



Letters and Sounds - Phase 1 - Aspect 3

Tuning into Sounds activity 1

Main Purpose: To develop awareness of sounds and rhythms



Preparation

Consider which is most appropriate area for the songs and rhymes you are doing.
Outdoors is a great place for marching to the beat, and you can be noisy when required without disturbing others.

Resources

'Helping Young Children with Steady Beat' by Ros Bayley & Lynn Broadbent introduces Beat Baby, which would be a useful resource

Look, listen and note how well children:

- Produce contrasts in rhythm, speed and loudness
- Join in with words and actions to familiar songs
- Articulate words clearly
- Keep in time with the beat
- Copy the sounds and actions
- Make up patterns of sounds



Activity 1 Action songs

Singing songs and action rhymes is a vital part of Phase One activities and should be an everyday event.

Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which the children have to add claps, knee pats, or move in a particular way. Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence.

Encourage the children to be attentive and to know when to add sounds, when to move and when to be still.

Share with Parents

Sing a new song for the parents to watch at the end of the session.

Give out the words to new rhymes you have introduced.

Tape the children singing the new song or rhyme and loan to parents.



Letters and Sounds - Phase 1 - Aspect 3

General Sound Discrimination - Body Percussion

Tuning into Sounds activity 2

Main purpose: To develop awareness of sounds and rhythms



Preparation

Prepare an area for children to move about.

Resources

None required



Look, listen and note how well children:

- Produce contrasts in rhythm, speed and loudness
- Join in with words and actions to familiar songs
- Articulate words clearly
- Keep in time with the beat
- Copy the sounds and actions



Activity 2 Roly poly

Rehearse the rhyme with the actions (rotating hand over hand)

Ro . . . ly . . . po . . . ly . . . ever . . . so . . . slowly

Ro . . . ly . . . po . . . ly faster.

(increase the speed of the actions as you increase the speed of the rhyme)

Now add in new verses, such as:

Stamp . . . your . . . feet . . . ever . . . so . . . slowly

Stamp your feet . . . faster.

Ask the children to suggest sounds and movements to be incorporated into the song.

Share with Parents

Walking home from nursery make up different walking actions e.g. tip...toe, tip..toe ever so slowly... tip-toe tip-toe faster. Also try: giant strides, jumping, stamping.



Letters and Sounds - Phase 1 - Aspect 3
General Sound Discrimination - Body Percussion
Listening and Remembering Sounds activity 3



To distinguish between sounds and to remember patterns of sound

Preparation

Prepare suitable area away from distraction

Resources

None required

Look, listen and note how well children:

- Copy a body percussion sound or pattern of sounds
- Identify hidden sounds
- Suggest ideas



Activity 3 Follow the sound

Invite a small group of children to sit in a circle. The adult begins by producing a body percussion sound which is 'passed' to the child sitting next to them such as clap, clap, clap. The sound is passed around the circle until it returns to the adult. Ask: Do you think the sound stayed the same all the way round? What changed? Did it get faster or slower? Make more difficult by introducing a simple sequence of sounds for the children to pass on (e.g. clap, stamp, clap).

Share with Parents

With a smaller number of people this activity is still possible, choose a time when all the family are sitting round the table (maybe waiting for a meal) to pass the sound around.



Letters and Sounds - Phase 1 - Aspect 3
General Sound Discrimination - Body Percussion
Listening and Remembering Sounds activity 4



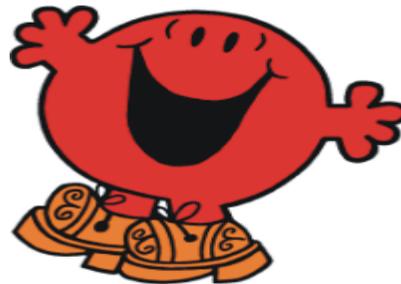
To distinguish between sounds and to remember patterns of sound

Preparation

A quiet area

Resources

Two adults
Objects to make noises with.
Screen



Look, listen and note how well children:

- Identify hidden sounds
- Suggest ideas and create new sounds for the story



Activity 4 Noisy neighbour 1

Tell the children a simple story about a noisy neighbour and invite the children to join in. Begin with: *Early one morning, the children were all fast asleep - (ask the children to close their eyes and pretend to sleep) - when all of a sudden they heard a sound from the house next door.*

At this point the second adult makes a sound from behind the screen.

The story-teller continues: *Wake up children. What's that noise?*

The children take it in turns to identify the sound and then the whole group join in with: *Noisy Neighbour please be quiet. We are trying to sleep.*

Repeat the story using different sounds e.g. snoring, munching cornflakes).

Share with Parents

This would be a good game to play at bedtime when the house is quiet.

Encourage your child to add new ideas to the story about the noisy neighbour, they can share these ideas with their friends at nursery.



Letters and Sounds - Phase 1 - Aspect 3
General Sound Discrimination - Body Percussion
Talking about Sounds activity 5



To talk about sounds we make with our bodies and what the sounds mean

Preparation

A comfortable, cosy, quiet area

Resources

None required



Look, listen and note how well children:

- Use language to make different endings to the story
- Use a wide vocabulary to talk about the sounds they hear
- Group sounds according to different criteria (e.g. loud, quiet, slow, fast)



Activity 5 Noisy neighbour 2 (see Activity 4-Noisy neighbour 1)

Ask the children to suggest a suitable ending to the story. Discuss noises they like, noises that make them excited and noises that make them feel cross or sad.

Ask when it is a good time to be noisy, and when it is best to be quiet or speak softly (e.g. when we need to listen). List the suggestions.

Ask: *Is this a time to be noisy or quiet?* As you present scenarios such as: the swimming pool, the library, at a party, with someone who is asleep, in the park, at a friends house when they are poorly, playing hide and seek.

Share with Parents

Discuss noises they hear around the home, saying whether they like them or dislike them e.g. the alarm in the morning, the traffic, noisy people outside when they are trying to go to sleep, the birds singing.



Letters and Sounds - Phase 1 - Aspect 3
General Sound Discrimination - Body Percussion
Talking about Sounds activity 6



To talk about sounds we make with our bodies and what the sounds mean

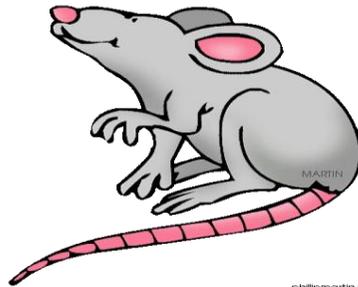
Preparation

Plenty of space required, outdoors is ideal.



Resources

None required



Look, listen and note how well children:

- Use language to make different endings to the story
- Use a wide vocabulary to talk about the sounds they hear
- Group sounds according to different criteria (e.g. loud, quiet, slow, fast)



Activity 6 The Pied Piper

- Tell a simplified version of the Pied Piper to the children.
- Use different instruments for the Piper to play, with children moving in different ways in response.
- The child at the front decides on the movement and the rest of the group have to move in the same way.
- They follow the leader around the indoor or outdoor space, marching, skipping and hopping -vary the pace and describe the action: fast, faster, slow, slower.

Introduce and model new words e.g. briskly, rapidly, lazily

Share with Parents

Sing the song
'Following the leader, the leader, the leader, Following the leader wherever he/she may go.

This song can be sung on the way up the stairs to bed (extending the route all around the house).



