**Phonics Project 2**

**Aims**

* To discriminate between high, middle and low sounds
* To recognise vocal and instrumental timbre
* To explore rhyme and compose original spoken chants
* To identify, internalise and play rhythmic patterns
* To blend and segment words orally
* To explore vocal sounds/dynamic range/range
* To encourage fine and gross motor skills using beaters and instruments
* To explore alliteration
* To create and select quiet and loud sounds
* To create sequences of sounds
* To play from simple graphic notation
* To discriminate between similar sounds
* To identify and generate rhyme

**Links to Phase 2 of ‘Letters and Sounds’**

* Children will learn a selection of letters (p, t, b, h, m, j, s,r)
* Activities will be multi-sensory
* Children will be taught ‘grapheme-phoneme correspondence’ i.e. relate sound to symbol
* Sessions will be daily, short and discrete

This series of lessons is designed for children in Year 1 or 2 who are finding it difficult to discriminate between phonetical sounds

They can also aide the general development of auditory awareness of children in year R

Each session is designed to be repeated and/or adapted by teachers and practitioners with groups of children or whole classes

**Lesson 1 (30- 40mins)**

**Learning Intentions:** Children learn

To identify objects that begin with ‘p’

To copy a simple sung phrase

To identify the timbre of a voice

To explore body percussion

To explore rhyming words

To play the rhythms of words

To make up sequences

To sing an action song

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ (GEggE) and look in his backpack. All the objects begin with the sound, ‘p’ (e.g. pen, panda, peach, penguin, puzzle). Say some of the easier objects like a robot (e.g. p-e-n or p-ea-ch)

Play a game of Pass the Puppet, using the notes C, E and G.

Who has the penguin?

C e e G G

I have the penguin

C e e G G

Ask a volunteer to close his or her eyes and to guess who is singing.

**Main activity (15mins)**

Explain to the children that ‘P’ is for ‘percussion’ but today we are going to make all the sounds with our bodies.

Teach the children the chant, ‘Bananas, bananas’ and ask them to talk about the action words- clap/ flap, click/flick, bump/jump- *what do they notice?*

Use new words to make up an action chant

E.g. stomp/clomp, trip/skip, hop/bop/pop

*Did any of our action words begin with the sound, ‘p’?*

Introduce some characters from children’s TV that begin with ‘p’.

Can they say and clap the following?

1 2 3 4

Pin- gu Pin- gu

Po - Po -

Ponti- pine Ponti- pine

Ask the children to lay out the picture cards in different orders and to say and clap each sequence of sounds.

**Plenary (5mins)**

Finish by singing the action song, ‘Little Peter Rabbit’

Little Peter Rabbit’s got a fly upon his nose x 3

So he swished it and he swashed it and the fly flew away.

Powder puff and curly whiskers x 3

And he swishes it and he swashed it and the fly flew away

Extension: Miss out some of the words e.g. ‘Little Peter Rabbit’ or ‘fly’ so that the children have to internalise them.

**Learning Outcomes:** Children can

Sing copy phrase using H/M/L notes

Identify vocal timbre

Find rhyming couplets

Move to a steady pulse

Play rhythmic patterns accurately

Relate pictures to words/syllables

Internalise the words of a song













**Lesson 2 (30-40mins)**

**Learning Intentions:** Children learn

To recognize objects that begin with the sound ‘t’

About alliteration

A new singing game

How to segment and blend

To use their voices at different pitches

About dynamics

A new listening game

**Introductory activity (10mins)**

Sing, ‘Hello’ to Barnaby (GEggE) and look at what he has in his backpack. All the objects begin with ‘t’ (e.g. tomato, truck, treasure, tree, toast)

Say some of the easier examples like robots i.e. t-r-u-ck or t-r-ee.

Introduce the game, ‘Tommy Tattle Mouse’.

*What does ‘Tommy’ and ‘Tattle mouse’ begin with?*

One child sits in the centre with Tommy whilst a solo singer is chosen to sing the last line alone (Yes, it’s me)

All the children sing the following:

‘Little Tommy Tattle mouse

Lives in a little house

Someone’s coming wait and see

Someone’s coming’

Solo: ‘Yes it’s me’

The child in the centre has to guess who sang the last line

**Main activity (15mins)**

Introduce the children to a new Teddy. He has lots of clothes in his suitcase/bag and they are all messy.

