**One Mole Digging**

**Foundation 1 Core Book**

**Focus:** Duration/ vocal, body and instrumental sounds

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

About long and short sounds

How to copy and create long and short sounds

How to tune into sounds

How to follow puppets with their sounds

**Introductory activity (10mins)**

If you want to…..

Sing, ‘Hello Barnaby’ (GEggE) and at look at the animals that he has in his backpack. Can they make the sounds that a monkey, chick, crocodile, pig make or that a fish makes with its mouth and a horse makes with its hooves? (***They are all short sounds)***

Do the same with a sheep, snake, cow and a horse’s neigh ***(They are all long sounds)***

Introduce the song, ‘Make your sound as short as mine (Tune: Do you know the muffin man?) and then ask children to copy and create some short vocal and body sounds.

Ask the children to make these for Charlie crocodile when he appears for behind my back and to stop when he hides.

Repeat this activity with long sounds and with Sidney Snake.

**Main activity (15mins)**

Read, One Mole Digging’ and use the pictures in the books to help the children to divide the animals into those that make long sounds and those that make short sounds.

**Long Short**

Snakes using a rake Moles digging holes

Parrot squawking Bears picking pears

Crows using a hose Foxes packing boxes

Doves in gloves Storks using forks

 Frogs on logs

Bees……………………………………………………………… pruning trees

(The last example is interesting because the sound of a buzzing bee is long but the sound of trees being clipped is short)

Ask the children to listen to one tap on a woodblock and one on the triangle

*Can they describe the difference in sound?*

Ask the children to follow the sound of the triangle with their hands in the air, as if they were drawing a rainbow, until they cannot hear the sound anymore.

(You may need to do this several times until the children tune into the sound)

Give out the short wooden sounds and ask the children to follow Charlie crocodile as he dances and then hides.

Now play the rhythm of all the short-sounding phrases form the book e.g. One Mole Digging a Hole.

Repeat this with long-sounds such as triangles and finger cymbals i.e. follow Sidney Snake and then play the long-sounding phrases

**Plenary (5mins)**

Pack the instruments away and talk to the children about the tenth page

*What sort of sound is a buzz?*

*What sort of sound is ‘clip’?*

*What sort of sound would the slurping of drinks be on the last page of the book?*

**Learning Outcomes:** Children can

Distinguish between long and short body/vocal/instrumental sounds

Play with control

Follow visual cues in order to start and stop

Discuss the sounds they hear and make

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

About rhyme

To explore vocal and instrumental sounds

A new singing game

About rhythm

**Introductory activity (10mins)**

If you want to….

Sing, ‘Hello Barnaby’ (GEggE) and look at the animals he has brought with him.

The first is a frog called Freddie and he sits on a log.

*Ask the children to say the words, ‘frog’ and ‘log’ and tell them that they rhyme*

Sing the children the song, ‘On a log’ and ask the children to add the ribbets at the end

*On a log, Freddie Frog (GAD- GAD)*

*Sing this song the whole day long (GAGAGAD-)*

*Ribbet x4*

Repeat this activity with some other animals and ask the children where they might be e.g. Sidney ***Snake*** could be on a ***lake***

Daffy ***Duck*** in a ***truck***

Kitty ***Cat*** on a ***mat***

Bertie ***Bee*** in a ***tree***

Mustafa ***Mouse*** in a ***house***

*(Only ask the children to concentrate on where the animals should be and not on their names. The song could be used again for alliterative purposes)*

**Main activity (15mins)**

Remind the children that in the book, ‘One Mole Digging a Hole’, four foxes were filling boxes.

Show the children a box and explain that inside are some rhyming pairs. They should pass the box around the ring whilst the following song is being sung and then help the child who gets the box to find a matching pair for the object they pull out.

What shall we find in our box today? (Tune: Skip to my Lou)

*What shall we find in our box today?*

*Will it rhyme, who can say?*

*Passing the box is a good game to play*

*Now it’s … turn- hooray!!!*

Examples of objects to put in the box

* Pear and a bear
* Pen and a hen
* Bat and a cat
* Mouse and a house
* Parrot and a carrot
* Bee and a tree
* Fox and a box

As the child with the box pulls out one object, the other children should suggest what rhymes with it and then look as all the other objects are taken out one by one by an adult until they have a rhyming pair.

The game is then repeated until all the objects have been paired up.

If time, show the children Charlie Crocodile and see if they remember what sort of sounds he likes.

Make some short vocal and body sounds for him and then give out short-sounding percussion instruments.

Ask the children to play the rhyming pairs on their instruments e.g. pear and bear

**Plenary (5mins)**

Pack away the instruments and see if the children remember any of the words that rhymed with the animals in the book.

*Can they think of any new rhymes?*

**Learning Outcomes:** Children can

Sing tunefully

Identify or suggest rhyming words

Respond to visual cues

Play rhythmic patterns

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About rhythm

About rhyme

How to explore vocal and body sounds

About long sounds

How to listen attentively

**Introductory activity (10mins)**

If you want to….

Sing, ‘Hello’ to Barnaby and look at some of the animals that are in the book, ‘One Mole Digging a Hole’.

Play a game of Copy Kitten from the book, ‘Voice play’

*Copy kitten, copy kitten*

*Meow, meow kiss*

*Copy kitten, copy kitten*

*Sounds like this….*

Ask the children to copy ideas that you give them and then give the children plenty of opportunity to suggest their own body and vocal sounds.

**Main activity (15mins)**

Remind the children of the four foxes in the book.

*What were the foxes doing? (Filling boxes)*

Play a game of ‘What’s in the box?’

The children will hear a phrase and have to guess what animal is in the box.

e.g.

It likes to dig a hole (mole)

Each have a garden rake (snake)

They like to pick pears (bears)

They like to pull up carrots (parrots)

They like to chop logs (Frogs)

They like to prune trees (Bees)

*If the children find this difficult, give them a choice of two animals to choose from*

Hold up Sidney snake and ask the children to remember what sounds he likes (Long sounds).

Ask the children to make some vocal/body sounds that he would like and to stop when he hides.

Then give out some triangles and finger cymbals and repeat the activity.

Ask the children to play each of the phrases from the ‘What’s in the box?’ game on their instruments

E.g. It likes to dig a hole-mole

**Plenary (10mins)**

Pack the instruments away and ask the children to play a game of ‘What’s in the tin?’

Explain that you have three tins. In one is some rice, in another is some macaroni and a third is some marbles.

Rattle each box and ask the children to guess what is in each one.

*How did they know?*

**Learning Outcomes:** Children can

Explore sounds

Recognise rhyming sounds

Identify hidden sounds

Follow visual cues

Play rhythmic patterns

**Foundation 1 Assessment**

**One Mole Digging a Hole and Dear Zoo**

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| --- | --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can match the pitch of sung phrases****(Hello/Hickety Tickety)** | **Can identify long/short sounds****(One Mole/Dear Zoo)** | **Can copy simple rhythmic patterns****(One Mole)** | **Can match rhyming objects****(One Mole)** | **Can explore vocal/body sounds****(One Mole/Dear Zoo)** | **Can identify hidden sounds****(One Mole/Dear Zoo)** |
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**3 = emerging 2 = achieving 1 = exceeding**