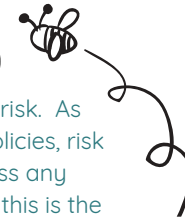


M U D D Y P H O N I C S
P H A S E 1
A S P E C T S 1 / 2 / 3



Bee Green and only print if you hive to :)



All activities and resources that are suggested in this lesson plan are carried out at your own risk. As professionals, we would expect that you use these ideas while addressing your own in-house policies, risk assessments and insurance. Ensure activities and resources are age appropriate and address any individual needs a child may have, including medical needs and allergies. Please be aware that this is the property of the Muddy Puddles Teacher. It must only be used by the purchaser and not shared with other parties. All content is the ideas of Sarah Seaman and her team.

Date Started :
Group:
Led By:

Phase One Aspect 1/2/3

Summary



This is phase one, set one covering aspects one, two and three of the letters and sounds programme. Use this planning to teach regular 20/30 minute phonics session or in addition to this to promote greater depth of learning in their literacy abilities. This planning will focus on the children's speaking and listening skills by using the world around them to help explore rhythm and rhyme, music and beat. You will also find this planning has muddy powers and the children will use plenty of their fine and gross motor skills, developing their core strength which is critical for reading and writing. As well as keeping the kids active, working with peers, having fun whilst using only natural and upcycled resources it also helps them connect with nature :) Also included is an assessment grid to enable you to track and address gaps in learning and a home learning sheet to promote parental engagement. All the activities can be adapted for use indoors but it's best to keep it outdoors and muddy.

Outdoor Phonics Continuous Provision



This planning has been created in a way so that the children will have made, produced or participated in an activity they then can practice again in their free play/continuous provision. On some occasions, they will have created something and prompts are made in the planning to leave these out so the children can continue their learning. All resources used are waterproof so can be left out in all weather. A muddy phonics bit is a good idea. Write letters on leaves and rocks, dig them in deep and ask the children to dig the letters out. They may not understand what the letters are yet but its sewing that seed.

If it Rains



If it rains a lot, perfect, change the task so the rain can be truly enjoyed! Umbrellas can be an exciting way to enjoy the wet weather. So, why not hunt the charity shops, ask parents and look for cheap ones online so that when it does rain each child can get their umbrellas out and you can enjoy some phonics dancing in the rain. One activity we like to do is jump in puddles while singing this song 'Rain, rain stay and play so we can jump in puddles all day!' :)

Aims



- To sing along to a familiar rhyme.
- To learn new songs picking up the rhythms.
- To listen for sounds in their environment.
- To mimic sounds they hear.
- To make sounds using their voices.
- To make sounds using their bodies.
- To make sounds using things around them.
- To make instruments using natural and upcycled items.
- To make noises loud and quiet.
- To follow a beat and start to understand rhythm.
- To work independently and together with peers.

Daily Assessment

Can the children hear long and short sounds? Can the children sing along to rhymes they have heard many times before?

We suggest that you assess progress informally daily to keep track of gaps as you go along. Feel free to repeat any muddy lessons or supplement with the tips listed above. The home learning sheet has a space to highlight any specific gaps children have for additional support at home.

What will I need in my phonics basket?

You could have fun with all the children making their sticky sticks beforehand. See the slideshow at the end for examples. The educator also needs a sticky stick (you could make a fancy one using pipe cleaners or tinsel :)

- You will also need a water bottle per child, yoghurt pot per child, elastic bands, masking tape and a blindfold one between two.
- Als if you do not have plenty of leaves and sticks in your space you may want to go on a walk at the weekends and collect up as many as you can to bring in.

Revisit/Review

Teach

Practice

Apply

Lesson 1 We will be using sticks lots in this planning so its best for us to set up safety first. But we have a nice rhyme to help us learn it.
'Sticks stay low they tickle our toe, if sticks go high they poke us in the eye.'
Let the children find a stick and teach them to put their thumb over the top and then to walk around your space singing this song.
Repeat this before every session, so it becomes the norm.

How do we hear sounds? Take the children's thoughts. Then ask the children to point to where their ears are. Ask the children to feel their outer ear but to not poke inside it. Talk about the shape of the ear and the importance of how fragile the inside of our ears are and that we do not poke things inside it. Now ask the children to go and look at others children's ears but not to poke, look only. It could be an excellent opportunity to talk about vibration and how sound travels through waves to the ear. But its just a seed your sowing - they do not need to know this fact yet. Now show the children how sounds can be made with our voice. Hum a little, then shout and sing. We can make our voice go high and then low.