Play, ‘Tidy Up Teddy’

*What sound does ‘Teddy’ and ‘Tidy’ begin with?*

Children choose items of clothing to put onto Teddy that they think they can say like robots (segment)

e.g. sh-o-r-t-s, sh-i-r-t, sc-ar-f, sh-oe-s, s-u-n-g-l-a-ss-es, s-o-ck-s

The new teddy has two other friends. We now have three teddies. They are three tapping teddies.

Introduce the chant, ‘Three Tapping Teddies’ and ask the children to tap the pulse on their knees.

Repeat the chant with the children saying the responses in different pitched voices

E.g. Tap, tap, tap, tiny tapping teddy (high-pitched voice)

*How would each teddy move? Who would make the loudest tapping sound?*

Give out drums to half the class/group and ask them to tap them whilst the other children speak and tap their knees.

Swap over activities.

Extension: Use the paws cards and ask the children to change the volume (dynamic level) of their taps according to the size of the paws.

**Plenary (5mins)**

Play a game of ‘Teddy’s Toes’.

Using one drum and moving away from the children, ask them to close their eyes and to point to which corner of the room I have tip-toed to with Barnaby.

*What happened to the sound, as I got further away?*

(This is a good game to play outside or in the hall)

Talk about all the games they played today that began with the sound, ‘t’.

They looked in Barnaby’s backpack and all his things began with ‘t’.

They played the singing game, ‘Tommy Tattle Mouse’.

They played ‘Tidy Up Teddy’, ‘Three Tapping Teddies’ and ‘Teddy’s Toes’.

Sing ‘Goodbye to Barnaby’ (GEggE)

**Learning Outcomes:** Children can

Listen attentively

Identify vocal timbre

Segment simple words

Identify initial sounds

Speak, tap and play with control

(Follow simple visual instructions)

Sing responses accurately

Identify H/M/L sounds

Recognise that sounds can get louder or quieter

**Lesson 3 (30-40mins)**

**Learning intentions:** Children learn

To recognize objects that begin with the sound ‘b’

A new singing game

To revise a rhyming chant

About the ‘b’ grapheme

A new instrumental song

About rhythm

How to imitate sounds

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at the objects that are in his backpack. They all begin with the sound, ‘b’ (e.g. banana, biscuit, book, ball, bee and boat) and say some of the simpler words like robots (i.e. b-oo-k, b-a-ll, b-ee and b-oa-t)

*Can they make their voices bounce like a bouncy ball?*

Revise the game, ‘I have got the ball’ and pass it to each other around the circle.

(Yr R: Roll the ball, roll the ball, roll the ball to....)

(Yr 2: Bounce high, bounce low, bounce the ball to...)

Try making up silly rhymes to go with the name of the person they are rolling/bouncing the ball to. They do not have to be real words or make any sense e.g. Louis Booey/ Phoebe Weeby/ Joseph Boseph.

**Main activity (15mins)**

Revise the chant, ‘Bananas, bananas’ (see week 1). Use the original rhyming words (clap/flap, click/flick, bump/jump) and the use made up words e.g. skip/flip, hop/bop, pop/chop

Introduce the song, ‘Now my bells are up’. Ask the children to follow the words with their bells held in their hands.

(As they follow the first two lines, they will be drawing the grapheme, ‘b’ in the air)

‘Now my bells are up and now my bells are down

Now my bells are dancing all around the town’.

(Follow the actions for the next two lines)

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

Dance them by my knees and tuck them into bed’

*What shape were they drawing in the first part of the song?*

*What word rhymes with ‘down’?*

*What word rhymes with ‘head’?*

*If we danced our bells by our ‘nose’, where else could we dance the? (By our ‘toes’)*

*If we danced them by our ‘hips’, where else could we dance them? (By our ‘lips’)*

*Yr 2: If we danced them by our ‘shin’, where else could we dance them? (by our ‘chin’)*

Play some trotting patterns to the children on the bells and ask them to copy

Leader 1 2 3 4 children 1 2 3 4

 X xx xx X X xx xx X

 Walk trotting trotting walk walk trotting trotting walk

Ask volunteers to lead the activity

**Plenary (5mins)**

Introduce Mrs. Browning’s Box. Inside it are all sorts of sounds e.g. a crisp packet, a rain maker, bubble wrap

Ask the children to imitate the sounds and to guess what they are.

