**Autumn and Winter Music Project**

**Foundation 1**

**Week 1: 30mins**

**Learning intentions:** Children learn

Two new action songs

About loud and quiet sounds

About visual cues/signals

**Introductory activity (10mins)**

If you want to…

Hello Barnaby (Pictures of pumpkins and fireworks)

Pumpkin, pumpkin, round and fat action song

*Pumpkin, pumpkin*

*Round and fat*

*Turn into a Jack ‘o lantern*

*Just like that!*

*(Clap beat during first two lines, turn round during third line and jump on the last three words of the song)*

***Assess: Can move to a steady beat***

**Main Activity (15mins)**

Explore firework vocal and body sounds and discuss the changes in volume from quiet to loud and then back to quiet

“I’m a Little Firework” (action song to the 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!*

Explore instrumental sounds and play ‘Play and Stop’ following Charlie crocodile puppet. Repeat with quiet and loud sounds as the puppet peaks out and then stretches up fully.

Wait until the firework is lit and then try playing quietly-loudly-quietly.

**Plenary (5mins)**

Ask the children to follow the instruction of the words in the song, **‘**The Loud/Soft band’. They will hold their instruments still and then either play loudly or quietly.

**Learning Outcomes:** Children can

Keep a steady beat with body actions

Follow aural and visual cues

Play quiet and loud sounds with control

Follow a sequence of sounds with their instruments

**Week 2:30mins**

**Learning Intentions:** Children learn

About describing words

A new action song

About texture and timbre

How to talk about sounds

**Introductory activity (10mins)**

If you want to…

Hello Barnaby (Pictures of fireworks)

Revise, ‘I’m a little firework’ and think of words to describe them (e.g. bang, pop, whoosh, zip, crackle, sizzle) and use voices to exaggerate these sounds

**Main activity (15mins)**

Take one word at a time and choose the best instrument to go with each. Hand out these instruments and play them as we say the words.

Swap so children can explore all the sounds.

Introduce the song, ‘’Four Little Fireworks’ (Tune: Six little Ducks)

*Four little fireworks waiting on the ground*

*Short ones, long ones, not a sound*

*Along came a man to light them for me*

*Up in the air with a one, two, three*

Start with everyone playing and then encourage the children to drop out of the song after each verse until there is only a few remaining.

**Plenary (5mins)**

Pack away the instruments and ask the children about the sounds

*Who liked the sound best when all were playing? Who liked it better when only a few sounds played?*

Sing and move to ‘Pumpkin, pumpkin’ if time

**Learning Outcomes:** Children can

Select sounds to illustrate pictures/words

Follow visual cues in order to start and stop

Talk about their likes and dislikes

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***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 from 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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**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)

Give groups of five children at a time the opportunity to play descending notes on a set of chime bars while the other children fall slowly to the ground with their leaves.

**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.

Alternatively, you can give each child a smaller piece of material or scarf and ask them to twirl it round as they sing the first part of the song and to raise it up and down to the pitch of the music

**Plenary (5mins)**

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

**Week 5:30mins**

**Learning intentions:** Children can

A new chant

How to move like different animals

Two new songs

How to play and sing at the same time

**Introductory activity (5mins)**

If you want to…

Sing, ‘Hello Barnaby’ and look at the friends he has brought with him today. He has brought a reindeer, a penguin, a polar bear, a seal, a little elf and Santa with him.

*Ask the children if these animals and people live in hot or cold places*

**Main activity (15mins)**

Introduce the chant, ‘On my trip in the snow with you’

Trit, trit, trot goes the reindeer on the ice x 3

On my trip in the snow with you

Flick, flick, flack goes the penguin on the ice x 3

On my trip in the snow with you

Pad, pad, pad goes the bear through the snow x 3

On my trip in the snow with you

Wheee goes the seal on the ice x 3

On my trip in the snow with you

“Hurry, hurry, hurry” says the elves wrapping gifts x 3

On my trip in the snow with you

“Ho, ho, ho” says Santa on his sleigh x 3

“It’s nearly Christmas Day!!”

