**Let’s Celebrate**

**Foundation1**

**Autumn Term 2**

**Week 1**

**Learning Intentions:** Children learn

To explore vocal and body sounds

About loud and quiet sounds

About illustrating the words and pictures with sounds

How to follow visual and aural cues

**Introductory activity (10mins)**

If you want to… (London Bridge)

Sing hello to Barnaby Bear and look in his backpack. He has some pictures of fireworks and he wants us to explore them using our voices and bodies.

Ask the children to volunteer firework sounds and use the song,

‘Copy me, copy me

You can do it too

Copy me, copy me

Then I’ll copy you’

**Main activity (15mins)**

Read the poem, ‘Rocket’ by Tony Mitton from ‘Action Rhymes’ by John Foster and Carol Thompson.

Ask the children to follow the words with actions by crouching quietly until the fuse is lit and jumping in the air with a whoosh.

Explore different sounds they could make as they jump up e.g. pop, whee, sizzle, snap or crackle.

Extend the action of the poem by asking the children what happens when the firework is over (The sparkles drift slowly to the ground).

Build this into their vocal and body exploration of the firework

Take one of the words and find an instrumental sounds for it

E.g.

Pop- woodblock

Bang- drum

Crackle - clatterpillar

Sizzle – maracas

Snap- claves

Wheee- tambourine/jingles

Ask the children to show how loudly and they can play them and how quietly.

*When the fuse is lit, how loudly will they play their sounds?*

*How will the sounds change as the sparkles drift to the ground?*

Give the children the opportunity to swap sounds and repeat the poem several times- lighting their fuses, showing the sounds exploding in to the sky and then drifting down.

**Plenary (5mins)**

Pack away the instruments and ask the children to use their fingers to follow the words from Tony Mitton’s poem, ‘Firework’ from ‘Finger Rhymes’ by John Foster and Carol Thompson.

Sing ‘Goodbye Barnaby’ (GEggE)

**Learning Outcomes:** Children can

Use vocal and body sounds to illustrate words and pictures

Follow aural cues in order to make up actions

Listen to and select instruments by their timbre

Control the volume at which they play sounds

Can follow visual cues

**Week 2**

**Learning Intentions:** Children learn

A new song

About the festival of Diwali

About quiet and loud sounds

A new firework song

**Introductory activity (10mins)**

If you want clap your hands….

Hello Children/Hello Barnaby (GEggE)

Look at what Barnaby has to show them- some pictures of some fireworks, a picture of a pumpkin and a picture of a carved pumpkin.

He also has a few small toys (e.g. a small doll, toy car, marble or a bouncy ball), some sweets and a candle.

At this time of year children who celebrate the Hindu festival of Diwali often get sweets and small toys and their parents light candles.

Teach the children the singing game,’ Pumpkin, Pumpkin’ (Singing Games and Rhymes for Early Years)

Pumpkin, pumpkin (CECE)

Round and fat (CEG-)

Turn into a jack ‘o lantern (gggagecd)

Just like that (EDC-)

(The children might need to know that a carved pumpkin with candles in it is what the Americans call a ‘Jack ‘o Lantern’.)

*Simplified actions- Clap the rhythm of the first two lines*

* *Turn around on the spot during the third line*
* *Jump up in the air on each of the three words in the last line*

**Main activity (15mins)**

Ask the children to remember what vocal sounds they made for the fireworks last week

* Whoosh
* Bang
* Boom
* Sizzle
* Crackle
* Pop
* Whee

Ask them to follow Charlie Crocodile as they clap their hands together (Starting and stopping)

Now ask them to clap their hands really quietly when he just peeks over the top and to get louder as he gets taller.

*Can they get quieter as he starts to go back into his house?*

Introduce ‘I’m a little Firework’ (Tune: I’m a little teapot)

I’m a little firework

Short and round

Sitting quietly

On the ground

When you light my fuse

The sparks do fly

Up I go

Into the sky!

