**Dear Zoo: Foundation 2 Core Book**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

About rhythm

About duration (long and short sounds)

A new singing game

To explore vocal, body and instrumental sounds

**Introductory activity (10mins)**

Sing, Hello Barnaby’ and look at the book he has brought with him.

Read ‘Dear Zoo’ together and clap the rhythm of the animals that arrive in the post.

Introduce the singing game, ‘Early in the Morning’.

One child is the postman and walks around the inside of the circle with four letters in his/her hand as the other children sing…

*Early in the morning at eight o’clock*

G g G g G g G A A G

*You can hear the postman knock*

*F F E E D D C -*

The postman stands in front of the child he or she has reached and pretends to knock on the front door whilst the other children also mime those actions.

The child in front of the postman jumps up

*Up jumps Louis to open the door*

*G G g G g A a A G –*

The postman gives ‘Louis’ the four letters as the other children sing

*One letter, two letters, three letters, four*

*F F f E E e D D d C –*

**Main activity (15mins)**

Look at each of the animals in the book and explore the sounds they make vocally

Some of the sounds are long and some are short.

 Ask volunteers to pictures or toys of each animals in a hoop-one for short sounds and one for long.

Introduce Charlie Crocodile and Sidney snake and explain that Charlie likes short sounds and Sidney likes long sounds.

Play a game of, ’Make your sound as short as mine (Tune: Do you know the muffin man) and make short sounds for Charlie. Ask the children for new ideas as well as the sounds on the anima picture cards. These can include body sounds such as tapping and clapping and phonetical sounds such as ‘t’ and ‘p’.

Repeat this activity with long sounds and Sidney Snake.

Ask the children to listen to the sound of one tap on a woodblock. The sound disappears straight away so we call it a short sound. Do the same with one tap on a triangle. The sound continues and can be traced in the air with their fingers like a rainbow. This is a long sound.

Give out wooden sounds to one half of the circle and metal to the other half.

Ask the wooden/short sounds to play when they see Charlie and the metal/long sounds to play when they see Sidney.

**Plenary (5mins)**

Put the sounds away and play a game of ‘Tap and Stop’ (Kids Make Music) tapping as many parts of the body as possible.

*Is tapping a short or long sound?*

**Learning Outcomes:** Children can

Make long and short vocal/body sounds

Discriminate between long and short sounds

Respond to visual cues

Listen attentively to the ‘decay’/duration of sounds

Sing tunefully and confidently

**Lesson 2:30mins**

**Learning Intentions:** Children learn

About duration (long and short sounds)

About rhythm

About repetition/structure

To respond to visual signals

To play in groups

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ (GEggE) and look at the animals in his backpack-some of them are from the book, ‘Dear Zoo’. Explore the sounds that each animal makes and decide whether they are long or short sounds.

Play a game with Charlie Crocodile and Sidney Snake, making short sounds for Charlie from the book and long sounds for Sidney.

**Main activi**ty **(15mins)**

Ask the children what the child in the book did every time he or she received an animal in the book and clap the words, ‘I sent him back’ in the following rhythm, ‘walk jogging walk sh’

Put the pictures or toys of the animals in the book in order and show each one with vocal sounds. In between each animal, clap and say, ‘I sent him back’

E.g. Elephant

*I sent him back*

Giraffe

*I sent him back*

After the children have made the sound of the dog, they should clap and say, ‘I kept him sh’

Remind the children of how they sorted the sounds that the animals made into short and long sounds.

Some animals can be illustrated very effectively by instrumental sounds e.g. an elephant’s feet can be shown by a drum

*Can they think of what sound they would use to show a snake, a monkey or a frog?*

Give out sounds for each animal to children in groups of 4 or 5 and make sure the picture or toy of their animal is in front of them.

When it is their turn they can use their instruments in any way they wish to show the animal moving or making a sound but when their picture is turned over they must be ready (with the other children) to say and play, ‘I sent him back’.

Suggested sounds

Elephant- drums

Giraffe- maracas (munching)

Lion- cymbals or tambourines shaken

Camel- Indian bells or tambourines struck

Snake- cabasa/rain sticks

 Monkey- claves or jingles

Frog- scrapers

Dog- all make a woofing sound

Practice playing in groups and all playing the repeated phrase, ‘I sent him back’. Everyone should woof for the dog and play, ‘I kept him’.

**Plenary (5mins)**

Perform ‘Dear Zoo’ with the instrumental sounds and repeated phrases, pack and away and ask the children if they noticed a pattern in their music.

