

**Phase 1 Aspect 1: Week 1**  
**Environmental sounds**

Main purpose:

To develop the children's listening skills and awareness of sounds in the environment. Further development of vocabulary and children's identification and recollection of differences between sounds. To make up simple sentences and talk in greater detail about sounds.

<b>Mon</b>	<p><b>Listening walk preparation</b> <i>Children to make big ears to stick on a headband.</i></p>	<p>Tuning into sounds (TIS). Look, listen and note how well the children: recall sounds they have heard; discriminate between the sounds; describe the sounds they hear.</p> <p>Listening and remembering sounds (LRS). Look, listen and note how well the children: describe what they see; identify the animals and imitate the sounds; add new words to their vocabulary.</p> <p>Talking about sounds (TAS). Look, listen and note how well the children: identify different sounds and place them in a context; identify similar sounds; make up sentences to talk about sounds; join in the activities and take turns to participate</p>
<b>Tues</b>	<p><b>Listening walk</b> <i>Once the ears have dried, make the headbands and take the children on their listening walk. This is a listening activity that can take place indoors or outdoors. Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Invite the children to show you how good they are at listening and talk about why listening carefully is important. Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use 'cupped ears' or make big ears on headbands to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.</i></p>	
<b>Wed</b>	<p><b>A listening moment</b> <i>This is another activity that can take place indoors or outdoors. Remind the children how to be good listeners and invite them to show how good they are at listening by remembering all the sounds they hear when they listen for a moment. It may be useful to use a sand timer to illustrate, for example, the passing of half a minute. Ask them what made each sound and encourage them to try to make the sound themselves.</i></p>	
<b>Thurs</b>	<p><b>Sound stories</b> <i>There are lots of free sound effects available online. There are many commercially available resources with pre-recorded sounds to illustrate a simple sequence of events (e.g. a thunderstorm). Each child selects two or three picture cards that match the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events.</i></p>	
<b>Fri</b>	<p><b>Drum outdoors</b> <i>Give each child a beater or make drumsticks, for example from short pieces of dowel. Encourage the children to explore the outdoor area and discover how different sounds are made by tapping or</i></p>	

*stroking, with their beaters, a wooden door, a wire fence, a metal slide, and a few items such as pipes and upturned pots you have 'planted'.*

*The activity could be recorded and/or photographed. Ask each child to demonstrate their favourite sound for the rest of the group. The whole group can join in and copy. Ask each child to take up position ready to make their favourite sound. An adult or a child acts as conductor and raises a beater high in the air to signal the children to play loudly and lowers it to signal playing softly.*

**Phase 1 Aspect 1: Week 2**  
**Environmental sounds**

Main purpose:

To develop the children's listening skills and awareness of sounds in the environment. Further development of vocabulary and children's identification and recollection of differences between sounds. To make up simple sentences and talk in greater detail about sounds.

Mon	<p><b>Mrs Browning has a box</b> <i>Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of 'Old MacDonald' but using your own name or one of the children's: Mrs...has a box ee i ee i o And in that box she has a... Stop. Gesture and ask the children to listen. Handle one of the objects in the box, out of sight, to make a noise. The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice. With a zzz zzz here and a zzz zzz there... Allow the children to take a turn at making a noise from inside the box and use their names as you sing.</i></p>	<p>Tuning into sounds (TIS). Look, listen and note how well the children: recall sounds they have heard; discriminate between the sounds; describe the sounds they hear.</p> <p>Listening and remembering sounds (LRS). Look, listen and note how well the children: describe what they see; identify the animals and imitate the sounds; add new words to their vocabulary.</p>
Tues	<p><b>Teddy is lost in the jungle</b> <i>One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Tell the other children they are going to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the teddy. Alternatively lead the children in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.</i></p>	<p>Talking about sounds (TAS). Look, listen and note how well the children: identify different sounds and place them in a context; identify similar sounds; make up sentences to talk about sounds; join in the activities and take turns to participate</p>
Wed	<p><b>Describe and find it</b> <i>Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example: This animal has horns, four legs and a tail. Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game let individual children take the part of the adult and describe the animal for the others to name. This activity can be repeated with other sets of objects such as zoo animals, toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.</i></p>	
Thurs	<p><b>Socks and shakers</b> <i>Partially fill either opaque plastic bottles or the toes of socks with noisy materials (e.g. rice, peas, pebbles, marbles, shells, coins). Ask the children to shake the bottles or socks and identify what is inside from the sound the items make. From the feel and the sound of the noisy materials encourage the children to talk about them. Ask questions such as: Where might we find shells and pebbles?</i></p>	

Fri	<b>Favourite sounds</b> <i>Make a poster or use a whiteboard for the children to record their favourite sounds pictorially. Invite them to put their sounds in order of popularity and talk about the ones they like the best. Ask the children to think about sounds that they do not like (e.g. stormy weather, barking dogs, car horns, crying babies) and to say why.</i>	
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**Phase 1 Aspect 2: Week 1**  
**Instrumental Sounds**

Main purpose:

To experience and develop awareness of sounds made with instruments and noise makers. To listen to and appreciate the difference between sounds made with instruments. To use a wide vocabulary to talk about the sounds instruments make.