All hold hands in a circle or if you have a parachute use this instead. While turning the circle round all hum, then sing a little tune, just like a little bird would. Now shout loud and roar like a dinosaur and then speak quietly and squeak like a little mouse. Can the children make a low voice and then make their voice go high? Repeat several times for practice. Do not expect all children to achieve this yet - we are just showing them how they can experiment with sound.

Play the muddy sound game. Ask the children to close their eyes or hand out blindfolds or ask them not to speak so we can listen carefully to the sounds around us. This will be a different experience in each setting as to what you hear, and it depends on the season too. However, all close your eyes and listen for a minute, use an egg timer so they know when they can speak. Then open your eyes, stand up and children tell one another what they have heard. This is the type of questioning you want to generate depending on the noises you have heard. Maybe a child listened to a car? All be quiet again so you can have a go at hearing the vehicle, did the children hear it? What noise did we hear ? can we all mimic it and do some actions? What is it that we hear? the tyres on the road or the engine?

Lesson 2 Find a stick and do the muddy stick song from lesson one. Now all close their eyes and listen, like we did the last session to the sounds in our environment. Maybe move to a new point in your setting where you do this. Allow the children to mimic the noises they hear and add actions. When outside we want them to use their gross motor skills.

Ask the children to make a sound with their voice. Explain to the children that at muddy schools we have some rules: You can be loud, move big, get active and smile lots! Who likes to be loud? Explain that outdoors is a perfect place to be loud. Can the children run around your space being loud? Let them do this for as long as they need. The adult has to model this too! Now ask the children to run around their space being quiet, again the educator has to model this also!

Let's explore our voices further by playing the muddy animal noises game. Ask the children to run in and out of each other, trying to not bump into each other. We are teaching the children to take care and to look at what is in front of them. Try walking if your children need to start at a slower pace with this. While the children are doing this the educator then shouts 'loud, muddy animals', and the children have to think of an animal and to make that noise with a big, booming voice. Then continue to run in and out of each other. The educator will then say 'quiet, muddy animals', and the children have to think of an animal and make the noise quietly to the educator.

Ask the children to find a sticky stick or to get their sticky stick out, and to walk around their space tapping their stick on objects experimenting with the different sounds around them. Can the children tap something that is natural or tap on something that is plastic? Then come together as a group and start your 'Muddy Band'. Ask the children to find an object to tap on with their stick. Explain that we're going to play our objects loud and quiet. The composer/ conductor (educator) will put their hands up to tell the children to play loudly and put their hands down low to play quietly and hands out in front to tell them to stop. Play this game several times then let some of the children have the role of the conductor. Leave sticks out in their continuous provision, and you will find they will play these lots.

Revisit/Review

Teach

Practice

Apply

Lesson 3 Find a stick and do the muddy stick safety song from lesson one. Ask the children to all now use this sticky stick to tap on an object in their space as you all sing to Old MacDonald, joining in with loud animal noises. Repeat again but with quiet animal noises.

Explain to the children that we have made sounds with our voices, found sounds in our environment, made noises with our sticky stick but what about our bodies? Could we make noises using our bodies? Ask the children to model and show you. Stamping, clapping, tapping on their arms and heads. The educator needs to model and teach this too. Copy what the children show you.

Ask the children to walk around their space being dinosaurs. If you have a dinosaur expert in your group, ask them to model what a T-rex would walk like or a Brachiosaurus with their long necks. Once the children have had some time and fun doing this tell the children that you are going to play the dinosaur keeper game. The educator is the dinosaur keeper. You're going to ask the dinosaurs to walk around, then ask them to pause and shout for the dinosaurs to do an action such as 'tap your head', 'stamp your feet clap your hands'. Once they have made their response ask the dinosaurs to walk around again. Test their memory skills and maybe build up to asking them to do two actions at a time.

