

Phase 1 Week 3 (21.09.20): Rhyming Words Games

To develop awareness of sounds and rhythms.

To distinguish between sounds and to remember patterns of sound.

To talk about sounds we make with our bodies and what the sounds mean.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach 10mins	Body Parts Demonstrate using the body to make different sounds (clap hands, stamp feet, click fingers)	Listen to the Music Play one percussion instrument and pass it around the circle for each child to play. Can they think of a body sound to play and match the instrument? E.g. banging a drum – stamp feet, scraping the cabasa- rubbing hands together, wooden block-clicking tongue etc.	Follow the sound Sitting in a circle the adult makes a body sound to pass around the circle (click fingers, clap hands etc).	Words about sounds Play a selection of instruments to make slow, fast, quiet, loud sounds. Can the children tell which one you are doing? If children unsure, name each action and repeat until understanding more secure.	The Pied Piper Introduce the story and explain that the piper played an instrument to lead the children. Choose an instrument and ask the leading child to choose a movement (walk, skip etc) whilst the adult plays the instrument. May need to be done outside.
Practise	Children take it in turn to practise making body sounds.	Choose a leader to make a body sound to the music for the other children to follow.	Practise and repeat activity.	In turn let each child play an instrument and the remaining children have to say	Practise the activity using different movements.

				whether it is fast, slow etc.	
Apply	Then the adult performs a pattern of body sounds for the children to copy and apply skills.	Then the adult performs a pattern of body sounds for the children to copy and apply skills.	Then the adult performs a pattern of body sounds for the children to copy and apply skills.	Then the adult performs a pattern of body sounds for the children to copy and apply skills.	Then the adult performs a pattern of body sounds for the children to copy and apply skills.