Mon	<p><b>New words to old songs</b> <i>Take a song or rhyme the children know well and invent new words to suit the purpose and the children's interests. Use percussion instruments to accompany the new lyrics.</i></p>	<p>Tuning into sounds (TIS). Look, listen and note how well the children: identify and name the instruments being played; listen and respond as the instrument is being played.</p> <p>Listening and remembering sounds (LRS). Look, listen and note how well the children: are able to remember and repeat a rhythm; discriminate and reproduce loud and quiet sounds; are able to start and stop playing at the signal.</p> <p>Talking about sounds (TAS). Look, listen and note how well the children: choose appropriate words to describe the sounds they hear, for example, loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly; match sounds to their sources; use sounds imaginatively to represent a story character; express an opinion about what they have heard.</p>
Tues	<p><b>Which instrument?</b> <i>This activity uses two identical sets of instruments. Give the children the opportunity to play one set to introduce the sounds each instrument makes and name them all. Then one child hides behind a screen and chooses one instrument from the identical set to play. The other children have to identify which instrument has been played. Develop the activity by playing a simple rhythm or by adding a song to accompany the instrument (e.g. There is a music man. Clap your hands) while the hidden instrument is played. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played</i></p>	
Wed	<p><b>Matching sound makers</b> <i>Show pairs of sound makers (e.g. maracas, triangles) to a small group of children. Place one set of the sound makers in a feely bag. The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker stands up and plays it. This activity can be adapted by playing the sound maker behind a screen so that the children have to identify it by the sound alone.</i></p>	
Thurs	<p><b>Story sounds</b> <i>As you read or tell stories, encourage the children to play their instruments in different ways (e.g. Make this instrument sound like giant's footsteps, ... a fairy fluttering, ... a cat pouncing, ... an elephant stamping). Invite them to make their own suggestions for different characters (e.g. How might Jack's feet sound as he tiptoes by the sleeping giant? And what about when he runs fast to escape down the beanstalk?). As the children become familiar with the pattern of the story, each child could be responsible for a different sound.</i></p>	
Fri	<p><b>Adjust the volume</b> <i>Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds. It may be necessary to demonstrate with two adults copying each</i></p>	

	<p><i>other first. Then try the activity with an adult with one child. Use cards giving picture or symbol cues to represent loud or quiet (e.g. a megaphone, puppet of a lion; a finger on the lips, puppet of a mouse).</i></p>	
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## Phase 1 Aspect 2: Week 2 Instrumental Sounds

Main purpose:

To experience and develop awareness of sounds made with instruments and noise makers. To listen to and appreciate the difference between sounds made with instruments. To use a wide vocabulary to talk about the sounds instruments make.

Mon	<p><b>Matching sounds</b>  <i>Invite a small group of children to sit in a circle. Provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader. Start with a single sound to pass round the circle, and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.</i></p>	<p>Tuning into sounds (TIS). Look, listen and note how well the children: identify and name the instruments being played; listen and respond as the instrument is being played.</p>
Tues	<p><b>Hidden Instruments</b>  <i>Hide the instruments around the setting, indoors or outdoors, before the children arrive. Ask the children to look for the instruments. As each instrument is discovered the finder plays it and the rest of the group run to join the finder. Continue until all the instruments are found to make an orchestra.</i></p>	<p>Listening and remembering sounds (LRS). Look, listen and note how well the children: are able to remember and repeat a rhythm; discriminate and reproduce loud and quiet sounds; are able to start and stop playing at the signal.</p>
Wed	<p><b>Grandmother's footsteps</b>  <i>'Grandmother' has a range of instruments and the children decide what movement goes with which sound (e.g. shakers for running on tip-toe, triangle for fairy steps). First an adult will need to model being Grandmother. Then a child takes the role.</i></p>	<p>Talking about sounds (TAS). Look, listen and note how well the children: choose appropriate words to describe the sounds they hear, for example, loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly; match sounds to their sources; use sounds imaginatively to represent a story character; express an opinion about what they have heard.</p>
Thurs	<p><b>Musical show and tell</b>  <i>Invite groups of children to perform short instrumental music for others. The others are asked to say what they liked about the music. (They will need a selection of instruments or sound makers and some rehearsal time.)</i></p>	
Fri	<p><b>Animal sounds</b>  <i>Provide a variety of animal puppets or toys and a range of instruments. Encourage the children to play with the instruments and the animals. Discuss matching sounds to the animals. Give a choice of two instruments to represent a child's chosen animal and ask the children to choose which sound is the better fit: Which one sounds most like the mouse? What do you think, David?</i></p>	

## Phase 1 Aspect 3: Week 1

### Body Percussion

Main purpose:

To develop awareness of sounds and rhythms. To distinguish between sounds and to remember patterns of sound. To talk about sounds we make with our bodies and what the sounds mean.