**Learning Outcomes:** Children can

Discriminate between long and short sounds

Respond to visual cues

Play rhythmic patterns accurately

Explore vocal and instrumental sounds

Follow a simple Rondo structure

Switch from playing as a class to playing in groups

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

A new song

About timbre (sound colour)

To work as a class and in groups

To listen attentively

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and look at the animals/pictures of pets he has in his backpack.

*Can they make the sounds each pet would make?*

Introduce, ‘Come to the Pet Shop’ from Singing Sherlock Book 1 and ask the children to copy each phrase in turn.

Ask them for suggestions for new pets they could buy at the pet shop and for ridiculous ideas such as a lion!

**Main activity (15mins)**

Show the children pictures of the animals that featured in the book, ‘Dear Zoo’. How might they know they were coming?

They might be able to hear some sounds they made vocally e.g. a growl, a croak or a hiss or they might be able to hear the sound their body made as they got nearer e.g. the heavy steps of a lion, the jump of a frog or the slither of a snake.

Try exploring the vocal and body sounds of a few of the animals together

E.g. the monkey

*What sound would he make with his voice?*

*How would he move?*

Ask some children in one part of the circle to make swinging and jumping sounds with tambourines and shakers whilst the other children make monkey sounds.

Then try the same idea with the elephant (drums for the footsteps and trumpeting sounds),

The snake (shaking sounds/rain sticks and cabasas with hissing sounds), the frog (scraping sounds and croaks) and the lion (shaken tambourines and roaring sounds).

When all of the children have played their instruments see if they can react to a picture of their animal by playing. (The other children can make vocal sounds).

Pack the sounds away but keep one from each group and hide it behind a screen.

Place pictures of the lion, elephant, frog and snake on the floor for the children to see and ask the children to guess ‘Who is coming in the post?’

They should listen to the way in which the instruments are played in order to guess whether it is the elephant, the snake, the frog or the lion.

**Plenary (5mins)**

*How did thy guess which animal was coming in the post?*

*(I played the elephant’s steps slowly and heavily. I banged and shook the tambourine loudly to show the lion roaring. I played the cabasa/rain stick slowly and smoothly to show the snake slithering. I played short sounds on the scraper to show the frog jumping and croaking).*

**Learning Outcomes:** Children can

Link movement to sound

Explore vocal and instrumental sounds

Sing confidently and accurately

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

About rhyme

About rhythm

A new song

About alliteration

(How to use their thinking voices -internalise)

**Introductory activity (15mins)**

Sing, ‘Hello Barnaby’ and look at some of the animals he has brought with him.

A frog, a duck, a snake, a cat, a mouse and a mole.

Introduce the song, ‘On a log’ from Singing Games and Rhymes but give the frog a name starting with the sound ‘f’.

*On a log, Freddy frog*

*G A C G A C*

*Sings this song the whole day long*

*G A G A G A C*

*Ribbet x 4*

*Why is the frog called Freddy? (Because his name starts with ‘f’)*

*What else could he or she be called?*

*Why does the frog sit on a log? (Because it rhymes with frog)*

 Ask the children to help find names for each for each of the other animals in turn and to think of names that start with the same sound

E.g.

Darcey duck drives a truck (quack x 4)

Sakshana snake in a lake (hiss x 4)

Cody cat on a mat (mew)

Mikhail mouse in his house (eek x 4)

Millie mole in her hole (zzz x 4)

Sing through the song with the new verses making four vocal sounds after each one

**Main activity (10mins)**

Choose sounds to match (some maybe less obvious).

Here are some suggestions

Frog-guiro

Duck-castanets

Snake-maracas

Cat- jingles

Mouse- Indian bells/triangles

Mole-cymbals or tambourines

If time, ask each group to play the rhythm of the first line of their verse e.g. On a log Freddy frog

***Extension activity:*** *Ask the children to say the words of the first line with their thinking voices and clap, then play the rhythm out loud.*

*Can they only say the name of the creature out loud e.g. - - - Freddy Frog?*

*Can they only say the rhyming words out loud e.g. - - log - - frog?*

**Plenary (5mins)**

Pack away the instruments and choose new animals to be in the song, ‘Come to the Pet Shop’

**Learning Outcomes:** Children can

Sing tunefully and accurately

Play and clap rhythmic patterns

Generate rhyme

Generate alliteration

Play accurately in groups

(Internalise phrases and single words)

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Elephant

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Giraffe

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**Lion**

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**Camel**

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Snake

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Monkey

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**Frog**

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Dog