



Music and Phonological Awareness

Activity Pack



This pack is designed to support practitioners with practical examples of activities which develop music skills (relating to beat, rhythm, pitch, tempo, dynamics, instruments and notation) and which promote skills for literacy development, including:

- Speech and vocabulary
- Conversation using call and response
- Auditory memory and internalising
- Concepts of print and sound-symbol association
- Listening and auditory discrimination
- Phonological Awareness

Each activity card includes skills from the CREATE Music and Literacy for All Framework Trackers, a description of the activity, resources and an audio recording and/or video of the song/rhyme.

To go directly to activities related to a specific area of phonological awareness, click on the buttons below.

Listening &
Auditory
Discrimination

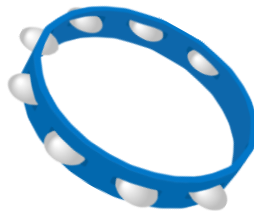
Rhyme
Awareness

Syllabic
Awareness

Alliteration
Awareness

Listening and Auditory Discrimination

The music activities in this section support children to develop focused listening skills and auditory discrimination skills, exploring and identifying the sounds of different percussion instruments.





I Hear Music

Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I have the freedom to use voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm (EXA 0-17a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop their auditory discrimination skills and to explore the sounds made by different percussion instruments. This activity also aims to develop a sense of pulse through keeping a steady beat with actions and instruments.

Song/Rhyme:

♥ ♥ ♥ ♥
I hear music, I hear music,
All around, all around,
Listen to the claves, listen to the claves,
Hear that sound, tap, tap, tap!

Substitute instrument name and sound (shake, ting or boom) as appropriate.

Description:

- Sit in a circle with a bag/basket of percussion instruments in the middle (include a variety of instruments which make tap, ting, shake and boom sounds). Introduce the vocabulary **shake, tap, ting, boom** to describe different instrument sounds using the flashcards with examples of each.
- Ask one child to close their eyes and pick an instrument from the bag, then talk about how to hold it/play it. Ask the child to play the instrument and the group can decide what sound it makes.
- Sing this song to the tune of Frere Jacques and the child who has chosen an instrument from the bag should play along to the beat. Everyone else can keep a steady beat on their knees. When you finish the song, ask the child to put the instrument on the correct flashcard (shake, tap, ting or boom).
- Repeat for the different instruments, substituting the instrument name and sound as appropriate in the song, until every child has had a turn.

Audio recording / video link



Skills from CREATE Music Tracker

(Early)

- Keep the beat with actions
- Use some percussion instruments to keep a steady beat.
- Begin to identify and name some tuned and untuned percussion instruments.
- Experiment with and talk about the sound quality (timbre) of different percussion instruments e.g. shake, tap, ting, boom.

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Begin to develop vocabulary through listening to and exploring different text forms

Resources

- Variety of percussion instruments (e.g. claves, tambour, maraca, triangle, wood block)
- Bag or basket
- [Shake, tap, ting, boom cards](#)



Here Sits a Mousie

Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I have the freedom to use voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm (EXA 0-17a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop their focused listening skills, and to practise singing using a quiet singing voice. This activity also aims to develop a sense of pulse through keeping a steady beat with actions.

Song/Rhyme:



Here sits a mousie,
In his little housie.
No-one comes to see him
Poor little mousie.

Description:

- Sit in a circle with the mouse puppet and bells in the middle. Teach the song line by line using call and response - everyone should keep a steady beat by tapping their knees. If possible, another adult can play the steady beat using claves to support.
- Choose one child to go into the middle of the circle and pretend to be the 'mousie'. They should hold onto the mouse puppet and curl up with their eyes closed and the bells placed beside them. Tell the child to listen very carefully for the sound of the bells and think about what direction the sound came from.
- Ask the children to sing the song using their quiet singing voices, so that the mousie doesn't wake up! They should still keep the beat quietly on their knees. At the end of the song point to another child who will tip toe into the circle, steal the bells, and tip toe back to their space. When they get back to their space they should play 4 beats with the bells and then hide them behind their back.
- All the children should hide their hands behind their back and then the child in the middle can be 'woken up'. The child gets three guesses as to who stole the bells. The person who stole the bells then gets to go in the middle and be the 'mousie'.

