



Previous learning - What should I already know:

- I can use my ears to listen.
- I can use my mouth and body to make sounds.

Knowledge - What I need to know:

Listening to:

- Environmental sounds.
- Instrumental sounds.
- Body percussion.
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting.

Environmental sounds –

- Identify sounds they hear inside/ outside
- Make noises on different surfaces using hands or drumsticks
- Sing at different volumes
- Be able to recreate a simple sequence of sounds
- Identify some sounds they prefer for a choice
- Add appropriate sound effects to stories and songs with support.



Instrumental sounds –

- Identify an instrument being played behind a screen
- Play an instrument louder or quieter
- Stop and start playing an instrument at a signal
- Play instruments in front of others, alone or part of a group
- Choose instruments to complement animal sounds



Body Percussion –

- Copy a body sound such as a clap
- Join in with action songs
- Identify a body sound
- Suggest times to be noisy or quiet
- Move their body in response to music and sounds



Rhythm and Rhyme -

- Join in with repetitive stories and songs
- Move in time with a beat
- Play rhyming bingo
- Match rhyming items
- Complete a familiar rhyme



Alliteration –

- Match two items that have the same initial sound
- Copy exaggerated sounds such as ssssssss
- Suggest a person/ object when given an initial sound
- Practise correct mouth movements for simple sounds



Voice sounds / Oral blending and segmenting –

- Explore mouth movements such as blowing, sucking and wiggling their tongue
- Make voice sounds such as ssssssss
- Experiments with their voice sounds such as shouting, whispering and squeaking
- Experiments with different animal sounds
- Copy sound talk such as c-a-t
- Describe a sound e.g. high, loud, short, quiet



Vocabulary

Alliteration	Alliteration is where a group of words start with the same initial sound, such as sun, song, snake, star. Playing I-Spy is a good example of how to reinforce this, or even going on an object hunt around the house or in the garden to find lots of things beginning with a particular initial sound.
Blend	Saying the individual sounds which make up a word and merging the sounds together to say the word.
Decoding	Breaking down a word into different phonemes to help read.
Phoneme	A single unit of sound which can be made using 1 or more letters eg. 'ai' 'ee' 't'
Phonics	A method of teaching children to read by correlating sounds with symbols (letters/ groups of letters).
Rhyming	This is where children begin to explore what words sound like and develop an awareness of certain words which sound the same
Segmenting	The opposite of blending. Splitting a word into individual sounds, used for spelling and writing.
Sound Talk	This is where children learn to hear all the sounds in words, not just the initial sound at the beginning. So, for example, to sound out the word cat, you would say "c-a-t". This is called oral segmenting where each part of the word is split up. Immediately after you have done this, you have to merge the sounds together and say the whole word, for example "c-a-t, cat".

Examples of Activities:

General Environment Sounds

Go on a learning walk. You could go around your house or outside with an adult and practise listening carefully to all the different sounds you can hear. Talk about what you heard. Did you recognise all the sounds? Were they loud or quiet? Were they long or short sounds?



Make a collection of your own noise makers. Think about lots of different things that can make a sound and gather them together in a box or a bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or pans.

Play the game 'I hear with my little ear' Take it in turns to imitate the sound of something and guess what makes that sound. You could imitate the sound of things found around your house like a clock, a telephone or a pet like a cat or dog.

Talk about sounds you like and sounds you don't like and why. Draw some pictures of things that make sounds that you like e.g. birds singing or a doorbell.

Rhythm and Rhyme



Can you teach someone at home one of the rhymes we have been singing? See if you can remember all the words!

Play a matching game. Can you match two pictures together that rhyme e.g. dog and frog?

Listen carefully to a list of words – can you find the one that doesn't rhyme with the others? Remember to listen carefully to the sound at the end of the words. Tree, bee, pin, three.

What rhymes and poems do you say at home? Find a copy of your favourite rhyme or poem to share with the rest of your class.

Alliteration



Zoe the zookeeper wanted to name some of the animals. She wants the names to start with the same letter as the animal. So far she has thought of Charlie Chimp and Tommy Tiger. Can you help her think of some names for the lion, snake and panda?

Charlotte the chef is making some silly sound soup! Each soup needs 3 ingredients that start with the same letter sound. She has already made the 't' sound soup with toffees, tomatoes and toast! Can you think of 3 foods to put in the 'c' sound soup?

Go on a letter sound hunt! Look around at home or outside and find things beginning with the same letter sound. Can you find three things beginning with 't'? what other letters can you choose?

Voice Sounds

Use your voice to create some sound effects. Can you make a sound like a ticking clock or a doorbell? Listen to the sounds you hear around you home – can you make a sound just like them?

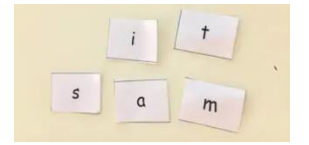


Teach a grown up the song 'Old McDonald had a farm.' What animals will be in your song? What noises will the animals make?

Play an animal themed guessing game. Make some sound effects for different animal noises and encourage someone to guess what animal sounds you were making. You could 'meow' like a cat, 'woof' like a dog or 'hiss' like a snake. What other animal sounds can you make?

Try making some different voice sounds to show different feelings or emotions e.g. 'oh!' when surprised. 'mmmm' when eating something yummy and 'shhh' when trying to be quiet!

Oral blending and Segmenting



Listen carefully as you sound out these words: pin, sat, tap, net, how many letter sounds are in each word? Try counting on your fingers e.g. c-a-t, 1-2-3'

Emma the explorer has a list of things she needs to take on her next adventure but she can't read it! Can you help Emma work out what she needs to pack in her bag? Sound out the words below and blend the sounds together to find out what she needs to take. You could draw pictures to help Emma know what she needs to take.

m-a-p
c-u-p
h-a-t
p-e-n

Play a listening and drawing game with a grown up. Take it in turns to sound out a word and then the other person has to draw the item! Try the words: hat, sun, ten, pan, box

With a grown up, play a listening game about a visit to a farm. 'I went to the farm and I saw' – Instead of saying the animal name, split the word up into its 3 letter sounds. The other person has to identify the animal by blending the sounds together. E.g. 'I went to the farm and I saw a c-a-t – Person guesses cat. Try the words: cat, dog, pig, hen, cow

--	--	--