

Cherry Lane Nursery- Bug Club Planning- Phase 1 Pre Reception
Autumn 1 Unit A- A Wet Walk- 4 Lessons

	Introduction	Lesson	Wrap-up	Next Steps	Curriculum Links
Lesson 1	- Play the alphabet song twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words. - Discuss with children the learning intentions for the day if you feel appropriate for your cohort. Learning intentions are to: - Develop listening skills and be sound detectives.	A listening walk Get everyone to wrap up if needed and go outside for a listening walk. Listen for sounds. Can children identify what they are? Can they make any of the sounds they can hear? Are the sounds from nature or are they from machines or people?	Back in the classroom talk about all the things you heard on the walk. Challenge children to replicate the sounds you heard outside.	Make a collage of things heard on the listening walk.	Aspect 1 – General sound discrimination – environmental sounds
Lesson 2	Play the alphabet song twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words. Discuss with children the learning intentions for the day if you feel appropriate for your cohort. Learning intentions are to: Practise oral blending.	Getting dressed - Explain to children that your puppet or toy has to get dressed for a walk outside in the rain. - Place clothes items in front of the children. Explain that the toy wants to play a game to help it get dressed so will be using a 'robot' voice to ask children for the clothes. - Start by demonstrating to children what the 'robot' voice is. Say one of the items of clothing, segmenting the phonemes, for example, "s-c-a-r-f". Children copy the 'robot' voice then blend phonemes to say the item the puppet wants to put on: "scarf". - As children become more confident ask them to choose an item of clothing using a robot voice if they can.	Go through all the items that children picked for the puppet to wear using their 'robot' voices. Can they say the word <i>not</i> in a 'robot' voice too?	Segment words throughout the day, for example, "It's time to get your c-o-a-t-s on", "Go and w-a-sh your h-a-n-d-s".	Aspect 7 – Oral blending and segmenting
Lesson 3	Play the alphabet song twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words. Discuss with children the learning intentions for the day if you feel appropriate for your cohort. Learning intentions are to: Practise alliteration skills.	I spy - Play 'I spy', using pages throughout the book, <i>A Wet Walk</i>. Have the Magnetic Board open as well. - Start by modelling for the children "I spy something beginning with /t/" (for example, tree) and select the letter on the Magnetic Board to display. - Keep modelling and then encourage children to have a go themselves at picking an item to spy. Select the initial sound they have chosen and display on the Magnetic Board.	Go through all the things identified in the book and make an oral list or collection of pictures of all the things found. The oral list is great for memory recall!	Play 'I spy' throughout the day or week.	Aspect 5 - Alliteration 

Lesson 4

- Play the [alphabet song](#) twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words.
- Discuss with children the learning intentions for the day if you feel appropriate for your cohort.

Learning intentions are to:

- Think about different sounds we can make with our own voices.

Animal feely bag

Put a selection of toy animals that you would see on a wet walk (or animal picture cards) into a feely bag. Put your hand inside the bag and take hold of one of the animals. Make the noise the animal makes without showing the animal to the children. Children must guess which animal you are holding and copy the sounds back to you. Once you have gone through all the animals ask children to pick an animal/card from the bag and make the sound themselves. Can the other children guess which animal they have chosen?

Display all the animals from the feely bag and make the sounds for each animal. Ask children to add actions/animal movements as well!

Encourage children to act as the different animals outside, imitating the way the animal moves and making the sounds at the same time.

Aspect 1 – General sound discrimination – environmental sounds