*What games have they played today that began with ‘b’?*

*Barnaby’s things began with the sound ‘b’*

*We played a ball game*

*We revisited the chant, ‘Bananas’*

*We played with our bells*

*We listened to objects inside Mrs. Browning’s Box*

Sing, ‘Goodbye Barnaby’ (GEggE)

**Learning Outcomes:** Children can

Sing simple phrases accurately and confidently

Blend and segment simple words

Explore and find rhyming sounds

Move to a steady pulse

Explore gross motor skills

Copy rhythmic patterns

Use their voices to imitate sounds

**Lesson 4 (30-40mins)**

**Learning Intentions:** Children learn

About the sound, ‘h’

Revise a singing game

Learn a new singing game

Add long sounds to it

Draw the grapheme, ‘h’ with their beaters

Identify vocal sounds

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at the objects in his backpack. They all begin with the sound, ‘h’ (e.g. house, horse, hippo, hen, honey). Say some of the easier examples like robots (i.e. h-ou-se, h-i-pp-o, h-e-n)

Sing, ‘How are you today?’ (ggeeG)

Children should explore cross, tired, happy, excited and sad voices.

*What words could they use in their replies that begin with the sound ‘h’? (Hungry, happy, horrid)*

Make their voices sound out of breath as they say ‘ha ha ha’ with hands in front of their mouths. Now laugh like Father Christmas (ha,ho,hee)

**Main activity (17mins)**

Revise the game, ‘Hey, hey, look at me’ using words or actions that begin with ‘h’

‘Hey, hey look at me

I am (happy/humming/hungry/hopping) can’t you see?’

Or

I’m a (hippo/horsey/hen/hedgehog) can’t you see?’

Introduce the singing game, ‘We are singing’. (Tune: Frere Jacques, starting note, C)

One child sits in the centre of the circle with eyes closed and another is chosen to sing his or her name.

All: We are singing x 2

Listen now x 2

Tell us who is singing x 2

Solo: Hello .... x 2

The child in the centre identifies the singer.

We are going to add some long sounds to this song. In order to make the sounds long we have to make a special shape in the air.

Show the children how you raise the beater up in the air strike the chime bar by lowering the beater and then make an arch in the air

*What letter/grapheme am I drawing as I do this? (‘h’)*

Ask the children to do this in the air and then give half the children a mixture of C and G chime bars to play as we are singing.

(If the song is too low for the children, use D and A chimes and start on the note D)

1 2 3 4 1 2 3 4

We are sing -ing we are sing -ing

C/G - C/G - C/G - C/G -

Repeat the singing game several times with new children singing the last line, listening in the centre and playing the chime bars.

**Plenary (3mins)**

*What games have we played today that begin with the sound, ‘h’?*

*We have made laughing sounds like Father Christmas*

*We have named the objects in Barnaby’s backpack like robots-they all began with ‘h’*

*We have played a game called, ‘Hey, hey’*

*We have sung, ‘Hello’ to our friends during our singing game*

*We have drawn the shape ‘h’ in the air with our beaters*

Sing, ‘Goodbye Barnaby’ (GEggE)

**Learning Outcomes:** Children can

Copy sounds that begin with ‘h’

Sing responses confidently and accurately

Blend and segment simple words

Move to steady beat

Identify and select words that begin with ‘h’

Use fine motor skills to draw the ‘h’ grapheme

Play with control

Listen carefully

**Lesson 5 (30-40mins)**

**Learning Intentions:** Children learn

About the sound, ‘m’

About quiet and loud sounds

To identify and make loud and quiet sounds

About sounds that get quieter or louder

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at the objects in his backpack. They all begin with ‘m’. (E.g. melon, marmalade, mouse, monkey)

Say some of the simpler words like robots i.e. m-e-l-o-n, m-ou-se, m-o-n-k-ey)

Make some long sounds together e.g. mmmm (rubbing tummy), ahhh (cute kitten), weee (big slide), zoom (motor bike), brrr (digger), ohhh (fed up) ahhh (yawn).