Tell the children to prepare to be in the Muddy Band again. We are going to imagine that those naughty dinosaurs from the last activity have stolen all of our instruments and we now have to use only our bodies. Tell the children we are not to start clapping, marching, tapping their heads until you say 'Ready, Steady, Go!'. Now play around with their hearing by not saying 'Ready, steady, Go!' the first time. Instead say 'Ready, Steady, Dinosaurs' or 'Ready, Steady, Chickens'. Then say 'Ready, Steady, Go!'. You will get lots of children who will not listen to this at first, but we will use this method lots through phase one. It's a fun listening game to do, and it picks out those children that struggle to listen. We call it the Muddy, Ready, Steady, Go Game :)

Lesson 4 Play the Muddy Ready, Steady, Go Game from the last session. Ask the children to run from one end of your space to the other or run on the spot if you have no space. But only when you say, 'Ready, Steady, Go!'. Use words that start with 'g' to test their listening skills such as 'gorilla', 'goat'.

Ask the children if they can remember all the different ways we have made noises so far. With our voices, using sticks and tapping natural and man-made objects and using our bodies. Do you think we could now put all of these together by making a class muddy song? Model to the children how we could sing, then tap on a bench and finish with us all stamping on the floor. See if the children can copy you and join in - Voice, Object, Body.

Send the children away to experiment with all three methods, voice, object, body. Can the children put all three into a performance of their own? Let children work together if they want to. Those children that need adult support could do one with and copying the educator.

Muddy Solo Time. Do any of the children want to show the little performance they have been practising? Children do not have too but if they do want to allow the child to have their 50 seconds of fame. Encourage the other children to watch for voice, object, and body. Did they use all three sounds? Maybe the others could try and copy the child that is performing?

Revisit/Review

Lesson 5 Find a stick and do the muddy stick safety song from lesson one. Ask the children to explore the three ways they have been learning to make sounds - Voice, Object, Body. Can they have a go at putting all those three ways of making sounds together? Maybe sing 'muddy' then all tap on the floor with your stick and finish clapping five times.

Lesson 6 Find a stick and do the muddy stick safety song from lesson one. Using this stick all tap, then try scrapping the stick on the floor. Then make a pattern, scrape, tap, scrape, tap. There is a purpose for this. The scrapping and tapping are what we use for segmenting and blending - so we want them to start practicing this method now.

Teach

We are moving the children on a little now, to percussion. Ask the children if they know what reusing, recycle means? Show the children a water bottle and discuss what it was and what it is made of. Why don't I leave it on the floor? Discuss how plastics are very harmful to our environment. Can anyone think of ways we can reuse this bottle before we throw it away? Shake the bottle and show how it has no sound. Does anyone have any ideas to make a noise from this? Discuss the children's ideas.

Can the children remember what reuse, recycle means and why plastics can be harmful to our environment especially our animals? This time the children are going to upcycle a yoghurt pot. Does anyone have any ideas already of how he or she could make this into an instrument?

Practice

Hand each child a discarded water bottle and ask them to find a way to make noises with it. Give no prompts and let them experiment and explore. Do any fill the bottle with rocks or just use the outer bottle? Once completed ask the children to play with their instrument until all children are finished. Then show one another their instruments and all the different ways and uses we have made this plastic bottle into an instrument.

Give each child a yoghurt pot and tell them you have scissors and masking tape if they need and send them away to look for natural objects to make this into an instrument. They may struggle but encourage the children to persevere and use friends to support one another for ideas. No matter how small the noise is, if a child does manage to make that yoghurt pot make a sound make a fuss and celebration of it! Once they look like they have all had a good go, show one another their findings and new instruments.

Apply

Lets all now put our Muddy Instruments to a purpose and as a group all sing Old Macdonald had a farm while using our new instruments to join in with the rhythm of the song. Sing the song and ask children to use a loud voice and make their instrument loud, then sing again and use quiet sounds and make our instrument quiet. Leave the children instrument out in their outdoor continuous provision so those can practice this new skill.

Time to model a way of using their yoghurt pot to make a shaker. Fill the yoghurt pot with mud or small stones, just a pinch. Then cover the top of the yoghurt pot with a leaf and secure using masking tape or an elastic band. Ta, da! An upcycled shaker. Let the children make one in pairs and then play with them. Leave them out in your continuous provision areas for the children to continue in free play. Set up a music-making station with lots of plastic junk (weatherproof) and some masking tape and scissors so they can explore ideas further.

Revisit/Review

Teach

Practice

Apply

Lesson 7 Your children may be safe now with sticks but do the safety stick song every now again as reminders. Ask the children to find two sticks and to make a shark mouth with them. Then all have fun singing Baby Shark - this can be found on search engines if you are unaware of this song.

