

Week 1

Learning intentions: To become familiar with the sound 'B'
To sing tunefully alone and in a small group
To explore vocal qualities
To move to a variety of note values
To play a variety of note-values
To use the sound 'B' when making up a group chain poem

Introductory activity (10mins)

Introduce Barnaby and sing Hello (GEGGE).
Look at what he has in his back-pack- all the objects begin with the same sound- 'b'.
Introduce the children to an insect who begins with the sound 'b'-Hickety Tickety Bumble Bee.
Ask them each to sing their name in turn.
Ask the children to make their voice bounce, slide, hiss, like a sad puppy.

Main activity (15mins)

Introduce the chant, 'Big Bear' and ask them to move to the beat like bears, rabbits and little mice.
Now ask the children to move to the different beats without me saying the words of the chant.
Give out a selection of tapping instruments and ask the children to copy me as I play:

1	2	3	4
Big	-	Bear	-
Rab-	bit	rab-	bit
Little mousey	little	mousey	

Show the children a box full of objects and play, 'What's in my box that starts with 'b'? (Skip to the Lou)
Have a look and see.
Ask them to say each object, reinforcing the initial sound.

Plenary (5mins)

Ask the children to help me make up a chain poem using objects from their holidays. Every object must start with the sound 'b'.
I went to the beach and I took my ball, bucket, basket, binoculars, banana, biscuits etc.

Learning outcomes: Children can identify the sound 'b' and use it within the structure of a poem
They can use the 'b' as an onset in conjunction with different rimes
They can create different sound effects with their voices
They can sing a restricted number of notes by themselves
They can respond to the sound of a drum being played at different speeds
They can play with control and a sense of pulse and ensemble

Week 2

Learning intentions: To become familiar with the sound 'd'

To sing tunefully alone and in small groups

To explore vocal sounds and qualities

To listen attentively

To segment and blend

To sing with confidence and enjoyment

To explore alliteration

To create rhythmic patterns

Introductory activity (10mins)

Sing 'Hello Barnaby' (GEggE) and look at what he has in his backpack. All the objects start with the sound 'd'. *(Pass) Roll the ball x2 Roll the ball to . . .*

Introduce the game, 'I have got the ball'. (GeggE) The children decide who they are going to roll the ball to before they begin and then sing, 'Can you catch it Phoebe?' (ggeaGE)

Ask the children to explore their talking, whispering, robot, snake, cold, happy voices.

Main activity (17mins)

Introduce the game, 'Doggie, doggie'.

One child is the dog in the centre and one is a thief.

All the children sing, 'Doggie, doggie, where's your bone?'

The dog sings, 'Someone stole it from my home'

All sing, 'Who stole the bone?'

The thief sings, 'I stole the bone.' *(Plays the claps behind his/her back)*

Adapt this by asking the doggie to keep her eyes closed and ask her to identify the thief by listening alone.

Show the children the sound sack-I found something in my bag, it's a little d-u-ck.

What is it? It's a dancing duck!

Repeat the same procedure with a Dozey Doormouse, Dumping Digger, Dizzy Doggie, Delicious Doughnut but ask the children to segment the words and find words to describe them that start with 'd'.

Plenary (2mins)

Ask each child to tap a rhythm back (one of the words they have just used e.g. dozey dormouse).

Use the song, 'Can you tap this rhythm for me? Just like this. Just like this.'

Learning outcomes: Children can

- Recognise the onset of familiar objects
- Sing the notes G and E tunefully
- Use a wider range of the voice
- Sing alone with confidence
- Recognise the vocal sound qualities of their peers' voices
- Blend and segment the names of objects
- Sing familiar songs with confidence
- Copy rhythmic patterns

Wednesday 21st October

Yr 1: 1.05-1.35pm

Week 3

2 pics

Singing games & rhymes.

- Learning intentions:** To introduce long and short sounds
- To make long and short sounds vocally
- To make sounds according to visual stimuli
- To explore long and short instrumental sounds
- To create patterns of long and short sounds

Introductory activity (10mins)

- 1) Sing 'Hello' to Barnaby and look at what is in his backpack. Can they make the sounds of the farmyard animals?
Can they say whether the sounds are long or short?
Sing the song, 'Make your sound as long as mine' and ask each child to make a long sound. Now try the game with short sounds.

