**Foundation 2 Fairy Tales Overview**

**Nursery Rhymes**

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| **Week** | **Learning Intentions**  Children learn… | **Activities** | **Learning Outcomes**  Children can… | **Assessment** |
| **1** | About different vocal timbres  Some new songs  How to play a steady beat when singing  To accompany a story with song  About rhythm and rhyme | **The Three Little Pigs**  **Intro:** Sing hello to Barnaby and look at the house, the wolf and the pig that he has in his backpack  *What sort of voice would the pigs/wolf have?*  Play ‘Have you brought your… voice?’  **Main:** Remind the story of the Three Little Pigs and use the songs and activities from the ‘Three Little Pigs’ lesson attached  **Plenary:** Hide the sounds used for the straw, sticks and bricks and ask the children to recognise each one individually and then combined | Explore vocal timbre  Sing tunefully and confidently  Play a steady beat  Recognise different instrumental timbres | ***Can keep a steady beat*** |
| **2** | To follow visual cues  About timbre and texture  How to talk about the sounds they hear | **The Three Little Pigs**  **Intro:** Sing hello to Barnaby and look at all the toys in his backpack. They all begin with the sound ‘p’  Remind the children of the songs from the lesson about the Three Little Pigs  **Main:** Divide the class into three and show them pictures of the straw, sticks and bricks.  Ask them to choose a sound to represent each and for the children to follow the cards as they are held up.  Now ask them to follow the score attached.  Finally, ask the children how they might show the wolf splashing into the pot of boiling water and perform the entire story  **Plenary:** Ask the children whether they liked the instruments when they played along in their groups or together | Sing tunefully  Play a steady beat  Follow a graphic score  Perform a sequence of sounds | ***Can follow visual cues*** |
| **3** | A new song  About pulse  About structure and repetition in music  About pitch  About ascending and descending sounds | **Jack and the Beanstalk: Pitch and structure**  **Intro:** Sing ‘Hello’ to Barnaby and look at his toys/pictures (a giant, a hen, a coin and a plant. *What story does this remind the children of?*  Play, ‘Have you brought your…voice?’ and end with Giant’s voice and Jack’s voice  **Main:** Listen to the ‘Giant’s song from ‘Jack and the Giant’ (Let’s go Zudieo) and ask the children to keep a steady beat. Sing it without the CD, a little slower, and this time give half the class drums whilst the other half sing. Swap over.  Put the drums aside and listen to the music that accompanies the finger play. Each time the giant’s tune returns ask the children to tap their knees.  When the children have performed the finger play, show the children a set of chime bars and how the sounds can get higher (ascend) and get lower (descend).  Give the chime bars out one between two and ask the children to explore ascending and descending sounds, following the Jack climbing up and down the beanstalk.  If time, give out drums to half the class and chime bars to then other half.  Play the drums along to the giants tune (sung), add the other parts of the story with finger play and add ascending/descending phrases on the chime bars.  Swap if time  **Plenary:** *What tune kept on returning today? What did the chime bars sounds do?* | Maintain a steady beat  Explore vocal sounds  Play ascending and descending sounds with control | ***Can differentiate between ascending and descending sounds***  ***Can maintain a steady beat*** |
| **4** | A new singing game  About ascending/descending sounds  How sounds can illustrate parts of or characters from a story  That stories often have a structure  To follow signs and symbols | **Jack and the Beanstalk: Pitch and timbre**  **Intro:** Sing ‘Hello’ and look at the vehicles in Barnaby’s back pack (Aeroplane/high, car/middle, submarine/low)  Introduce the game, ‘Jack in the Box’ and ask the children to jump up when the sound ascends (CEG-) and curl up when the sound descends (GEC-)  **Main:** Give out chime bars to some of the children in the circle and ask them to make Jack climb up and down the beanstalk.  Ask the other children to select sounds for the beanstalk (shakers), the clouds (tambourines and jingles) and knocking at the castle door (woodblocks). Give out drums to the remaining children and remind them that they are going to play a steady beat when the class sings the giant’s song.  **Plenary:** Perform the whole story by following the story cards. | Recognise H/M/L sounds  Respond to H/M/L sounds with movement  Make choices/select sounds  Follow signs and symbols in order to tell a story | ***Can respond to ascending and descending sounds with movement***  ***Can follow signs and symbols when playing*** |
| **5** | About structure and repetition  About ascending and descending sounds  How to follow aural and visual cues | **Jim and the Beanstalk**  **Intro:** Sing ‘Hello and look at the pictures in the book ‘Jim and the Beanstalk’ of what the giant needs (glasses, false teeth and a wig). *How many times does Jim have to climb up and down the beanstalk?*  **Main:** Ask the children to pretend to climb up and down a ladder whilst singing  ‘Climbing up, up, up, up, up, up’ (cdefgabc’) and ‘Climbing down, down, down, down, down, down (c’bagfedc)  Divide the children into three groups.  Group 1= Chime bars (one between two)  Group 2 = metal instruments  Group 3= wooden instruments  Group 1 will play every time Jim climbs up the beanstalk and then sway for when he climbs down again  Group 2 will play the rhythm of the words ‘glasses, false teeth, wig and fried boy’ and chop down the beanstalk  Group 3 will be the gold coin that the giant gives Jim each time.  **Plenary:** Perform the story in its summarised form and make sure the children notice the structure of the story with its repetition | Respond to ascending and descending sounds  Play ascending and descending sounds  Follow aural and visual cues | ***Can respond to ascending and descending sounds***  ***Can follow signs and symbols when playing*** |
| **6** | About alliteration  New song  How to generate alliterative ideas  About rhythm | **Jim and the Beanstalk (alliteration)**  **Intro:** Sing ‘Hello’ to Barnaby and look at the food he has in his backpack. He has some jelly and juice, some chicken and chips and sausage and sweetcorn. Mix the foods up and ask the children to match up the foods which begin with the same sounds.  **Main:** Ask the children what the giant had for breakfast (Beef and beer)  Write these on the board and ask for more suggestions, including those foods that Barnaby had in his backpack e.g. Ham and honey/hot chocolate, liver and lemonade, cheese and cherryade, marmite and milk, nuggets and nachos, rice and red pepper, burgers and blackcurrant, coffee and cake.  Teach the children the following song (Tune: I hear thunder)  Sing it in a giant’s voice  *Want some breakfast x 2*  *In my tum x 2*  *Is it fried boy on toast? X 2*  *Yum,yum yum x 2*  The children will tap the pulse on their knees as they sing and then repeat the song whilst tapping or scraping wooden sounds.  After the song has finished  the children will shout out  ‘*No, it’s burger and*  *blackcurrant’*  The giant will shout out, ‘*Pardon! Clap and say it’*  The children clap and say it and then the giant shouts out, *‘Pardon! Play and say it’.*  The children play and say it and the giant shouts out, ‘*Not so loud! Play and think it’*  The children play and think the words.  This is repeated as often as time will allow  (If the group is smaller, each child can have a turn in making up the food/drink)  **Plenary:** Pack the instruments away and ask the children to remember why they paired together certain foods and drinks and to look out for more examples that the giant might like | Identify alliteration  Generate alliteration  Play the rhythm of phrase accurately | ***Can play the rhythm of spoken phrases accurately*** |