Mon	<p><b>Action songs</b></p> <p><i>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 and foot stamps 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.</i></p>	<p>Tuning into sounds (TIS). Look, listen and note how well the 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.</p>
Tues	<p><b>Follow the sound</b></p> <p><i>Invite a small group of children to sit in a circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult. Ask: Do you think that the sound stayed the same all the way round? What changed? Did it get faster or slower? Make the activity more difficult by introducing a simple sequence of sounds for the children to pass on (e.g. clap, stamp, clap).</i></p>	<p>Listening and remembering sounds (LRS). Look, listen and note how well the children: copy a body percussion sound or pattern of sounds; identify hidden sounds; suggest ideas and create new sounds for the story.</p>
Wed	<p><b>Listen to the music</b></p> <p><i>Introduce one musical instrument and allow each child in the small group to try playing it. Ask the children to perform an action when the instrument is played (e.g. clap, jump, wave). The children can take turns at being leader. Ask the child who is leading to produce different movements for others to copy. As the children become more confident, initiate simple repeated sequences of movement (e.g. clap, clap, jump). Suggest to the children that they could make up simple patterns of sounds for others to copy. Ask the children to think about how the music makes them feel and let them move to the music.</i></p>	<p>Talking about sounds (TAS).  Look, listen and note how well the children: use language to make different endings to the story; use a</p>
Thurs	<p><b>Noisy Neighbour 1</b></p> <p><i>This game needs two adults to lead it. Tell 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 are encouraged to join in with: Noisy neighbour, please be quiet. We are trying to sleep. Repeat the simple story line with another sound (e.g. snoring,</i></p>	<p>Look, listen and note how well the children: use language to make different endings to the story; use a</p>



	<i>brushing teeth, munching cornflakes, yawning, stamping feet, washing). Encourage the children to add their own ideas to the story about the noisy neighbour.</i>	wide vocabulary to talk about the sounds they hear; group sounds according to different criteria, for example, loud, quiet, slow, fast.
Fri	<p><b>Noisy Neighbour 2 p22 (TAS).</b></p> <p><i>(See 'Noisy neighbour 1' above.) 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 when children are: ■ at the swimming pool; ■ in the library; ■ at a party; ■ with someone who is asleep; ■ in the park; ■ at a friend's house when the friend is poorly; ■ playing hide and seek.</i></p>	

**Phase 1 Aspect 3: Week 2**  
**Body Percussion**

Main purpose:

To develop awareness of sounds and rhythms. To distinguish between sounds and to remember patterns of sound. To talk about sounds we make with our bodies and what the sounds mean.

Mon	<p><b>Roly poly</b> <i>Rehearse the rhyme with the actions (rotating hand over hand as in the song 'Wind the bobbin up'). Ro ... ly ... po ... ly ... ever ... so ... slowly Ro ... ly ... poly faster. (Increase the speed of the action 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. Say hello ever so quietly Say HELLO LOUDER!</i></p>	Tuning into sounds (TIS). Look, listen and note how well the 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.
Tues	<p><b>Action songs</b> <i>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 and foot stamps 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.</i></p>	Listening and remembering sounds (LRS). Look, listen and note how well the children: copy a body percussion sound or pattern of sounds; identify hidden sounds; suggest ideas and create new sounds for the story.
Wed	<p><b>Words about sounds</b> <i>It is important that adults engage with children in their freely chosen activities and introduce vocabulary that helps them to discriminate and contrast sounds, for example: ■ slow, fast; ■ quiet, loud; ■ long, short; ■ type of sound (click, stamp, etc.); ■ type of movement (rock, march, skip, etc.). Start with simple opposites that are obviously different (e.g. loud, quiet). Listen to what the children have to say about the sounds they hear and then build on and expand their contributions and ideas.</i></p>	Talking about sounds (TAS).
Thurs	<p><b>Read The Pied Piper and talk about the story.</b></p>	Look, listen and note how well the 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
Fri	<p><b>The Pied Piper p23 (TAS).</b> <i>Tell the story of the Pied Piper of Hamelin. 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 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</i></p>	Look, listen and note how well the 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

	<i>words by acting them out (e.g. briskly, rapidly, lazily, sluggishly, energetically) for the children to copy and explore by acting them out in different ways.</i>	different criteria, for example, loud, quiet, slow, fast.
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