offer an introduction to new words and phrases and allow opportunities for children to practice them and gain an understanding of their context and how inflection can be used to change the meaning of the words.

The short nature of nursery rhymes is perfect for children's concentration and promotes a love of books and stories. They encourage children to embrace rhythm and movement, often by requiring actions and dance and moving to a beat (rhythm).

Nursery rhymes help children embrace imaginative concepts by painting pictures in children's heads. They can be used to introduce play-based learnings through drama and the use of props and puppets. These help to extend children's learning by scaffolding on ideas expressed and explored within the rhyme. They are often a child's first introduction to poetry.

Nursery Rhymes foster and encourage social skills as they are often sung in a group or in a social circle. They can be used to provide opportunities for children to 'take centre stage' and participate alongside the adult or their peers and gain emotional and social confidences. And importantly, they learn skills such as turn taking and conversational lessons.

Many Nursery Rhymes use number and counting concepts, introducing addition and subtraction. This allows for children to recognise patterns in numbers and enhances mathematical problem solving. They also introduce concepts like big and small, fast or slow, up or down, in front or behind, beginning or ending and first or last.

Nursery rhymes promote a life-long love of literacy and are a fantastic resource for teaching children skills and concepts that they will use in their everyday life -



**So remember to: Read,
Sing, Talk & Play with
your child every day!**

EYLF Outcomes

Children have a strong sense of identity
Children are connected with and contribute to their world
Children have a strong sense of well being
Children are confident and involved learners
Children are effective communicators

Outcomes of this session:-

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- 1.1 Children feel safe, secure, and supported
- 1.3 Children develop knowledgeable and confident self identities
- 1.4 Children learn to interact in relation to others with care, empathy and respect

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.2 Children respond to diversity with respect

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- 4.3 Children transfer and adapt what they have learned from one context to another
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.2 Children engage with a range of texts and gain meaning from these texts
- 5.3 Children begin to understand how symbols and pattern systems work.

Theorist Links:

Vygotsky

This learning experience can be linked to Vygotsky's theories. He believes that language, literacy, and numeracy skills should be 'scaffolded' by adults or more skilled peers.

Piaget

This learning experience can be linked to Piaget's theories. He believes the child is an active learner and that the child must be given opportunities to explore, discover and experiment. These principles underpin all cognitive development. Gardner Gardner saw the arts and creativity as playing major roles in children's learning. Children are able to explore many cognitive concepts through their play and creative explorations

Dewey

The education of young children is child-centred, active and interactive. Education should reflect the child's interests and backgrounds and their social and cultural worlds are important