Ask the children to copy the words first and then to stand up and make movements/actions to go with them

***Assess: Can move to a steady beat***

Introduce the song, ‘Five Little Santas’

*One, two, three four five little Santas (Count them with their fingers)* C’ B A G A Aa B G

*Wave their arms as jolly as can be (Wave arms)* C’ B A G Aa Aa B-

*One, two, three, four, five little Santas (Count them with their fingers)* C’ B A G

A Aa B G

*Waved their arms and danced around the tree* C’ G E G Ff Ed C-

Ask the children for new idea of what the Santas could do e.g. clapped their hands/stamped their feet

End with ‘played their bells’ and give out jingles, tambourines and Indian cymbals

***Assess: Can play to a steady beat***

**Plenary (10mins)**

Introduce the children to the song, ‘Round the Christmas Tree’ (Tune: Wind the Bobbin Up)

Talk about the Christmas tree and what they would find at the top of the tree and at the bottom of the tree

Sing the words to the children and ask them to copy actions that you make

*Round the Christmas tree x 2 (Join hands and move round in a circle)*

*Shake, shake, shake your bells (Shake the bells and tambourines)*

*Round we go again x 2 (Join hands and move round in a circle)*

*Shake, shake, shake your bells (Shake the bells and tambourines)*

*Point to the star on top of the tree (Point up high)*

*Point to the presents for you and me (Point down low)*

*Shake your bells together now, one two three (Shake bells and tambourines)*

*Now we’ll dance around the tree (Dance around on the spot whilst playing)*

Pack the instruments away and say goodbye to Barnaby and all his friends

**Learning Outcomes:** Children can

Move to a steady beat

Listen to aural cues

Suggest body sounds

Sing tunefully

Play with control

**Week 6: 30mins**

**Learning Intentions:** Children learn

About beat

About timbre and texture

The names of percussion instruments

To take turns

Two new songs

**Introductory activity (5mins)**

If you want to…

Look at some of the items Barnaby has in his back- sellotape, scissor, wrapping paper and a bow. Clap the rhythm of each and discuss what he might be doing (wrapping up his Christmas presents)

*Where are the presents laid?*

Revise the song, ‘Round the Christmas tree’ and sing with the actions, substituting ‘shake your bells together now’ for ‘clap your hands together now’

**Main activity (15mins)**

Introduce the song, ‘Five Mince Pies’

*Five Mince Pies in a baker’s shop*

*Warm and spicy with sugar on the top*

*Along came… with a penny one day*

*Bought a mince pie and ate it right away*

Sing the song with the children and use their fingers to count down from five to zero and ask five children to collect a mince pie.

Each mince pie will have a picture of a percussion instrument on the back

*Can the children remember the name of the instrument?*

Ask each of the children to collect the instrument on their picture and give out other examples of it until all the children have an instrument.

Ask all the children to keep a steady beat at you sing the song again, starting from five.

***Assess: Can maintain a steady beat***

Now ask one group of instrumentalists to put their instruments in the middle of the circle and repeat with four groups, three groups, two groups and one group.

*What happened to the sound as more children put down their instruments?*

*Who liked it better when all the sounds were mixed up?*

**Plenary (5mins)**

Introduce the song, ‘Ten Red Crackers’ (Tune: Ten Green Bottles) and ask everyone to stand up and clap a steady beat

They should jump on the words, ‘one, two, three’

*There are ten red crackers on the Christmas tree*

*Ten red crackers on the Christmas tree*

*If you choose a cracker and count for one to three (One, two, three)*

*They’ll be nine red crackers on the Christmas tree*

Choose volunteers to take one cracker off the tree at a time and count down from 10 to none.

***Assess: Can move to a steady beat***

**Learning Outcomes:** Children can

Follow aural cues when moving

Play to a steady beat

Count down from 10 to zero

Discuss their likes/dislikes

Play in groups

**Week 7: 30mins**

**Learning Intentions:** Children learn

A new chant

A new song

About rhythm and beat

To play and sing

To listen attentively

**Introductory activity (10mins)**

If you want to…

Sing ‘Hello Barnaby’ and look at the Christmas toys he has in his backpack-Santa, a reindeer and a little elf

Discuss how each might move and then introduce the chant, ‘Santa’

Santa, Santa, what can you see?

I see a reindeer trotting by me

Reindeer, reindeer, what can you see?

I see a little elf running by me

Little elf, little elf, what can you see?

I see some presents for you and me!