Audio recording / video link



Skills from CREATE Music Tracker

(Early)

- Keep the beat with actions
- Sing with some understanding of pitch
- Sing/chant with a louder or quieter voice.
- Begin to identify and name some tuned and untuned percussion instruments.
- Develop basic techniques for playing some untuned and tuned percussion instruments.

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Enjoy exploring, identifying and generating rhyme




Resources

- Bells
- Mouse puppet
- [Music concept flashcards](#)

Rhyme Awareness

The music activities in this section have a particular focus on supporting children to develop an understanding of beat and to develop rhyme awareness – hearing and matching rhyming words, generating more words with the same rhyming pattern, and identifying the odd one out when one word does not rhyme with the rest.

Rhyme Awareness

star	car	cat
		
✓	✓	✗



Touch Your Shoulders



Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop a sense of pulse through moving to the beat, to sing with an understanding of pitch and to develop their rhyme awareness through hearing, identifying and generating rhyming words.

Song/Rhyme:



Touch your shoulders, touch your knees,
Raise your arms and drop them please,
Touch your ankles, touch your toes,
Pull your ears and touch your nose.

Audio recording / video link



Description:

- Teach the song line by line using call and response, while performing the actions to a steady beat (4 beats per line). If possible, another adult can play the steady beat using claves to support.
- When the children know the song well, sing it together all the way through with the actions. Try varying the tempo - sing it slowly the first time and then get a little bit faster each time you repeat the song.
- Then the adult can sing the first part of each line ('Touch your shoulders touch your...') and ask the children to complete it by singing the rhyming word that comes at the end ('knees'). Repeat for each line of the song.
- Introduce the concept of a 'thinking voice' and choose one of the rhyming words (e.g. toes) for the children to hear in their head (internalise) rather than sing out loud. Make this more challenging by adding another word each time (e.g. toes and nose). A cone pop-up puppet can be used to show when to sing out loud (puppet is up) and when to sing in their head (puppet is down).
- Ask the children to identify the rhyming pairs in the song ('Can you hear a word in this song that rhymes with knees?') and to generate other words which rhyme ('Can you think of another word that rhymes with knees and please?')
- Sing the song through together without the actions this time and ask the children to 'catch the rhyming words' by clapping each time they sing rhyming word at the end of a line (i.e. clap on knees, please, nose, toes).

Skills from CREATE Music Tracker (Early)

- Keep the beat with actions
- Sing with some understanding of pitch
- Sing/chant at a faster or slower tempo.
- Sing/chant part of a song/rhyme internally

Skills from Literacy for All Tracker (Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Enjoy exploring, identifying and generating rhyme

Resources

- Pop-up cone puppet (optional)
- Claves (optional)
- [Music concept flashcards](#)

Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop a sense of pulse through keeping the beat with actions and to develop their rhyme awareness through hearing, identifying and generating rhyming words.

Song/Rhyme:



Buster Buster climb a tree,
Buster Buster pat your knee,
Buster Buster blow a kiss,
Buster Buster do not miss!

Audio recording / video link



Description:

- Introduce this rhyme using a dog puppet/soft toy to represent the character of Buster. Using call and response, chant the rhyme in a 'speaking voice' line by line and perform the actions to a steady beat (4 beats per line). If possible, another adult can play the steady beat using claves to support.
- Then chant the rhyme together all the way with children taking turns to hold 'Buster' to do the actions. Always maintaining a steady beat, vary the tempo to recite the rhyme faster or slower. When the children know the rhyme and actions well, ask them to say the rhyme in a 'thinking voice' (in their head) but continue to do the actions to the beat.
- Talk to the children about the steady beat (or pulse) in music and explain that it is like the heart beat in our bodies – sometimes it is faster or slower but it always regular and steady. Put 4 heart shapes in a row on a board or on the floor and model tapping them to the beat, going from left to right, as you chant the rhyme. Invite the children one at a time to tap the heart beats in time as everyone else chants the rhyme with the actions. The children can use their finger, a drum beater or a wand to tap the heart beats.
- Draw attention to rhyming words by chanting the start of a line and asking the children to complete it e.g. Adult: 'Buster Buster climb the...' Children: 'tree'. Repeat for each line of the rhyme.
- Ask the children to identify rhyming pairs and generate rhyme through questioning: 'Can you hear a word that rhymes with tree?', 'Can you think of any other words that rhyme with tree?', 'Can you hear a word that rhyme with kiss?' etc.

