

# Welcome to "Letters and Sounds" planning!

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This document is what your children would be doing with Nursery adults for **10 minutes maximum** every day. If your child gets fed up do not force them to come back! Try again tomorrow.

The activities are explained well but if you need to make adaptations at home feel free. For example if you don't have animal toys find a variety of toys that would make sounds e.g. car brrrrrm brrrrrm, keys jingle jingle, phone ring ring, baby waaa waaa, you get the idea!

If you have any problems or queries please do contact school via phone or the Nursery email which I will be checking regularly.

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 L - often doing/getting Δ - secure/always

Tiny Tiddlers: Letters and Sounds planning: Spring 1:

*Aspect 3: General sound discrimination – body percussion*

**Look, listen and note**

*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	
<p><b>Wk3:</b> Warm up <b>5mins</b></p>	<p><b>Action songs:</b> 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.</p>

*Aspect 2: General sound discrimination – instrumental sounds*

**Look, listen and note**

*Look, listen and note how well children:*

- ♥ choose appropriate words to describe sounds they hear (e.g. *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.

Activity	
<p><b>5mins</b></p>	<p><b>Animal Sounds:</b> 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: <i>Which one sounds most like the mouse? What do you think, David?</i></p>