Crouch down on the carpet and, when the match has been struck, show sparks with fingers and then jump up into the air with a ‘whoosh’ and a ‘bang’.

Try this several times and then ask the children if they made any sound when they were crouching on the carpet?

*Should their sparks be loud or quiet? (Quiet)*

*Should their whooshes and bangs be loud or quiet? (Loud)*

Hand out a selection of instruments and see if they can follow Charlie crocodile in order to play them quietly and loudly.

Try singing the song again whilst keeping the instruments still, playing them quietly and then playing them loudly.

Extension activity: *What happens to the sound when the sparks fall to the* *ground? Can they make their sounds quieter as the sparks fall to the ground by following my fingers?*

**Plenary (5mins)**

Pack the instruments away and talk about the sounds they made today.

Sing goodbye to Barnaby.

**Learning Outcomes:** Children can

Copy sung phrases tunefully

Add actions to a song

Use vocal, body and instrumental sounds to illustrate a firework

Make quiet and loud sounds

Control their playing so they can get louder/quieter

Follow visual and aural cues when playing or moving

* [](http://www.stcatherines.college/news/?pid=3&nid=1&storyid=43)

[](https://www.google.com/imgres?imgurl=https%3A%2F%2Fak7.picdn.net%2Fshutterstock%2Fvideos%2F12499247%2Fthumb%2F9.jpg&imgrefurl=https%3A%2F%2Fwww.shutterstock.com%2Fvideo%2Fclip-12499247-fireworks-pinwheel-catherine-wheel-celebration-display-4th&docid=Oz6uoU1zjPJVHM&tbnid=7-Vas8hxpEzYaM%3A&vet=10ahUKEwjtne-ZqsjeAhVKK8AKHcSTBEMQMwhjKBowGg..i&w=852&h=480&bih=916&biw=978&q=catherine%20wheel%20firework&ved=0ahUKEwjtne-ZqsjeAhVKK8AKHcSTBEMQMwhjKBowGg&iact=mrc&uact=8)

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[](https://www.diynetwork.com/how-to/make-and-decorate/decorating/22-traditional-pumpkin-carving-ideas-pictures)

***Pop***

***Pop***

***Pop***

***Pop***

***Sizzle***

***Sizzle***

***Sizzle***

***Sizzle***

***Whoosh***

***Whoosh***

***Whoosh***

***Whoosh***

***BANG!***

***BANG!***

***BANG!***

***BANG!***

**Week 3**

**Learning Intentions:** Children learn

A new singing game

How to illustrate picture using body and vocal sounds

To select instrumental sounds

To take turns and play in groups

**Introductory activity (5mins)**

If you want to… sit by me (Tune: London Bridge is falling down)

Sing, ‘Hello Barnaby’ and look at the pictures he has to show you in a special little box.

There is a picture of a leaf, someone stamping in the leaves, the whistling wind, falling leaves and some fireworks.

Ask the children to use their voices and bodies to make the sound of each.

**Main activity (20mins)**

Ask the children to select some sounds for each of the cards in the box

E.g. Rustling leaves- maracas/egg shakers

Crunchy footsteps- scrapers

Whistling wind- tambourines and jingles

Falling leaves- chime bars sets (C-C’)

Fireworks- drums and woodblocks

Lay a copy of each picture by each pile of instruments chosen

Teach the children the song, ‘What shall we find in our autumn picture box?’ (Tune: Drunken Sailor)

*What shall we find in our autumn picture box?*

*What shall we find in our autumn picture box?*

*What shall we find in our autumn picture box?*

*On a Monday morning*

Firstly sing the song and tap a steady pulse, then ask the children to pass the box around the circle until the song has finished.

Depending on how many children are in the group, ask one child to take out a card and to select a sound form the correct pile. The children around him or her may also choose a sound from the pile.

Ask the children to play those sounds and then repeat the game until all the cards have been chosen and all the sounds have been played.

