|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 heard  discriminate between the sounds  describe the sounds they hear  describe what they see  identify the animals and imitate their sounds  add new words to their vocabulary  identify different sounds and place them in a context  identify similar sounds  make up sentences to talk about sounds  join 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** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 played  listen and respond as the instrument is played  be able to remember and repeat a rhythm  discriminate and reproduce loud and quiet sounds  stop and start playing at the signal  choose appropriate words to describe sounds they hear, *(e.g. loud, fierce, rough, squeaky, low, wobbly)*  match sounds to their sources  use sounds imaginatively to represent a story character  express 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** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 loudness  join in with words and actions to familiar songs  articulate words clearly  keep in time with the beat  copy the sounds and actions  make up patterns of sounds  copy a body percussion/ pattern of sounds  identify hidden sounds  suggest ideas and create new sounds for a story  use language to make different endings to the story  use a wide vocabulary to talk about the sounds they can hear  group 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** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 them  sing/ chant the rhyming string with the adult  recognise that the words that rhyme  join in with simple or complex rhymes  copy the rhythm  keep to the beat  recognise rhyming words  listen and attend to the rhyming strings  generate their own rhymes  complete sentences using appropriate rhyming words  make 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** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 words  reproduce the initial sounds clearly and recognisably  make up their own alliterative phrases  recall the list of objects beginning with the same sound  offer their own sets of objects and ideas to end a story  discriminate between the sounds and match to the objects correctly  articulate speech sounds clearly  select 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** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 sounds  sustain listening throughout a story  listen for a target word or character and respond with an appropriate associated speech sound  remember the sound sequence and produce it when required  recognise their own and each other’s voices, including a recorded voice  use 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:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 word  say the word and identify the object  blend words that begin with the same initial phoneme  segment words into phonemes  identify 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** |  |