Introduce Quiet Mouse and Loud Monkey.

They both like to hear sounds but Mouse likes the sounds to be quiet and monkey likes them to be loud.

Make vocal or body sounds and change them accordingly when the puppets are held up.

**Main activity (15mins)**

Play a game of ‘Make your sound as quiet/loud as mine’ (Tune: Muffin Man) and ask children to copy and then create their own quiet and loud sounds.

Look at the story, ‘The Animal Boogie’ by Debbie Harter (Tune: Down in the Jungle)

Ask the children to make the sound of each creature as it moves and to decide whether Quiet Mouse or Loud Monkey would like them.

Bear-shaky shake

Monkey- swingy swing

Elephant- stompy stomp

Leopard- leapy leap

Snake-slither slither

All- sway sway

Play a game of, ‘Mrs. Bear’ (Tune: Oats and Beans)

One child sits with Barnaby on the chair with eyes closed as another steals a sound (jingles/shaker). The thief plays it all the way round the circle and then back to his or her place before Mrs. Bear decides where the sound is (still with eyes closed)

*Ask all the children to close their eyes as this game is played again. What happens to the sound as it gets further away/comes closer to them?*

(This is a good game to play outside or in a big hall)

**Plenary (5mins)**

*What games have they played today that began with ‘m’?*

*They looked at Barnaby’s things and discovered that they all began with ‘m’*

*They met Quiet Mouse and Loud Monkey and made sounds that they would like*

*They made loud and quiet sounds and thought about the sounds in the Jungle Boogie*

*Finally, Mrs. Bear had to listen very carefully to some sounds*

Sing, ‘Goodbye Barnaby’ (GEggE)

**Learning Outcomes:** Children can

Sing responses confidently and accurately

Make and copy loud and quiet sounds

Make and copy long sounds

Identify sounds as loud or quiet

Listen carefully to sounds that get quieter or louder

Move to a steady pulse

**Lesson 6 (30-40mins)**

**Learning Intentions:** Children learn

To sing a new action song

About alliteration

About describing and selecting instrumental sounds

About rhythm and pulse

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at the objects on his backpack-they all start with the sound, ‘j’. (E.g. jelly, jam, jar and a Jedi Knight). Say some like robots i.e. j-e-ll-y, j-a-m, j-a-r

Introduce the singing game, ‘Jim along Josie’. Ask the children to step to a steady pulse as they listen to the song.

‘Hey Jim-along, Jim-along Josie

Hey Jim-along, Jim-along Joe’

*How many names were in the song?*

*What did they all begin with?*

**Main activity (15mins)**

Tell the children that we can change the words to suit actions that we might want to perform e.g. Hey clap along, clap along Josie

*Can they think of a name that might begin with the same sound as ‘clap’?*

*E.g. Hey clap along, clap along Christopher*

Spend time finding names to match actions such as hop, skip, stamp, jump, bounce, dance

One of the objects that Barnaby had in his backpack was some jelly.

Ask the children to sing verses from Jelly on a Plate

* Jelly on a Plate/wibble wobble
* Biscuits in a tin/shake them up
* Fire on the floor/stamp it out
* Candles on the cake/blow them out
* Sausage in the pan/sizzle pop

Ask the children to perform each of the actions (wibble wobble, shake, stamp, blow and sizzle pop)

*Which verse has two sounds?*

Lay out a selection of percussion instruments and ask volunteers to talk about the sort of sound they were looking for to illustrate one of the verses

*Can they say why they chose a particular instrument to illustrate it?*

Use the instruments to accompany each verse by playing the rhythm of the words e.g. wib-ble wob-ble and talk about the choices-*did the colour or timbre of the sound suit the verse?*

**Plenary (5mins)**

*What games have they played today that started with ‘j’?*

*The objects in Barnaby’s backpack all began with ‘j’ and they spoke some of them like a robot*

*They played a game called ‘Jim along Josie’ and found that all the names began with the sound ‘j’*

*They used the first sounds of other action words and matched them to names of children in the group or names that they knew*

*They sang, ‘Jelly on a Plate’ and found sounds to match the action words in the song*

Pretend that they have a jelly in a pot. Make sounds to show it sticking to the sides as they try to tip it out. Now make it flop out onto a plate. Cut it up and slurp it up from a spoon!