Skills from CREATE Music Tracker

(Early)

- Keep the beat with actions
- Sing/chant at a faster or slower tempo
- Begin to internalise single words or short phrases in familiar songs/rhymes

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Enjoy exploring, identifying and generating rhyme
- Begin to develop confidence with book handling skills e.g. holding book correctly, print directionality and mimic reading habits

Resources

- Dog puppet/soft toy
- [Music concept flashcards](#)
- [Heart beat shapes](#) (x4)
- Claves (optional)



Pass the Hat

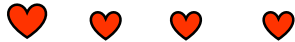


Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop a sense of pulse through tapping the beat and to develop their rhyme awareness through matching and generating rhyming words.

Song/Rhyme:



Pass, pass, pass the hat,
Pass it round and round.
When it stops, take a look,
See what you have found

Audio recording / video link



Description:

- Sitting in a circle, teach the song line by line using call and response and tap the beat on your knees. Then sing it all the way through together and practise passing a hat (or box/tub) around the circle steadily to the beat.
- Fill the hat with rhyming pair picture cards (or objects) and sing the song as you pass the hat around the circle. The child holding the hat at the end of the song chooses two cards from the hat. Ask the child to show the cards to the group and name the pictures (e.g. dog and log). The child (with help from the group if needed) should decide if the two words rhyme.
- If the two cards are a match, put the cards together in a hoop in the middle of the circle. Any cards which do not rhyme can be placed just outside the hoop, waiting for their rhyming pair to be chosen from the hat. On the next repetition of the song, the children can also look to see if the cards chosen from the hat rhyme with any of the cards sitting outside the hoop.
- When the children identify a rhyming pair, ask them to generate as many other words they can think of that also have that rhyming pattern.

Alternative:

This song and activity could be adapted and used to focus on alliteration, with children identifying and generating words with the same initial sound.

Skills from CREATE Music Tracker

(Early)

- Keep the beat with actions
- Sing individually and as part of a group.
- Sing with some understanding of pitch

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Enjoy exploring, identifying and generating rhyme

Resources

- Hat (or box/tub)
- [Rhyming pair cards](#) (or objects)



Let's Take a Walk



Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop a sense of pulse by marching and walking to the beat and to develop their rhyme awareness through matching and generating rhyming words. Children will also interact with a text read by a reading role model, joining in with refrain and predictable rhyming patterns.

Song/Rhyme:

♥ ♥ ♥ ♥
Let's take a walk take a
walk take a walk,
and see what we can
see there.

Audio recording / video link



Description:

- The rhyming picture book 'Oi Frog' by Kes Grey and Jim Field can be used as a stimulus for this activity ('Oi Dog', 'Oi Cat' and 'Oi Goat' are alternative texts). Read the text aloud to the children, modelling concepts of print and encouraging the children to join in with repeated phrases and predict what the rhyming word will be.
- Then teach the song: stand in a circle and ask the children to join in while you sing the song and march on the spot to the steady beat. This song should be sung through twice each time and an adult can play the steady beat using claves to support. When the children are confident singing the song and marching on the spot, ask them to turn and face a clockwise direction and practise walking in a circle to the beat as they sing the song.
- Place a floor spot or hoop in between two children in the circle – this time, when the children walk in a circle one child will land on this spot at the end of the song.
- Place the rhyming picture cards from 'Oi Frog' (or another suitable story) face down in the middle of the circle. When a child lands on the spot at the end of the song, they will choose two cards to turn over. Ask the children to name the two pictures (e.g. carrot and parrot) and to identify whether they rhyme. If it is a match then the pair of cards can be removed from the circle. If the cards do not rhyme, leave them face up until their matching card is found during another child's turn.
- For an extra challenge, when the children find a rhyming pair they could generate other words which would also rhyme with the two cards.

Skills from CREATE Music Tracker

(Early)

- Walk to the beat
- Sing with some understanding of pitch
- Sing/chant at a faster or slower tempo.
- Sing/chant with a louder or quieter voice.