**Foundation 2: Fairy Tales**

**(The Three Little Pigs, Jack and the Beanstalk and Jim and the Beanstalk)**

**The Three Little Pigs**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

About different vocal timbres

Some new songs

How to play a steady beat when singing

To accompany a story with song

About rhythm and rhyme

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ (GEggE) and look in his backpack.

He has a pig, a wolf and a house.

*What story does this remind the children of?*

*What sort of voice would the pig have? What sort of voice would the wolf have?*

Play, ‘Have you brought your voice’ and ask the children to reply, ‘Yes I have, yes I have’ in a talking, whispering, playground, grumpy, excited, sleepy, robot, wolf and piggy voice. Finish the game by singing, ‘Have you brought your singing voice?’(ggeeggE)

**Main activity (15mins)**

Tell the children that they will use songs to help tell the story of the three little pigs today.

Teach them the following words to the tune of ‘Baa Baa Black Sheep’ and ask them to listen to the following and to sing as many of the words as they can

*Build a house out of straw*

*Make a window, make a door*

*I’m in a rush; don’t take all day*

*I want some fun and I want to play*

*Build a house out of sticks*

*Don’t take much time; build it quick*

*I’m in a rush; don’t take all day*

*I want some fun and I want to play*

*Build a house out of bricks*

*Much more sturdy that straw or sticks*

*Make it cosy; make it strong*

*I know a wolf that wants it gone!*

*Now we’re in our house so strong*

*We both know what we did wrong*

*Try to make sometime each day*

*To do some work as well as play!*

Ask the children to keep a steady pulse with each verse

During the first verse they should shake their hands in the air

During the second verse they should tap two fingers together

During the third verse they should hold one hand out flat (palm upwards) and hit it with the other

Listen to three sounds (a shaker, some claves and a drum) and ask the children to help choose one for each verse

Give out the shakers first (either to all the children or to a group of children) and ask them to play while the others sing the first verse.