Talk to the children about ears and how we listen. Can the children remember that sound travels through vibrations? All move your hand up and down to show oscillations. Now ask the children to close their eyes. While the educator makes some noises the children have to guess what the sound is and where it came from. Make a squeaky noise with your mouth, tap a stick on the floor and shake a bottle with rocks in. Can the children guess correctly?

Time for the children to play their muddy guess the sound game. Put the children in pairs and hand them a blindfold and a sticky stick. The children then need to lead their partner around their outdoor space tapping on items to see if their partner can guess what it is, they then swap over.

Ask the children to find a new partner and hand each pair an empty and used plastic bottle and a blindfold. One partner wears the blindfold while the other partner has to look around their outdoor space to fill their water bottle with different things such as water, leaves, stones, mud, sand. (You may need to put a bucket with these items in if your setting does not have them.) Can the partner guess when the bottle is shaken what's in the water bottle? Then swap over and let the other partner have a go.

Lesson 8 All sing "Wheels on the Bus" but instead of a bus change it to tractor and van. Use your outdoor space to do big actions and encourage the children to walk around. Always try and keep your tasks as active as you can when outdoors. Your focus is on building the children's core strength and gross motor skills needed for reading and writing.

Find two sticky sticks that are no bigger than your arm and show the children how you can tap a beat by hitting the sticks together; you can also scrape the sticks together. It can also be tapped on the floor or scrapped across the floor. Ask the children to find a stick and to join in with you doing these actions.

Allow the children some free play experimenting with the sounds the sticks can make. Then join as a group, and all do the same actions together. Start tapping and scrapping, then make your own up sounds. Try to encourage the children to keep to the beat. Make it simple then start to increase the difficulty. Rhythm is in reading everywhere so creating children to have rhythm will help when we come to the segmenting and blending of words.

Sow the seed and experiment orally segmenting a very simple word for example c-a-t, then blend cat. Ask the children to join along, but they tap their stick on the floor when segmenting each letter and scrape the stick on the floor to blend. Ask them to join in orally saying the letters if they are ready to do this. Try this lots of times; then all pretend to be a cat. Then try segmenting dog with their voices and sticky stick and then be a dog. Not a problem if they find this difficult but we want to drip feed this learning in so it makes better sense to them later down the line :)

Muddy Phonics at Home

Your Child is Learning about rhythm and sounds in their environment.

Muddy Phonics is all about teaching the child how to learn phonics in a fun, engaging and active way using nature around us to inspire us. For this set of phonics, your child has made upcycled shakers, played games and worked with friends to practice beat, making loud and quiet noises and noticing rhythm.

Muddy Quote

All those hours exploring the great outdoors made me more resilient and confident.

David Suzuki, Famous Canadian Scientist.

Muddy Tip

At Muddy Schools, we are ok with children picking fresh leaves and plants. It is how children become interested in nature and understand the science around them. We always say only pick to be inquisitive. We encourage the child not to pick to just destroy. This helps your child form a respectful relationship with nature :)

Have a Go at Home

If you too feel the passion for getting children outdoors and messy and want ideas to continue this incredible outdoor fun, have a go at these exciting outdoor activities. Alternatively, head to www.themuddypuddleteacher.co.uk for parent activity packs and more. ☺

Mudtastic Sound Walks

Next time you go for a walk ask your child to pick a stick to carry around with them. We love sticks at muddy phonics - we call them 'sticky sticks' and we use them a lot! The children will continue to use them when they start to read words to help them segment and blend words. However, in phase one phonics we want to encourage the children to find rhythm just the way reading can have rhythm. Once your child has chosen a stick, ask your child to tap the stick on anything they see while out walking such as a tree, bench, floor, wall and talk about the sound it makes. Then see if your child can make quiet sounds with their stick and loud noises too. Also, experiment with their voices can they make loud voices and then quiet voices too! Don't forget to point out to your child where sticks come from and what material they are made of :)

Muddy Phonics Assessment

Name:

Date:

Ask the child to find a stick and make a long and short sound. Can the child do this?

Can do

Almost there

Ask the child to tap on objects and make a noise?

Can do

Almost there

Ask the child to make a quiet voice and a loud voice?

Can do

Almost there

Ask the child to sing a rhyme they are familiar with.

Can do

Almost there

Teacher Assessment: Write a short observation here of the child's progress and level them using the key below.

Seed = still needs more nourishment and practice.

Possible need for intervention work.

Shoot = growing well.

Flowered = Confident at this.

Examples of a Sticky Stick



Examples of a Sticky Stick