Ask the children to move to the beat like so:

1 2 3 4

San - ta -

Rein- deer rein- deer

Little elf little elf

And then ask them to play those rhythms on instruments such as bells, maracas, claves and woodblocks

**Assess: Can copy rhythmic patterns**

**Main activity (10mins)**

Introduce the song, ‘Santa’s Band’ and ask the children to play when their instruments are mentioned e.g. Oh Santa’s band has jingle bells/maracas/wooden sticks. The play altogether and sing, ‘Santa’s band had lots of sounds’.

**Assess: Can maintain a steady beat**

Hide one of each of the sounds in a sack and ask what Santa is going to play today. Observe who can recognize each of the hidden sounds

**Plenary (10mins)**

Finish by singing Barnaby’s favourite Christmas songs

* Five Little Santas
* Round the Christmas Tree
* Here We go Round the Christmas Tree
* Ten Red Crackers
* Five Mince Pies

**Learning Outcomes:** Children can

Keep a steady beat

Move to a changing beat

Copy rhythmic patterns

Identify hidden sounds

Play and sing accurately and with confidence

**Autumn and Winter Music Project**

**Foundation 2**

**Week 1: 30mins**

**Learning intentions:** Children learn

Two new action songs

About loud and quiet sounds

About sounds that get louder/quieter

To follow hand signals/puppets

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and look at pictures of pumpkins and fireworks in his backpack.

Sing, ‘Pumpkin, pumpkin, round and fat’ and add actions individually and then in pairs

*Pumpkin, pumpkin*

*Round and fat*

*Turn into a Jack ‘o lantern*

*Just like that!*

*(Clap beat during first two lines, turn round during third line and jump on the last three words of the song. Repeat with children clapping own hands and then the hands of their partner during the first two lines)*

**Main activity (20mins)**

Look at the pictures of the pumpkin and the Jack ‘o Lantern and talk about changing sounds.

Give out/choose from a selection of instruments and ask the children to play loudly/quietly (following hands moving apart and together); quickly/slowly (following a changing beat); and then explore how to make long sounds short and short sounds long.

Sing, ‘I’m a little firework’ and talk about the sequence of sounds when you light a firework and how the volume changes.

*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!*

Use the instruments to follow Charlie Crocodile as he peaks out (quietly), stretches up (loudly), peaks out (quietly) and then disappears (silence). Then try getting louder gradually (crescendo) and getting quieter (decrescendo)

Explore firework sounds of popping, fizzing, banging and whooshing.

**Plenary (5mins)**

Perform the song with instruments and talk about the children’s favourite sounds

**Learning Outcomes:** Children can

Move to a steady beat

Follow visual and aural cues

Explore sounds within a sequence

Explore quiet/loud sounds (dynamics)

Play with control

**Week 2:30mins**

**Learning Intentions:** Children learn

How to describe pictures with sounds

How to work in groups

How to follow hand signs

A new song

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and look at the pictures of the fireworks. Think of words to describe them such as ‘whoosh, pop and bang’ and use vocal/body sounds to illustrate each picture.

*Can they remember how we started quietly, got louder and then quieter as the sparks faded?*

**Main activity (15mins)**

Divide the children into four groups and give each a picture card showing the following

* Rocket
* Sparkler
* Fountain
* Catherine Wheel

Each group will follow hand signals to start stop and illustrate their fireworks with instrumental and vocal sounds

Introduce, ‘Four Little Fireworks’ and explain that all four groups will play together, then three, two and finally one…

*Four little fireworks waiting on the ground*

*Short ones, long ones, not a sound*

*Along came a man to light them for me*

*Up in the air with a one, two, three*

***Assess: Can play with control***

**Plenary (5mins)**

Pack the instruments away and ask the children to talk about the sounds

*Who preferred the sounds all together?*

*Who preferred it when the groups played separately?*

Sing, ‘Pumpkin, pumpkin’

**Learning Outcomes:** Children can

Use vocal, body and instrumental sounds to describe fireworks

Work within a large group

Follow hand signs

Follow aural cues

Make a sequence of sound

Use dynamics

Express their likes/dislikes

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About pace/tempo

A new song

About rhythm

About listening to aural cues

To move and play to a steady beat

To play in groups

**Introductory activity (5mins)**

Sing, ‘Hello Barnaby’ and look at the winter clothes he has on- a scarf, some mittens and a woolly hat

*Can the children clap the patterns/rhythm of these words?*

**Main activity (20mins)**

Show the children the outline of a snowman (either on the board or a cut-out snowman outline) and sing the song, ‘Let’s make a snowman’.