After this verse, everyone should say the following in their squeaky piggy voices

*Quick, quick, I’ve got to be quick!*

*Run to the house made of st*icks!

Children will play the claves during verse 2 and then all of them will say:

*Quick, quick, we’ve got to be quick!*

*Run to the house made of bricks!*

At the end all the children will sing the last verse together. When they know the words really well, they can add a steady beat with their instruments.

**Plenary (5mins)**

Pack the instruments away ask the children if they can recognise the sound of the egg shaker, the wooden claves and the drum as you play them from a hidden place.

**Learning Outcomes:** Children can

Explore vocal timbre

Sing tunefully and confidently

Play a steady beat

Recognise different instrumental timbres

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

To follow visual cues

About timbre and texture

How to talk about the sounds they hear

**Introductory activity (10mins)**

Sing hello to Barnaby and look at all the toys in his backpack. They all begin with the sound ‘p’

Remind the children of the songs from the lesson about the Three Little Pigs and ask the children to keep a steady beat as they sing them

*Build a house out of straw*

*Make a window, make a door*

*I’m in a rush; don’t take all day*

*I want some fun and I want to play*

*Build a house out of sticks*

*Don’t take much time; build it quick*

*I’m in a rush; don’t take all day*

*I want some fun and I want to play*

*Build a house out of bricks*

*Much more sturdy that straw or sticks*

*Make it cosy; make it strong*

*I know a wolf that wants it gone!*

*Now we’re in our house so strong*

*We both know what we did wrong*

*Try to make sometime each day*

*To do some work as well as play!*

**Main activity (15mins)**

Divide the class into three and show them pictures of the straw, sticks and bricks.

Ask them to choose a sound to represent each and for the children to follow the cards as they are held up.

Now ask them to follow the score attached.

***Assess: Can follow visual cues***

Finally, ask the children how they might show the wolf splashing into the pot of boiling water and perform the entire story

**Plenary (5mins)**

Ask the children whether they liked the instruments when they played along in their groups or together

**Learning Outcomes:** Children can

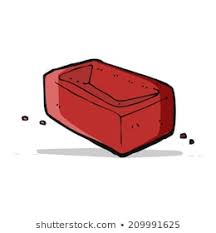
Sing tunefully

Play a steady beat

Follow a graphic score

Perform a sequence of sounds

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**Jack and the Beanstalk (Pitch and structure)**

**Lesson 3:30mins**

**Learning intentions:** Children learn

A new song

About pulse

About structure and repetition in music

About pitch

About ascending and descending sounds

**Introductory activity (10mins)**

Sing ‘Hello’ to Barnaby and look at his toys/pictures (a giant, a hen, a coin and a plant. *What story does this remind the children of?*

Play, ‘Have you brought your…voice?’ and end with Giant’s voice and Jack’s voice

**Main activity (15mins)**

Listen to the ‘Giant’s song from ‘Jack and the Giant’ (Let’s go Zudieo) and ask the children to keep a steady beat.

Sing it without the CD, a little slower, and this time give half the class drums whilst the other half sing. Swap over.

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

Put the drums aside and listen to the music that accompanies the finger play. Each time the giant’s tune returns ask the children to tap their knees.

When the children have performed the finger play, show the children a set of chime bars and how the sounds can get higher (ascend) and get lower (descend).

Give the chime bars out one between two and ask the children to explore ascending and descending sounds, following the Jack climbing up and down the beanstalk.

***Assess: Can differentiate between ascending and descending sounds***

If time, give out drums to half the class and chime bars to then other half.

Play the drums along to the giants tune (sung), add the other parts of the story with finger play and add ascending/descending phrases on the chime bars.

Swap if time

**Plenary (5mins)**

*What tune kept on returning today? What did the chime bars sounds do?*

**Learning Outcomes:** Children can

Maintain a steady beat

Explore vocal sounds

Play ascending and descending sounds with control

**Jack and the Beanstalk (Pitch and timbre)**

**Lesson 4:30mins**

**Learning intentions:** Children learn

A new singing game

About ascending/descending sounds

How sounds can illustrate parts of or characters from a story

That stories often have a structure

To follow signs and symbols

**Introductory activity (10mins)**

Sing ‘Hello’ and look at the vehicles in Barnaby’s back pack (Aeroplane/high, car/middle, submarine/low)

Introduce the game, ‘Jack in the Box’ and ask the children to jump up when the sound ascends (CEG-) and curl up when the sound descends (GEC-)

***Assess: Can respond to ascending and descending sounds with movement***

**Main activity (10mins)**

Give out chime bars to some of the children in the circle and ask them to make Jack climb up and down the beanstalk.