Skills from Literacy for All Tracker

(Early 2)

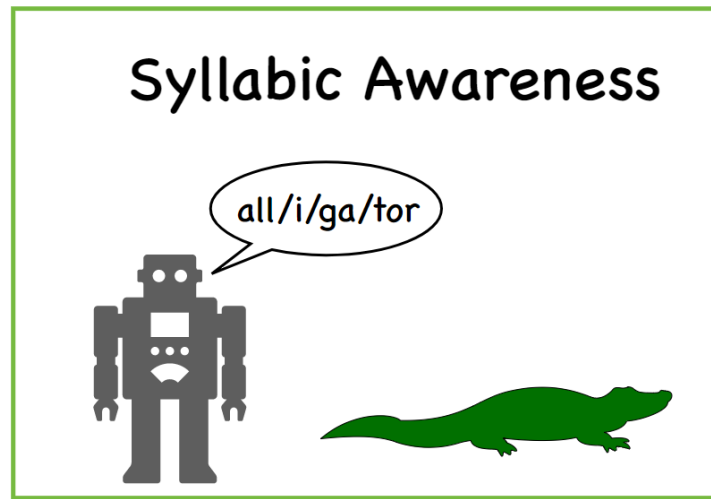
- Enjoy exploring the rhythm of language found in texts and listening to stories read aloud by reading role model
- Interact with predictable, patterned texts through repetition of rhyme, refrain etc
- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Enjoy exploring, identifying and generating rhyme

Resources

- Oi Frog book
- [Oi Frog picture cards](#) (rhyming pairs)
- Hoop or floor spot
- [Music concept flashcards](#)

Syllabic Awareness

The music activities in this section have a particular focus on supporting children to develop rhythm skills and syllabic awareness – blending, segmenting and counting syllables in a word.




Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop their understanding of rhythm and syllabic awareness through chanting and clapping/tapping the words of a well-known rhyme. This activity also aims to promote sound-symbol correspondence and concepts of print with the use of simple pictorial rhythm notation.

Song/Rhyme:


 Buster Buster climb a tree,
 Buster Buster pat your knee,
 Buster Buster blow a kiss,
 Buster Buster do not miss!

Audio recording / video link

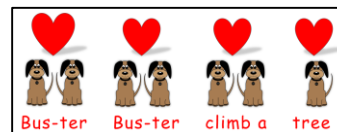


Description:

- Before attempting this activity, the children should be very familiar with words and actions for this rhyme. Please refer to the activity '[Buster Buster \(rhyme\)](#)' if introducing this rhyme for the first time.
- Recap the rhyme by chanting it through together keeping a steady beat with the actions – as before, children can take turns using the dog puppet/soft toy to perform the actions.
- Explain that, this time, you are going to clap the words of the rhyme – this is called the rhythm. The beat/pulse is always steady and stays the same, whereas the rhythm pattern can change. The rhythm sits on top of the beat and is made up of longer and shorter sounds. Using call and response, say the words and clap (or tap with claves) the rhythm of each line like this: Bus/ter bus/ter climb a tree
- Choose individual words from the rhyme for the children to say, clap and count the syllables e.g. 'bus/ter' or 'tree'. For an extra challenge, the children can say the rhyme in a 'thinking voice' (in their head) while clapping/tapping the rhythm.

Extension:

- Introduce the pictorial rhythm notation for this rhyme and demonstrate how the rhythm of the words is represented by the symbols e.g. 2 dogs = 2 short taps (te-te), 1 dog = 1 longer tap (ta). Ask the children one at a time to point to the symbols, matching the rhythm from left to right, as they say the rhyme.



Skills from CREATE Music Tracker

(Early)

- Keep the beat with actions
- Begin to internalise single words or short phrases in familiar songs/rhymes.
- Clap/use instruments to play the rhythm of a known song/rhyme
- Follow simple pictorial rhythm notation for a known song/rhyme

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Enjoy exploring, identifying and generating rhyme
- Listen to, distinguish and identify syllables in familiar one to three syllable words
- Begin to develop confidence with book handling skills e.g. holding book correctly, print directionality and mimic reading habits

Resources

- Dog puppet/soft toy
- Claves
- [Pictorial rhythm flashcards](#) (optional)



Engine Engine (syllables)



Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop their understanding of rhythm and syllabic awareness through chanting and clapping/tapping the words of a well-known rhyme. This activity also aims to promote sound-symbol correspondence and concepts of print with the use of simple pictorial rhythm notation.

Song/Rhyme:



Engine engine number nine,
Going down the Glasgow line,
If my train goes off the track,
Will I get my money back?
Yes, no, maybe so!