Sing, ‘Goodbye Barnaby’ (GEggE)

**Learning Outcomes:** Children can

Sing simple tunes confidently and accurately

Blend and segment words beginning with ‘j’

Find names beginning with a particular sound

Talk about sounds and sound colour (timbre)

Move to a steady beat

Play rhythmic patterns

Explore vocal sounds

**Lesson 7 (30-40mins)**

**Learning Intentions:** Children learn

About the sound ‘s’

To identify different instrumental sounds

To remember and create sequences of sound

To notate sequences of sound

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at the objects in his backpack-they all begin with the sound, ‘s’ (e.g. sausage, sweet corn, sock, Sally from ‘Cars’, Spider Monkey and Swamp Fire from ‘Ben Ten Alien Force’)

Say some of the simpler examples like robots i.e. s-o-ck, s-w-am-p, s-a-ll-y

‘S’ also starts the word ‘sound’. Try making sounds that objects or creatures starting with ‘s’ make e.g. a snake, a skier, sizzling sausages, Santa, Spider Monkey and Swamp Fire

Listen to three sounds- a shaker, scraper and tapper (maraca, guiro and woodblock)

*Are they the same or different?*

**Main activity (15mins)**

Revise the game, ‘I have sounds one and two’ (Tune: Tommy Thumb) and ask volunteers to play a sequence of three sounds (They must include a tapping sound, a scraping sound and a shaking sound).

Children in the group should identify the sounds

*It is often easier to remember the order or sequence of sounds if we write it down in some way- how might we do this?*

Show the children the attached cards and ask volunteers to place in them in the correct order when they hear the three sounds.

Give out groups of children three sounds (1 x tapper, 1 x scraper and 1 x shaker) and three cards. Ask them to create sequences of sound and to notate them using the cards.

Listen to examples from each group.

Stick the cards from each group on the board and try playing some in a sequence

E.g. 1) tap scrape shake 2) tap shake scrape 3) shake scrape tap 4) scrape shake tap

Year 2: Try playing two at the same time

E.g. 1) tap scrape shake

 2) tap shake scrape

Year 2: Ask the children how they preferred to hear the sounds - in a sequence, one-by- one or played together at the same time?

**Plenary (5mins)**

*What games have they played today that begin with the sound, ‘s’?*

*They have looked at objects that begin with ‘s’ in Barnaby’s backpack*

*They have listened to different sounds*

*They have made sequences of sound*

Sing, ‘Goodbye Barnaby’ (GEggE)

**Learning Outcomes:** Children can

Identify the initial sound of a word

Blend and segment

Identify sequences of sound

Use simple graphic symbols to notate what they hear/play

Play from graphic symbols

Play an extended sequence

Play independent parts in large groups







**Lesson 8 (30-40mins)**

**Learning Intentions:** Children learn

About rhyming sounds

To match rhyming words

To generate rhyming words

To select and identify similar percussion sounds

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at what he has in his backpack. All the things in his backpack today have a rhyming partner

(E.g. Ben and Gwen from Ben Ten, house and mouse, pear and chair, bee and tree)

Ask the children to match up the objects

Sometimes there are characters in a story who have rhyming names

Show the children pictures of the Ninky Nonk and the Pinky Ponk

Sometimes an object has two names that rhyme.

Show the children pictures of Iggle Piggle and Makka Pakka

*Can they think of a rhyming sound that matches their name?*

**Main activity (15mins)**

Revise the singing game, ‘Hickety Tickety Bumble Bee. Can you sing your name for me?’

*What words rhyme in that song? (Hickety and Tickety and Bee and Me)*

When they sing back their name, encourage the children to find or make up a nonsense word that rhymes with their name e.g. My name is straight Kate. My name is Beleanor Eleanor. My name is Wamsa Hamsa.

Last time we listened to some sounds that were very different (scrapers, shakers and tappers)
Today we are going to listen to similar sounds.

Show the children a triangle, some Chinese temple bells, some Indian bells and some finger cymbals.

Ask volunteers to play them.