The snowman will be dressed with the following

* A red hat
* A carrot nose
* A stripy scarf
* Black eyes
* A big smile

Each time, ask the children to clap the rhythm of these words before the song and then when they hear the words repeated in the song.

Give out groups of bells, drums, claves and shakers and repeat the song.

**Assess: Can clap and play rhythmic patterns**

Invite the children to sing, ‘Here we go round the Christmas Tree’ (Tune: Here we go round the Mulberry Bush) and for them to play their instruments for each verse in turn

**Assess: Can maintain a steady beat**

**Plenary (5mins)**

Pack away the instruments and show the children the heart beat and rhythm cards. They played the beat when the sang ‘Here we go round the Christmas tree’ and they clapped and play the rhythm of the things with which they dressed the snowman

**Learning Outcomes:** Children can

Move and play to a steady beat

Play the rhythm of words

Listen to the name of their instrument when playing

**Week 4: 30mins**

**Learning intentions:** Children learn

About pulse and rhythm

To play the rhythm of words

To move to a steady beat

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and look at the items of clothing/pictures he has in his backpack- some sun glasses, some mittens and a pair of welly boots

*In what sort of weather would you wear each one?*

Ask the children to clap and say the words ‘flip-flops’, ‘sun-hat’ and ‘sunglasses’. Repeat with ‘scarf’, ‘mittens’ and ‘wooly hat’ and then with ‘umbrella’ and ‘wellington boots’.

Talk to the children about how they know if it is going to be a cold day when they look outside in the morning and talk about Jack Frost in particular and how this character is supposed to spread ice over objects.

Listen to ‘Freeze Jack Frost’ from ‘Seasons: 4-7 year olds’ and then ask the children to move as the words tell them to do so and freeze when they hear that word.

**Main activity (18mins)**

Now Barnaby is dressed properly for a winter’s day he wants to say and move to a chant called, ‘On my trip to the Arctic with you’.

On the way they will meet a polar bear, a seal, a reindeer, a whale, an elf and perhaps even Santa!

*“Grr” says the bear in the snow x 3*

*On my trip to the Arctic with you*

*“Aark” says the seal catching fish x 3*

*On my trip to the Arctic with you*

*“Trit, trit, trot” says the reindeer on the ice x 3*

*On my trip to the Arctic with you*

*“Whoosh” says the whale in the sea x 3*

*On my trip to the Arctic with you*

*“Hee, hee, hee” says the elf in the sleigh x 3*

*On my trip to the Arctic with you*

*“Ho, ho, ho” says Santa on the roof x 3*

*“I’m sliding down the chimney!”*

Ask the children to move to the beat in the way in which each character would do so then divide them into three or four groups and choose three or four of the verses to play along with

Extension: *Can they just play on the first three words? (E.g. trit, trit, trot)*

**Assess: Can move to a steady beat**

**Plenary (2mins)**

Show the children the heart-beat and rhythm cards and remind them that we clapped the rhythm of Barnaby’s clothes and kept a steady beat as we went on our trip to the Arctic.

**Learning Outcomes:** Children can

Clap the rhythm of words

Move to steady beat

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

A new song

About pitch

To play in two groups

About dynamics and texture

**Introductory activity (10mins)**

Sing Hello to Barnaby using the notes C, E and G and learn the song, ‘Jack in the Box’.

Ask the children to respond to ascending and descending sounds by jumping up tall and curling up small.

**Main activity (15mins)**

Sing, ‘One Little candle’ and add a steady beat.

Divide the children into two groups and show them how the music can be accompanied by the ‘Jack in the box’ notes, CEG and FAC

Play these notes to the children and ask them to respond by putting their hands on their knees (C/F), tummies (E/A) and head (G/C’)

Give one group CEG and the other, FAC’

Ask one group to play a steady beat on their chime bars when a specific hand puppet/toy is held up. Repeat this with the other group and a new hand puppet/toy.

