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|  |  Week 1**Aspect 1 - Environmental Sounds** |  Week 2**Aspect 1 - Environmental Sounds** | Week 3**Aspect 2 – Instrumental Sounds** | Week 4**Aspect 2 – Instrumental Sounds** | Week 5**Aspect 3 – Body percussion** | Week 6**Aspect 3 – Body percussion** | Week 7**Aspect 4 – Rhythm & Rhyme** |
| Starter | Each session to begin with a ready to learn routine. Use Makaton symbols for good sitting, good looking, good listening.Use finger prompts – 1 to stand, 2 to move, 3 to sit.Start with an oral blending game – (tell chn we are playing the Mrs Dunphy says game, show 1 finger to signal stand, then ask chn to touch a body part – eg (insert own name) says touch your h-ea-d, t-oe –s, l-e-g etc) maximum of two body parts.Signal 3 fingers to sit back down. Re-establish good sitting, good looking, good listening. Reward with stickers. |
| Monday | Indoor listening walk. Re-group to talk about sounds they heard.Resources - none | Circle – sock shaker. Put shells inside sock, pass around circle. Chn to guess what is in the sock. Use new vocab in a sentence.Resources – sock, shells. | Set of instruments – chn to play each one. Select a child to hide behind screen and play one of the instruments, others to guess. Repeat.Resources - instruments | Story sounds – read a story (Jack and the Beanstalk), use instruments to act out parts of the story. Resources – drum, symbol. | Circle –pass a clap around the circle.Repeat with other actions, such as pass a knee slap around the circle. | Copy the body percussion moves to music – eg Pharrell Williams – Happy. Clap, clap, knees, knees. | Read The Gingerbread Man story – encourage chn to join in with the verse – run run as fast as you can you can’t catch me I’m the gingerbread man. Emphasie can and man.Resources – Gingerbread Man story |
| Tuesday | Outdoor listening walk. Re-group to talk about sounds they heard.Resources - none | Circle – sing Humpty Dumpty (model/encourage chn to make noises to match song- falling, bump, crash bang) etc. x 2 songsResources - none | Circle – adult and adult to model first. Choose two of the same instruments. One to play quietly and one to play loudly. Adult and child to then model. Others to demonstrate loud or quiet request. Hands up for loud, fingers on lips for quiet.Resources – 2 of the same instruments. | Matching sound makers – all chn to select an instrument (must have two of these)Adult to turn back and to make a sound with one of the instruments and each child to select the matching instrument. | Action songs – Sing the Grand Old Duke of York – use feet to make a marching sound.If you are happy and you know it song. Adult to model and chn to join in. | Noisy Neighbour – Tell the children a short story. “while we were asleep (chn close eyes) the noisy neighbour made a sound (2nd adult to make a noise – snore, hand clap, stamp feet etc). Ask chn to identify sound. Repeat with various sounds.Resources - none | Rhyming soup – lay out a set of objects that have a matching sound eg, log and frog, cat and hat etc. Adult to model, introduce objects, can chn find a matching object with the same sound.Resources – objects with matching sounds, log, frog, cat, hat, pan, fan. |
| Wednesday | Circle – Listen to mystery object make a sound (eg, keys, scrunched paper). Discuss.Resources – keys, paper | Environmental sounds video – watch and name the sounds.Resources - IWB | Grandma’s footsteps. Adult to model being grandma first. Use triangle for tiptoes, drum for giant steps, xylophone for running etc.Chn to listen to the instrument “grandma” uses and follow steps accordingly.Resources - triangle, drum & xylophone | Music show and tell – chn to perform a short instrumental music to others and say why they like it. Adult to model first. Eg – drum because it makes me feel angry like a giant.Resources – selection of musical instruments. | Noisy Neighbour – Tell the children a short story. “while we were asleep (chn close eyes) the noisy neighbour made a sound (2nd adult to make a noise – snore, hand clap, stamp feet etc). Ask chn to identify sound. Repeat with various sounds.Resources - none | Pied Piper game – adult to model using an instrument and chn to adjust walk to copy the sound, eg, a loud symbol crash may mean a jump. Chn to copy.Resources - instrument | I know a word game – adult to start off. “I know a word that rhymes with mat, it is cat.” Chn to take turns.Resources - none |
| Thursday | Outdoor – Use wooden spoons to tap/scrape the fence, the floor, the shed. Which is your favourite sound?Resources – wooden spoons | What’s in the box – various items in box. Show chn objects then cover over. Rattle one of the objects, turn take to guess the object.Resources – box, keys, coins, shells etc | Matching sounds – use an instrument and model making a sound with it (eg a triangle, ding twice) pass instrument around circle, each child to copy the sound made.Resources – 1 x instrument | Set of instruments – chn to play each one. Select a child to hide behind screen and play one of the instruments, others to guess. Repeat.Resources - instruments | Circle – body percussion pattern. Adult to model. Clap hands, knees etc.Repeat. | Circle – body percussion pattern. Adult to model. Clap hands, knees etc.Repeat. | Odd one out game – pics of rhyming items, chn to spot the odd one out. Eg – cat, box, hat.Resources – Pic cards. |
| Friday | Circle – describe the animal (four legs, stripes, long swishy tail etc). Ask a child to make the noise that the animal would. Eg a roar for a lion..Resources - animals | Indoor listening walk through main school. Re-group to talk about sounds they heard.Resources - none | Hidden instrument – hide a selection of instruments around nursery. Chn the find an instrument and then stand by “teddy” and play until all instruments have been found. Discuss an orchestra – show clip of orchestra. | Hidden instrument – hide a selection of instruments around nursery. Chn the find an instrument and then stand by “teddy” and play until all instruments have been found. Discuss an orchestra – show clip of orchestra. | Pied Piper game – adult to model using an instrument and chn to adjust walk to copy the sound, eg, a loud symbol crash may mean a jump. Chn to copy. | Song –This is the way Tune ; Here we go round the Mulberry Bush This is the way we clap our hands Clap our hands , clap our hands. This is the way we clap our hands. Clap our hands ….Stamp our feet ….Click our fingers ….Rub our hands ….Slap our knees etc…. | Read a rhyming story, emphasie the rhyming words.Resources – rhyming bok. |
| Notes |  |  |  |  |  |  |  |