*How can we describe the sounds?*

*Are they long or short?*

*What words would they use to describe their sound?*

in













**Lesson 9 (30-40mins)**

**Learning Intentions:** Children learn

About the sound ‘i’

A new action song

A new singing game

About pulse and rhythm

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at what he has in his backpack. He has some insects and Iggle Piggle from ‘In the Night Garden’. It is very hard to find a snack for Barnaby to eat that begins with the sound ‘i’.

Try saying some of the words like robots e.g. i-gg-le p-igg-le, i-n-s-ec-t

*Ask the children to say the phoneme, ‘i’- is it a short or long sound?*

*Do any of the children have a name that begins with ‘i’?*

Ask the children to find some other short sounds with their mouths/voices/tongues/lips

Use a the game, ‘Children can you do this’ as a vehicle to show some of their ideas

‘Children can you do this, do this, do this?

Children can you do this just like...’

**Main activity (15mins)**

Introduce the game, ‘Ickle Ockle’. One child walks around the inside of the circle as the others sing,

‘Ickle Ockle Blue bottle

Fishes in the sea

If you want a partner

Just choose me’

The child chooses a partner form the circle and they decide how to keep the *pulse or beat* by using an action (Year R) or two actions (Yr 1 and 2) e.g. clap tap clap tap

*Extension: Can they think of rhyming actions e.g. clap/tap, jump/bump, click/flick, hop/bop?*

Introduce the singing game, ‘In and Out the Dusty Blue Bells’.

The children join hands and lift them up to make arches. One child weaves in and out of the arches until the words, ‘Tippy Tappy Tip Toe on my shoulder’. At this point the child chooses someone’s back on which to tap the rhythm of the words. This child becomes the new leader.

Ask all the children to tap the rhythm, ‘Tippy Tappy TipToe’ on their knees before starting the game.

Ask the children to sit down and to face a partner.

Class: Ask one child to tap a pattern for his or her partner to copy using body percussion

Group: Give each pair two instruments (woodblocks or claves) on which to create and copy the rhythmic patterns.

**Plenary (5mins)**

Listen to some examples.

*Are the children copying well?*

*What skills do they have to use?*

*Are the sounds we are making short or long?*

*Who can think of a word that rhymes with ‘tip’ or ‘tap’?*

**Learning Outcomes:** Children can

Explore vocal and body sounds

Select and identify short sounds

Work with partners to create a steady pulse

Copy and create rhythmic patterns

Explore and select rhyming sounds

**Lesson 10 (30-40mins)**

**Learning Intentions:** Children learn

About the sound ‘r’

About rhyming

About rhythm

A new action song

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and look at what he has in his backpack. All the objects begin with the sound, ‘r’. (E.g. A roll, a rhino, a racing car and Rumpelstiltskin)

*Can they children tap out those words and decide how many taps there are in each one?*

Play a game of, ‘What’s in the Backpack?’ The children will know which of the four objects is in Barnaby’s backpack by how many taps they hear.

Try talking like a robot, roaring like a lion and ringing like a telephone.

**Main activity (10mins)**

Introduce the story, ‘Rumble in the Jungle’ and ask the children to say and tap the rhythm of the title.

*Can they do this over and over again whilst I read the first three verses?*

*What instrument do they think would be good to accompany our Jungle Poem? (Drums)*

Use drums to pick out the following rhythms for each of the creatures in the book

Chimpanzee- swinging through the trees

Lion- roaring very loud

Elephant- big and fat and round

Zebra- black and white and fast

Snake- sliding round the tree

Giraffe- head up in the sky

Hippo- mooching in the mud

Crocodile- snapping all day long

Rhino- big and strong and tough

Gazelle- leaping in the air

Gorilla- beating hairy chests

Leopard- prowling through the night

Tiger- eyes are shining bright

Each time the children copy the words and rhythm led by the adult

*What do they notice about the rhythms? (They are the same)*

*How can we make each rhythm sound different? (Use different percussion instruments)*

**Plenary (10mins)**

The title of the story we read today was, ‘Rumble in the Jungle’.

*What can the children tell me about the words, ‘rumble’ and ‘jungle’?*

Play a game of ‘Ring a ring a roses’ Use all the verses so that the children can rhyme the words, ‘roses/posies’, ‘steeple/people’, ‘daughter/water’, ‘ringing/singing’ and ‘grass/last’

**Learning Outcomes:** Children can

Tap the syllables of words

Recall/internalise syllabic patterns/rhythms

Identify rhythmic patterns

Play rhythmic patterns

Identify rhyme

**Lesson 11 (30-40mins)**

**Learning Intentions:** Children learn

To sing simple phrases

About timbre (sound colour)

To select long and short sounds

To recognize sounds

About alliteration

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look in his backpack. He has been playing with all his jungle friends.

