

# Welcome to "Letters and Sounds" planning!

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This document is what your children would be doing with Nursery adults for **15 minutes maximum** every day. If your child finds it tricky please persevere as they will get better each time you repeat the activity.

The activities are explained well but if you need to make adaptations at home feel free. For example if you don't have percussion instruments any household object that can be used as an instrument will be fine... Squeaky toy, recorder, jingly keys instead of bells etc.

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   △ - secure/always

Tiddlers: Letters and Sounds planning: Spring 1:

**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.

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| <b>Wk 3:</b><br>Warm<br>up | <u><b>Musical Show and Tell:</b></u><br>Invite children to perform short instrumental music for others. The others are asked to say what they liked about the music.  |  |
| Activity                   | <u><b>Animal Sounds:</b></u><br>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> |  |