Audio recording / video link



Description:

- Before attempting this activity, the children should be very familiar with words and actions for this rhyme. Please refer to the activity 'Engine Engine (rhyme)' if introducing this rhyme for the first time.
- Recap the rhyme by chanting it through together and marching on the spot to the beat – children can take turns to play a drum to the beat.
- Explain that, this time, you are going to clap the words of the rhyme – this is called the rhythm. The beat/pulse is always steady and stays the same, whereas the rhythm pattern can change. The rhythm sits on top of the beat and is made up of longer and shorter sounds. Using call and response, say the words and clap (or tap with claves) the rhythm of each line like this: En/gine en/gine num/ber nine
- Choose individual words from the rhyme for the children to say, clap and count the syllables e.g. 'en/gine' or 'num/ber'. For an extra challenge, the children can say the rhyme in a 'thinking voice' (in their head) while clapping/tapping the rhythm.

Extension:

- Introduce the pictorial rhythm notation for this rhyme and demonstrate how the rhythm of the words is represented by the symbols e.g. 2 trains = 2 short taps (te-te), 1 train = 1 longer tap (ta). Ask the children one at a time to point to the symbols, matching the rhythm from left to right, as they say the rhyme.



Skills from CREATE Music Tracker

(Early)

- Walk to the beat
- Begin to internalise single words or short phrases in familiar songs/rhymes.
- Clap/use instruments to play the rhythm of a known song/rhyme
- Follow simple pictorial rhythm notation for a known song/rhyme

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Enjoy exploring, identifying and generating rhyme
- Listen to, distinguish and identify syllables in familiar one to three syllable words
- Begin to develop confidence with book handling skills e.g. holding book correctly, print directionality and mimic reading habits

Resources

- Drum
- Claves
- [Pictorial rhythm flashcards](#) (optional)




Walking in the Jungle

Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop a sense of pulse by walking to the beat and to develop their rhyme syllabic awareness through clapping and counting the syllables in words. Children will also interact with a text read by a reading role model, exploring the rhythm of language and joining in with predictable rhyming patterns.

Song/Rhyme: 
Walking in the Jungle (Walking in the jungle)
What do you see? (What do you see?)
I see a ti/ger... (I see a ti/ger...)
chasing after me! (chasing after me!)

Audio recording / video link



Description:

- The rhyming picture book 'Rumble in the Jungle' by Giles Andreae can be used as a stimulus for this activity. Read the text aloud to the children, modelling concepts of print and encouraging the children to join in with repeated phrases and predict what the rhyming word will be.
- Stand in a circle and put a selection of jungle animal picture cards facedown in the middle (make sure these include a variety of 1 to 3 syllable words). Ask one child to turn over a card – they should say the name of the animal, clap out the word and then say how many syllables it has (children could also use a drum or claves to tap out the word).
- This rhyme is always chanted as a call and response between the adult and the children - ask the children to copy you line by line as you chant the rhyme and march on the spot to the beat. During line 3 of the rhyme, everyone should clap out the name of the animal from the chosen card. Ask another child to choose a different card and repeat the process.
- When the children know the rhyme well, they could march round in a circle while chanting the rhyme and whoever lands on the floor spot at the end gets to choose the next animal card. Vary the activity by giving instructions to use a louder or quieter voice and try substituting the word 'walking' for another e.g. stomping, creeping.

Alternative:

- Other contexts with a different selection of animals could be used depending on children's interests e.g. 'Swimming in the Ocean', 'Marching in the Forest', 'Walking in the Garden'. *Commotion in the Ocean* and *Mad About Minibeasts* are rhyming texts by the same author which could be alternative stimuli for this activity.

Skills from CREATE Music Tracker

(Early)

- Walk to the beat
- Sing/chant with a louder or quieter voice.
- Clap/use instruments to play the rhythm of a known song/rhyme

Skills from Literacy for All Tracker

(Early 2)

- Enjoy exploring the rhythm of language found in texts and listening to stories read aloud by reading role model
- Interact with predictable, patterned texts through repetition of rhyme, refrain etc
- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Listen to, distinguish and identify syllables in familiar one to three syllable words
- Continue to develop vocabulary through listening to and exploring different text forms

Resources




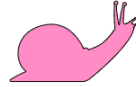
- *Rumble in the Jungle* by Giles Andreae
- Jungle animal picture cards
- Drum or claves
- Spot or hoop

Alliteration Awareness

(phonemic awareness)

The music activities in this section have a particular focus on supporting children to develop alliteration awareness – hearing and matching words with the same initial sound, generating more words with the same initial sound and identifying the odd one out when one word starts with a different sound.