*Barnaby is called Barnaby Bear. Can the children find words to describe each of the jungle animals that start with the same sound?*

*E.g. Zippy Zebra, Energetic Elephant, Jolly Giraffe, Mucky Monkey, Lazy Lion, Cross Crocodile and Sneaky Snake*

Revise the game, ‘Pass the Puppet’ and use the alliterative words in the phrase

E.g. Who’s got Zippy Zebra?

 G E c c c c

 I’ve got Zippy Zebra

 G E c c c c

**Main activity (15mins)**

Remind the children of the book, ‘Rumble in the Jungle’ and ask them to say and tap the rhythm of the title.

Last week they realized that each of the phrases used to describe the creatures had the same rhythm.

They need to select instruments for each animal

*How will they start? (They need to think of sounds that the creatures make with their voices or when they move- are they long or short?)*

Lay out a selection of sounds and ask volunteers to choose one for each animal.

They need to tell the other children why they chose the sound.

There are 13 animals in the book.

 If teaching a whole class, give pairs of children an animal each and then ask the four remaining children to play the title on the drums

Perform the story like so...

Rumble in the Jungle x 4

Swinging through the trees x 4

Rumble in the Jungle x 4

Roaring very loud x 4

Rumble in the Jungle x 4

And so on....

**Plenary (10mins)**

Ask the children to think of a word for each of their animals that start with the same sound.

(E.g. Cheerful Chimpanzee, Lazy, laughing Lion, Elphing, exercising Elephant, Zippy Zebra, Slithering, sliding, slippery Snake, Gentle Giraffe, Happy Hippo, Crafty Croc, Ridiculous Rhino, Galloping Gazelle, Great, greedy Gorilla, Light, lean Leopard, Terrible Tiger.)

*Can they play that rhythm when they are asked to pack their instruments away?*

**Learning Outcomes:** Children can

Explore alliterative sounds

Sing back phrase accurately

Select sounds according to their duration

Talk about sounds

Play rhythmic patterns with control

**Lesson 12 (30-40mins) ‘A Christmas Special!’**

**Learning Intentions:** Children learn

To sing back phrases

About tempo (speed)

About rhythm

About rhyme

About timbre

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEgge) and look inside his backpack. Inside he has various winter toys

(E.g. an elf, a penguin, a reindeer, Santa, a Polar Bear)

*Can they children clap each word and count how many sounds are in each?*

They are clapping the rhythm of the word

Play, ‘Pass the Christmas Puppet’.

E.g. Who has Santa?

 G E C C

 I have Santa

 G E C C

**Main activity (15mins)**

Ask the children if they can find a word to rhyme with ‘elf’

Teach the children the following song, using call and response and the tune, ‘Frere Jacques’

I hear ringing (repeat)

Ding Dang Dong (repeat)

Christmas is a-coming (repeat)

Sing this song (repeat)

*Which words rhyme?*

*Which sounds from the music trolley/box would be most appropriate- the shakers, tambours or triangles?*

Use metal sounds to accompany the song- play its pulse and then try playing the rhythm of the words.

*Can the children think of words to rhyme with ding (sing, ping, ching, ring)?*

*Can the children think of words to rhyme with dang (bang, clang)?*

*Can they think of words to rhyme with dong (bong, long, song)?*

*Can they find instrumental sounds that ring, ping, ching, bang, clang, bong or that are long?*

**Plenary (5mins)**

Barnaby has enjoyed working with them and has had fun finding sounds that rhyme.

*Can anyone find a word to rhyme with ‘bear’?*

Extension activity: Play a game of ‘Big Bear’ using a Polar Bear, a reindeer and an elf

1 2 3 4 1 2 3 4

Big - Bear - Big - Bear -

What can you - see - - -?

I see a rein- deer 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 a hole in the ground. Can’t catch me!

1 2 3 4

Big - Bear -

Rein -deer Rein- deer

Little Elf Little Elf