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| **Links to Development Matters Objectives: ASPECT 1: Environmental Sounds** |  |
| **Target children** **List the children to start this Aspect.**  | **What do you want the children to learn this week?** **Highlight objectives for the week** | **Which games will you play?****Highlight games for the week** | **Next steps****List children needing more practise (in line with the objective)** |  |  |
|  | **The children are learning to…** recall sounds they have hearddiscriminate between the soundsdescribe the sounds they heardescribe what they seeidentify the animals and imitate their soundsadd new words to their vocabularyidentify different sounds and place them in a contextidentify similar soundsmake up sentences to talk about soundsjoin in the activities and take turns to participate | **Listening Walks** **A listening Moment****Drum Outdoors****Teddy is lost****Sound Lotto****Sound Stories** **Mrs Browning has a box****Describe and find it****Socks and shakers** **Favourite sounds****Enlivening stories** |  |

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| **Links to Development Matters Objectives: ASPECT 2: Instrumental Sounds** |  |
| **Target children** **List the children to start this Aspect.**  | **What do you want the children to learn this week?** **Highlight objectives for the week** | **Which games will you play?****Highlight games for the week** | **Next steps****List children needing more practise (in line with the objective)** |  |  |
|  | **The children are learning to…** identify and name the instruments being playedlisten and respond as the instrument is playedbe able to remember and repeat a rhythmdiscriminate and reproduce loud and quiet soundsstop and start playing at the signalchoose appropriate words to describe sounds they hear, *(e.g. loud, fierce, rough, squeaky, low, wobbly)*match sounds to their sourcesuse sounds imaginatively to represent a story characterexpress an opinion about what they have heard | **New words/Old songs** **Ideas here****Which instrument?****Adjust the volume****Grandmother’s Footsteps****Matching sound makers** **Matching sounds****Story Sounds** **Hidden instruments****Musical Show and Tell****Animal Sounds** |  |

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| **Links to Development Matters Objectives: ASPECT 3: Body Percussion** |  |
| **Target children** **List the children to start this Aspect.**  | **What do you want the children to learn this week?** **Highlight objectives for the week** | **Which games will you play?****Highlight games for the week** | **Next steps****List children needing more practise (in line with the objective)** |  |  |
|  | **The children are learning to…** produce contrasts in rhythm, speed and loudnessjoin in with words and actions to familiar songsarticulate words clearlykeep in time with the beatcopy the sounds and actionsmake up patterns of soundscopy a body percussion/ pattern of soundsidentify hidden soundssuggest ideas and create new sounds for a storyuse language to make different endings to the storyuse a wide vocabulary to talk about the sounds they can heargroup sounds according to different criteria *(e.g loud, fast)* | **Action songs** **List here** **Listen to the Music****Roly Poly****Follow the sound** **Noisy neighbour 1****Noisy neighbour 2** **Words about sounds****The Pied Piper** |  |

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| **Links to Development Matters Objectives: ASPECT 4: Rhythm and Rhyme** |  |
| **Target children** **List the children to start this Aspect.**  | **What do you want the children to learn this week?** **Highlight objectives for the week** | **Which games will you play?****Highlight games for the week** | **Next steps****List children needing more practise (in line with the objective)** |  |  |
|  | **The children are learning to…** understand the pattern of syllables in the words presented to themsing/ chant the rhyming string with the adultrecognise that the words that rhymejoin in with simple or complex rhymescopy the rhythmkeep to the beatrecognise rhyming wordslisten and attend to the rhyming stringsgenerate their own rhymescomplete sentences using appropriate rhyming wordsmake a series of words that rhyme | **Rhyming books List here:****Songs and rhymes List here:****Listen to the beat** **Our favourite rhymes****Rhyming Soup****Rhyming Bingo****Playing with words****Rhyming Pairs** **Finish the rhyme****Rhyming puppets****Odd one out****I know a word** |  |

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| **Links to Development Matters Objectives: ASPECT 5: Alliteration** |  |
| **Target children** **List the children next to the games they will play**  | **What do you want the children to learn this week?** **Highlight foci for the week** | **Which games will you play?****Highlight games for the week** | **Next steps****List children needing more practise** |  |  |
|  | **The children are learning to…** identify initial sounds in wordsreproduce the initial sounds clearly and recognisablymake up their own alliterative phrasesrecall the list of objects beginning with the same soundoffer their own sets of objects and ideas to end a storydiscriminate between the sounds and match to the objects correctlyarticulate speech sounds clearlyselect an extended range of words that start with the same sound | **I spy names** **Sounds around****Making aliens****Digging for treasure****Bertha goes to the zoo****Tony the Train’s busy day** **Musical corners****Our sound box/bag****Name play** **Mirror play****Silly Soup** |  |

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| **Links to Development Matters Objectives: ASPECT 6: Voice Sounds** |  |
| **Target children** **List the children next to the games they will play**  | **What do you want the children to learn this week?** **Highlight foci for the week** | **Which games will you play?****Highlight games for the week** | **Next steps****List children needing more practise** |  |  |
|  | **The children are learning to…** distinguish between the differences in vocal soundssustain listening throughout a storylisten for a target word or character and respond with an appropriate associated speech soundremember the sound sequence and produce it when requiredrecognise their own and each other’s voices, including a recorded voiceuse appropriate vocabulary to talk about different voice and speech sounds | **Mouth Movements** **Voice sounds****Making Trumpets****Metal Mike****Chain games** **Target sounds****Whose voice?****Sound Lotto****Give me a sound** **Sound story time****Watch my sounds****Animal noises****Singing songs Note here:** |  |

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| **Links to Development Matters Objectives: ASPECT 7: Oral Blending and Segmenting** |  |
| **Target children** **List the children next to the games they will play**  | **What do you want the children to learn this week?** **Highlight foci for the week** | **Which games will you play?****Highlight games for the week** | **Next steps****List children needing more practise** |  |  |
|  | **The children are learning to…** blend phonemes and recognise the whole wordsay the word and identify the objectblend words that begin with the same initial phonemesegment words into phonemesidentify the number of phonemes that make up a given word | **Oral blending and/or Segmenting focus** **Highlight which and choose a game from below:****Toy Talk****Clapping Sounds****Which One?****Cross the River****I spy****Say the sounds** |  |