When the children have practiced this for a few minutes, ask for five volunteers to play triangles, jingles or finger cymbals. Each child will add their sound to the song as the number of candles is increased

NB: It would be helpful have another adult in the room to give out candles.

Ask the children if they think they are playing in time and if they are watching the puppets carefully

**Plenary (5mins)**

Pack away the instruments and talk to the children about the sounds they used

*How does the sound change when more players join in?*

*What sort of mood did they create?*

**Learning Outcomes:** Children can

Play to a steady beat

Follow visual cues

Maintain a part within a large group

Respond to HML

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

About pulse and rhythm

To play to a steady beat

To play the rhythm of words

To play in groups

To follow aural cues

**Introductory activity (12mins)**

Sing, ‘Hello Barnaby’ and clap the rhythm of the food in his backpack

Ask the children to listen to a simple food chant and tap a pulse underneath

‘Christmas Food Train’

*Turkey x 4*

*Sausages x 4*

*Carrots and peas x 4*

*Sprouts!!!*

Now ask the children to clap the rhythm of each of the lines and then to play them on a selection of un-tuned percussion

**Assess: can copy rhythmic patterns**

**Main activity (10mins)**

Tell the children that they are going to make another train. This one carries lots of Barnaby’s winter friends.

Introduce ‘Get on Board’ and divide the children into Bears (drums), Reindeer (woodblocks), whales (triangles) and elves (jingles)

Ask each group to copy a steady beat as they get on board the Christmas train and then to stop as they are ask to get off

*Get on board, get on board,*

 *Get on board the bears*

*Getting off, getting off*

*Getting off bears*

Extension: Change the speed of the beat

**Assess: can play to a steady beat**

**Plenary (3mins)**

Pack away the instruments and show the children the heartbeat and clapping clown cards.

Today they clapped and played the ***rhythm*** of Barnaby’s food and then they played a ***steady beat*** when they boarded the Christmas train

**Learning Outcomes:** Children can

Play to a steady beat

Play to a changing beat

Clap rhythmic patterns

Follow visual and aural cues

**Lesson 7: 30mins**

**Learning Intentions:** Children learn

Follow actions to a steady beat

About beat and rhythm

How to sing and play

How to revise activities

**Introductory activity (7mins)**

Sing, ‘Hello Barnaby’ and look at the things he has in his backpack ready to wrap his presents

*Can the children clap the rhythm of the words string, scissors, sticky tape and wrapping paper?*

Today they will tell the story of Barnaby’s Christmas but first we are going to listen to and move to some music which will help us think of a snowy day.

Ask the children to copy actions that I make when as we listen to ‘Winter’ from Vivaldi’s ‘Four Seasons’

The beat will be shown by digging, patting, rolling actions, minims or strides by wiping the snow off arms throwing actions and quavers (joggings) by chattering teeth.

**Main activity (20mins)**

“It was Christmas day and Barnaby bear jumped out of bed and drew back his curtains-what a frosty day!!

Move to ‘Freeze- jack Frost!!’

After he had eaten his breakfast, Barnaby went outside and put on his scarf, his mitten, his woolly hat and his Wellington Boots

*Clap the rhythm of each piece of clothing*

“Outside he made a snowman”

Hand out drums, bells, claves and shakers and add a steady beat to ‘Let’s make a Snowman’.

*Play the rhythm of each piece of clothing*

“After all that fresh air Barnaby was hungry so he sat down for his dinner”

Play the ‘Food Train’

Turkey x 4

Sausages x 4

Roast Potatoes x 4

Carrots and peas x 4

Sprouts

“Finally, Barnaby sat down in his comfy chair, opened his presents and lit some candles”

Sing, ‘One little candle’ and give each of the four groups one candle when they are to join in playing.

Last verse: ‘Blow them out, our work is done’

“Night, night Barnaby”

**Plenary (3mins)**

Pack the instruments away and congratulate the children on the way in which they played the rhythm of Barnaby’s clothes and food and a steady beat when we lit the candles

**Learning Outcomes:** Children can

Copy actions made in response to a piece of music

Sing tunefully and accurately

Move to a steady beat

Clap the rhythm of words

Maintain a steady beat

Follow visual and aural cues

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Sun- hat

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Sunglasses

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Flip -flops

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Scarf

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Woolly hat

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Umbrella

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 Mittens

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Wellington boots