Welcome to "Letters and Sounds" planning!

This document is what your children would be doing with Nursery adults for 10 minutes maximum every day. If you child gets fed up do not force them to come back or stay longer, just try again tomorrow!

A nice easy activity this week but it just use instruments. If you don't have any instruments at home feel free to ask for a loan from school. Also you can use some of the alternative we have discussed before like a saucepan and wooden spoon some marbles in a sock etc. The important focus is on rhythm developing an ability to follow a beat and learning those new words as it suggests in the second part.

If you have any problems or queries please do contact school via phone or the Nursery email.

Feel free to use the space provided to jot down notes of how well they get on. The "look listen and note" section is really to tell you what the children should be doing and what you need to look out for as evidence of learning.

Most importantly have fun! ~Mrs P
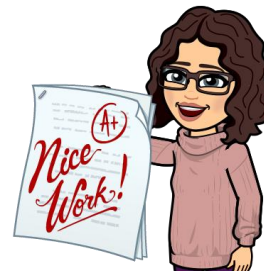
OE – on entry EW – end of week   / – beginning to   ∠– often doing/getting   △– secure/always

Aspect 3: General sound discrimination – body percussion

<table>
<tr><td colspan="2">Look, listen and note
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; ♥ use a wide vocabulary to talk about the sounds they hear;
♥ group sounds according to different criteria (e.g. loud, quiet, slow, fast).</td><td></td></tr>
<tr><td><u>Wk 5:</u>

Activity</td><td><u>The Pied Piper:</u> 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 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.</td><td></td></tr>
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