Ask the other children to select sounds for the beanstalk (shakers), the clouds (tambourines and jingles) and knocking at the castle door (woodblocks).

Give out drums to the remaining children and remind them that they are going to play a steady beat when the class sings the giant’s song.

**Plenary (10mins)**

Perform the whole story by following the story cards.

***Assess: Can follow signs and symbols when playing***

**Learning Outcomes:** Children can

Can recognise H/M/L sounds

Can follow signs and symbols in order to tell a story

Can respond to H/M/L sounds with movement

Can make choices/select sounds

**Jim and the Beanstalk**

**Lesson 5: 30mins**

**Learning intentions:** Children learn

About structure and repetition

About ascending and descending sounds

How to follow aural and visual cues

**Introductory activity (5mins)**

Sing ‘Hello and look at the pictures in the book ‘Jim and the Beanstalk’ of what the giant needs (glasses, false teeth and a wig).

*How many times does Jim have to climb up and down the beanstalk?*

**Main activity (15mins)**

Ask the children to pretend to climb up and down a ladder whilst singing

‘Climbing up, up, up, up, up, up’ (cdefgabc’) and ‘Climbing down, down, down, down, down, down (c’bagfedc)

***Assess: Can respond to ascending and descending sounds***

Divide the children into three groups.

Group 1= Chime bars (one between two)

Group 2 = metal instruments

Group 3= wooden instruments

Group 1 will play every time Jim climbs up the beanstalk and then swap for when he climbs down again

Group 2 will play the rhythm of the words ‘glasses, false teeth, wig and fried boy’ and chop down the beanstalk

Group 3 will be the gold coin that the giant gives Jim each time.

**Plenary (10mins)**

Perform the story in its summarised form and make sure the children notice the structure of the story with its repetition

***Assess: Can follow signs and symbols when playing***

**Learning Outcomes:** Children can

Respond to ascending and descending sounds

Play ascending and descending sounds

Follow aural and visual cues

**Jim and the Beanstalk (alliteration)**

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

About alliteration

A new song

How to generate alliterative ideas

About rhythm

**Introductory activity (10mins)**

Sing ‘Hello’ to Barnaby and look at the food he has in his backpack. He has some jelly and juice, some chicken and chips and sausage and sweetcorn.

Mix the foods up and ask the children to match up the foods which begin with the same sounds.

**Main activity (15mins)**

Ask the children what the giant had for breakfast (Beef and beer)

Write these on the board and ask for more suggestions, including those foods that Barnaby had in his backpack e.g. Ham and honey/hot chocolate, liver and lemonade, cheese and cherryade, marmite and milk, nuggets and nachos, rice and red pepper, burgers and blackcurrant, coffee and cake.

Teach the children the following song (Tune: I hear thunder)

Sing it in a giant’s voice

*Want some breakfast x 2*

*In my tum x 2*

*Is it fried boy on toast? X 2*

*Yum,yum yum x 2*

The children will tap the pulse on their knees as they sing and then repeat the song whilst tapping or scraping wooden sounds.

After the song has finished the children will shout out

‘*No, it’s burger and blackcurrant’*

The giant will shout out, ‘*Pardon! Clap and say it’*

The children clap and say it and then the giant shouts out, *‘Pardon! Play and say it’.*  The children play and say it and the giant shouts out, ‘*Not so loud! Play and think it’*

The children play and think the words.

This is repeated as often as time will allow

***Assess: Can play the rhythm of spoken phrases accurately***

(If the group is smaller, each child can have a turn in making up the food/drink)

**Plenary (5mins)**

Pack the instruments away and ask the children to remember why they paired together certain foods and drinks and to look out for more examples that the giant might like

**Learning Outcomes:** Children can

Identify alliteration

Generate alliteration

Play the rhythm of phrase accurately

**Foundation 2**

**Fairy Tales Music Project**

**Assessment**

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| **Name of child** | **Can match the pitch of sung phrases**  (Hello) | **Can follow visual cues**  (3 Little Pigs score/  3 Tapping Teddies paw cards/ Jack and the Beanstalk cards) | **Can create simple rhythmic phrases**  (What’s in the basket?) | **Can follow changes in tempo** (Goldilocks ‘Let’s go for a walk’ song) | **Can maintain a steady beat**  (3 Tapping teddies/ Teddy bear rap) | **Can recognise sounds that ascend and descend** (jack and the beanstalk) | **Can play rhythmic patterns accurately** (Jim and the Beanstalk) |
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**3 = emerging 2 = achieving 1 = exceeding**

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