Main activity (15mins)

- 3) Introduce Charlie crocodile and Sidney snake. Charlie likes short sounds and Sidney likes long sounds. Ask the children to make long or short vocal sounds when the appropriate puppet is held up. (Use some phonetical sounds as examples). Now ask them to repeat this with body sounds. (4)
Ask the children to choose an instrument and to tell the group if it makes a long or short sound. They should play their sound when the appropriate puppet is held up. Now ask them if they can change their sound to match both puppets. (5)
Talk about the sounds and how they changed them.

Plenary (5mins)

Teach the children the song, 'Ickle Ockle' and ask pairs to make up patterns of long and short sounds e.g. clap and stroke or cluck and shh. (6)

- Learning outcomes:** Children can copy and create long and short vocal sounds
- Copy and create long and short body sounds
- Follow visual instructions
- Change and explore instrumental sounds
- Work in pairs in order to create patterns of long and short sounds

short	long
e	f
i	h
o	l
p	m
t	n
u	r
	s
	v
	z

<u>short</u>	<u>long</u>
cluck	shh
clap	stroke
stamp	'th' - tongue
hiss	man hum
tap - knee	

<u>short</u>	<u>long</u>
drum	triangle
woodblock	indian bells
guzo	bells
maraca	
castanet	

Week 4

Learning intentions: To identify long and short sounds
To discriminate between pulse and rhythm
To break words down into syllables and play them on instruments
To identify objects by the pattern of their syllables
To identify objects by their initial sound

Introductory activity (10mins)

Sing hello to Barnaby and look at all the objects in his backpack. They all begin with the sound 't' or 's'. Teach the children the song, 'I have sounds, one and two' and ask them to identify hidden sounds. Ask volunteers to play only long or short sounds.
Ask the children to put the instruments into groups of long and short sounds.

Main activity (15mins)

Teach the children the chant, 'Chop, chop' and ask them to chop one hand on the palm of the other as they repeat the words, 'Chop, chop'. Now ask the children to play this on wooden instruments.
Ask each child to put a fruit or vegetable in the pot and for the others to play its syllables.
Take an object out with one, two, three and four syllables and see if the children can guess what is in the pot when I play the syllables on an instrument.

Plenary (5mins)

Introduce the children to the singing sack and explain that in the sack are objects which might remind them of a song. Give the children a clue by saying, 'I've got something in my sack which begins with a 'b'. It's a b-u-s. Do you know a song about a b-u-s?'

Learning outcomes: Children can recognise the initial sound of a variety of objects
They can identify sounds as long and short
They can listen attentively in order to remember sequences of sounds
They can break sounds down into syllables
They can listen to and discriminate between different patterns of syllables
They can segment and blend the names of objects from the singing sack

Week 5

Learning intentions: To explore the vocal range of the voice
To sing a restricted number of notes accurately
To explore high and low sounds
To play high and low sounds
To respond to high and low sounds with movement

Introductory activity (10mins)

Sing hello to Barnaby and look at what is in his backpack. He has a fire engine, ambulance and police car. Can the children make the sounds of the various sirens?
Remind the children of the chant, 'Hickety Tickety Bumble Bee' and ask them to sing their names.
Ask the children to make their voices slide, take off like space rockets and be sirens. What are they exploring? (High, medium and low sounds and all the sounds in between.

Main activity (15mins)

Introduce the children to Heidi the giraffe and Lola the lion. Heidi likes everything high and Lola likes everything low. Their favourite piece of playground equipment is the See saw. Teach the children the song, 'See saw' and ask them to sing it whilst putting their arms out to the sides and moving them up and down to the changing sounds. Now ask them to try being a see saw with a partner.

Show the children the chime notes G and E and play them so they can hear the difference in pitch. Ask them which note Heidi would like and which Lola would like. Give the children the opportunity to play those notes and to pick out the tune, 'See saw'. As I hold up Heidi or Lola the children should play the correct sound. Now ask children to respond with movement of their hands when they hear the notes and repeat this with hidden sounds.

Finally, ask the children to copy melodic patterns that I play on the two chime bars.

Plenary (5mins)

Show the children my little Jack in a box and ask them to listen to a song which using three sounds, one low, one medium and one high. Teach them the song and ask them to perform the actions to it.

Learning outcomes: Children identify that they can make high and low vocal sounds and explore the pitches in between them

They match the pitch of three notes in their own singing
They learn a new song and sing it accurately and confidently
They move to high, medium and low sounds with the appropriate movements
They discriminate between two chime bar sounds
They associate high and low sounds with two puppets
They play with control and awareness of pitch