Phonemic Awareness
Initial phonemes
/s/

			
✓	✗	✓	✓



Copy Cat

Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop a sense of pulse through keeping the beat with actions and to develop their alliteration awareness through hearing, identifying and generating words which start with the same initial sound. This activity also aims to encourage children to explore new vocabulary.

Song/Rhyme:

♥ ♥ ♥ ♥
Copy cat, copy cat
Sitting on the door mat

Audio recording / video link



Description:

- Introduce the cat puppet/soft toy as 'Copy Cat' and explain to the children that Copy Cat wants them to copy his actions. Sing the song (or chant using a speaking voice) and, using the cat puppet, perform an action to the beat (e.g. clap hands, tap head, tap knees). The children should repeat the song and do the action with you this time. Repeat in the same way, changing the action each time. If possible, another adult can keep a steady beat using claves to support.
- The children can take turns to hold the cat puppet and come up different actions that can be done in time to the beat. You could substitute the word 'sitting' to match the action chosen e.g. marching, waving, flying, dancing.
- Start to vary the dynamics by using a louder or quieter voice - ask the children to listen carefully to your voice and respond in the same way.
- Draw attention to the alliteration in this by asking e.g. 'What is the first word in this song?' 'What is the first sound in copy?', 'Can you hear another word in this song that stars with the same sound?'
- Ask the children to substitute the word 'copy' for another word starting with the same sound (e.g. creeping, crawling, crazy, cute, careful, clumsy, cool) and sing the song using the new word: 'crazy cat, crazy cat, sitting on the door mat'.

Skills from CREATE Music Tracker

(Early)

- Keep the beat with actions
- Sing with some understanding of pitch
- Sing/chant with a louder or quieter voice.

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Enjoy exploring, identifying and generating rhyme
- Begin to develop vocabulary through listening to and exploring different text forms
- Recognise and generate words with the same initial sounds and identify sounds within words

Resources

- Cat puppet/soft toy
- Claves (optional)



Hubble Bubble




Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity

Aim: The aim of this activity is to help children develop a sense of pulse through keeping the beat with actions and to develop their alliteration awareness through hearing, identifying and generating words which start with the same initial sound.

Song/Rhyme:


Hubble bubble hubble bubble,
what's in the pot?
Hubble bubble hubble bubble,
what have we got?

Audio recording / video link

Description:

- Teach the rhyme line by line using call and response - chant in a 'speaking voice' and keep a steady beat by tapping your knees (4 beats per line). If possible, another adult can play the steady beat using claves to support.
- Fill a cooking pot (or cauldron) with objects or picture cards, including pairs which start with the same initial sound.
- Choose a child to stir the pot using a wooden spoon to the beat, while everyone else chants the rhyme and taps the beat on their knees. The child then chooses an object/picture from the pot, names the object and says the first sound in the word. The child then chooses a friend to pick another object/picture from the pot and they should identify whether or not the 2 words have the same initial sound.
- If the words are a match, they can be placed inside a hoop in the middle of the circle. If they have different initial sounds then they can be placed outside the hoop until a matching word is chosen from the pot. Children take turns to stir the pot each time the rhyme is repeated and different voices can be explored e.g. loud, quiet, whispering, witches' voice, robot voice.

Alternative:

- To focus on one particular phoneme (e.g. 'a') this can be turned into an 'identify the odd one out' game. Use pictures/objects which mostly start the same sound (e.g. 'a') and only a few which start with different phonemes. With two different coloured hoops in the middle, when the children pull a card from the pot they should decide if it begins with 'a' or something different – all pictures beginning with 'a' go in one hoop, anything that starts with a different sound goes in the other.

Skills from CREATE Music Tracker

(Early)

- Keep the beat with actions
- Sing/chant with a louder or quieter voice.
- Experiment with the voice to create different sounds

Skills from Literacy for All Tracker

(Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Keep a steady beat with increasing confidence when exploring familiar songs and rhymes
- Enjoy exploring, identifying and generating rhyme
- Recognise and generate words with the same initial sounds and identify sounds within words

Resources

- Pot / cauldron
- Wooden spoon
- [Picture cards](#) or objects
- Hoops