Extension activity: Hold up the pictures one by one and see if any of the children can remember what picture their instruments illustrated.

Play a selection of games with the children

E.g.

*- We’re going to play and play and play and stop! Etc.*

*- Instruments, instruments where are you?*

*- Now my sounds are up and now my sounds are down*

*Now my sounds are dancing all around the town*

*Dance them by my shoulders, dance them by my head*

*Dance them by knees and tuck them into bed*

**Plenary (5mins)**

Pack the instruments away and ask the children which were their favourite sounds today.

Encourage the children to listen to the autumn winds and to the sound of their feet scrunching in the leaves as they walk.

If time, sing and perform actions to ‘Pumpkin, Pumpkin’

*Pumpkin, pumpkin (Clap hands)*

*Round and fat*

*Turn into a jack-o-lantern (Turn round on the spot)*

*Just- like- that- (Three jumps)*

**Learning Outcomes:** Children can

Sing tunefully

Keep a steady beat

Select sounds carefully

Take turns and play in groups

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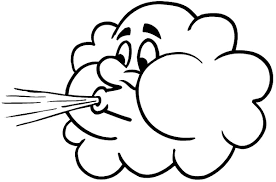
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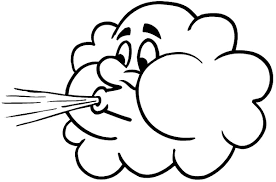
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**Week 4**

**Learning Intentions:** Children learn

About pitch- ascending and descending sounds

Two new songs

How to respond to pitch with movement

**Introductory activity (10mins)**

If you want to…. (London Bridge)

Sing hello to Barnaby and look in his backpack.

He has a racing car, submarine and an aeroplane. Ask the children to make sounds for each to and to describe how and where they move.

(The submarine travels beneath the sea, the car on the land and the aeroplane flies up into the air and then lands safely again).

Ask the children to show the aeroplane taking off and landing with their voices and then with their bodies.

Sing the song, ‘Autumn Leaves’ and sow the children how you start with arms stretched up high and gradually crouch down until you are on the floor.

*Autumn leaves are falling*

*C’ C’ C’ C’ B B*

*Orange, red and brown*

*A A A A G*

*See them swirling in the wind and*

*F F F F E E E E*

*Falling to the ground*

*D D D D C-*

(If you have enough leaves for one each, give the children a leaf each to hold as they gradually sink to the ground)

**Main activity (15mins)**

Talk about the ways in which leaves move as they fall to the ground and sing the following words to the backing track for the Merry Go Round (KMM)

*Round and round the*

*Leaves falling down*

*Swirling and whirling*

*Towards the ground*

*Red and yellow and*

*Orange and brown*

*Swirling and whirling towards the ground*

Identify the different colours in the song and match them to individual leaves.

Now ask the children to stand up in a circle and to hold hands. They will move round together as they sing the first part of the song and then move their hands up and down as they sing

*Red and (UP)*

*Yellow and (DOWN)*

*Orange and (UP)*

*Brown (DOWN)*

When the children have down this a couple of times introduce a piece of material for them to hold onto and try the song again.

Finally, put some leaves on the material so that when they move their hands up and down the leaves move with them.

If time, repeat the song from the beginning of the session and ask the children to hold onto the material as they sing. They will gradually sink down to the ground until they are sitting on it by the end of the song.

**Plenary (5mins)**

Give the children a free choice of instrument whilst singing, ‘Choose an instrument you can play’ (Tune: London Bridge)

*Choose an instrument you can play*

*You can play, you can play*

*Choose an instrument you can play*

*What’s your favourite?*

And play ‘Play and stop’, ‘Instruments, instruments, where are you?’ and ‘Now my sounds are up’.

Pack away and sing goodbye to Barnaby.

**Learning Outcomes:** Children can

Sing tunefully

React to changing pitch with movement

Play a steady beat

Respond to aural and visual cues