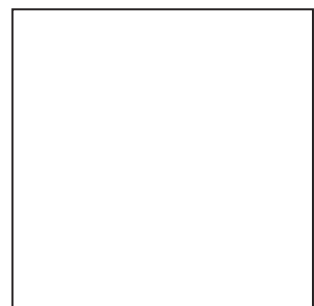
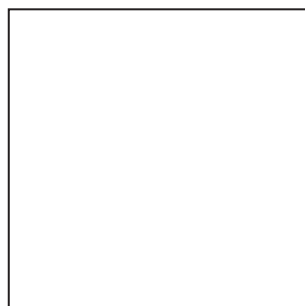
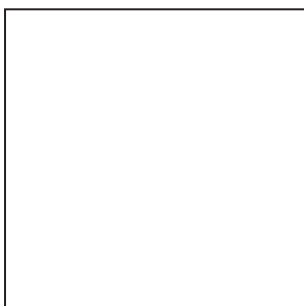
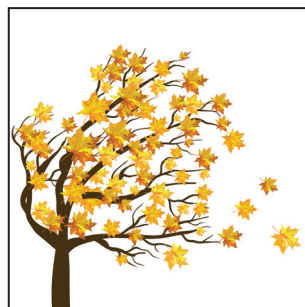
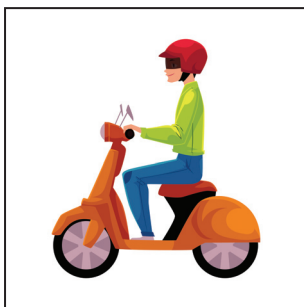
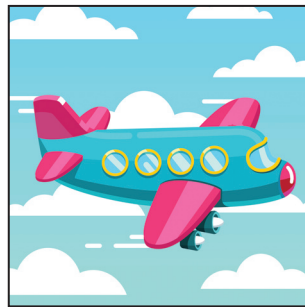
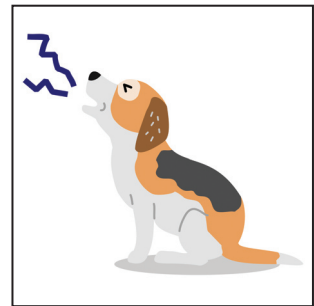
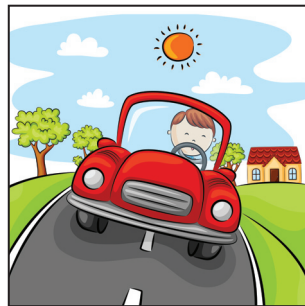
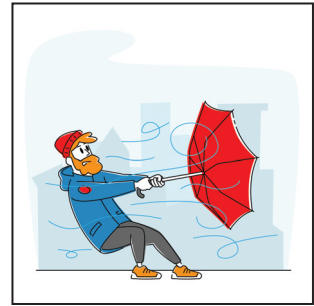


Tick Sheet – What Can You Hear?



Activity 4 – At the Seaside

Aspect 1 Strand

General sound discrimination – environmental sounds
Listening and remembering sounds

Purpose

- This activity is designed to arouse the children’s curiosity about sounds they might hear in a particular place. It gives them practice at remembering and thinking about sounds, as well as providing a starting point for talking about sounds.

You Will Need

- An image (or images) of the seaside. (See this page, below, and pages 31 and 32). Alternatively, the teacher could refer the children to the **Ransom Reading Stars Phonics** Phase One reading book **At the Seaside**. As a further alternative, the teacher could draw a simple, indicative seaside scene on the board. This would only need to be a wavy line to show the sea, a circle in the sky for the sun and a V-shape to show a gull flying in the sky. If this approach were taken, the children would need to use their imaginations much more.

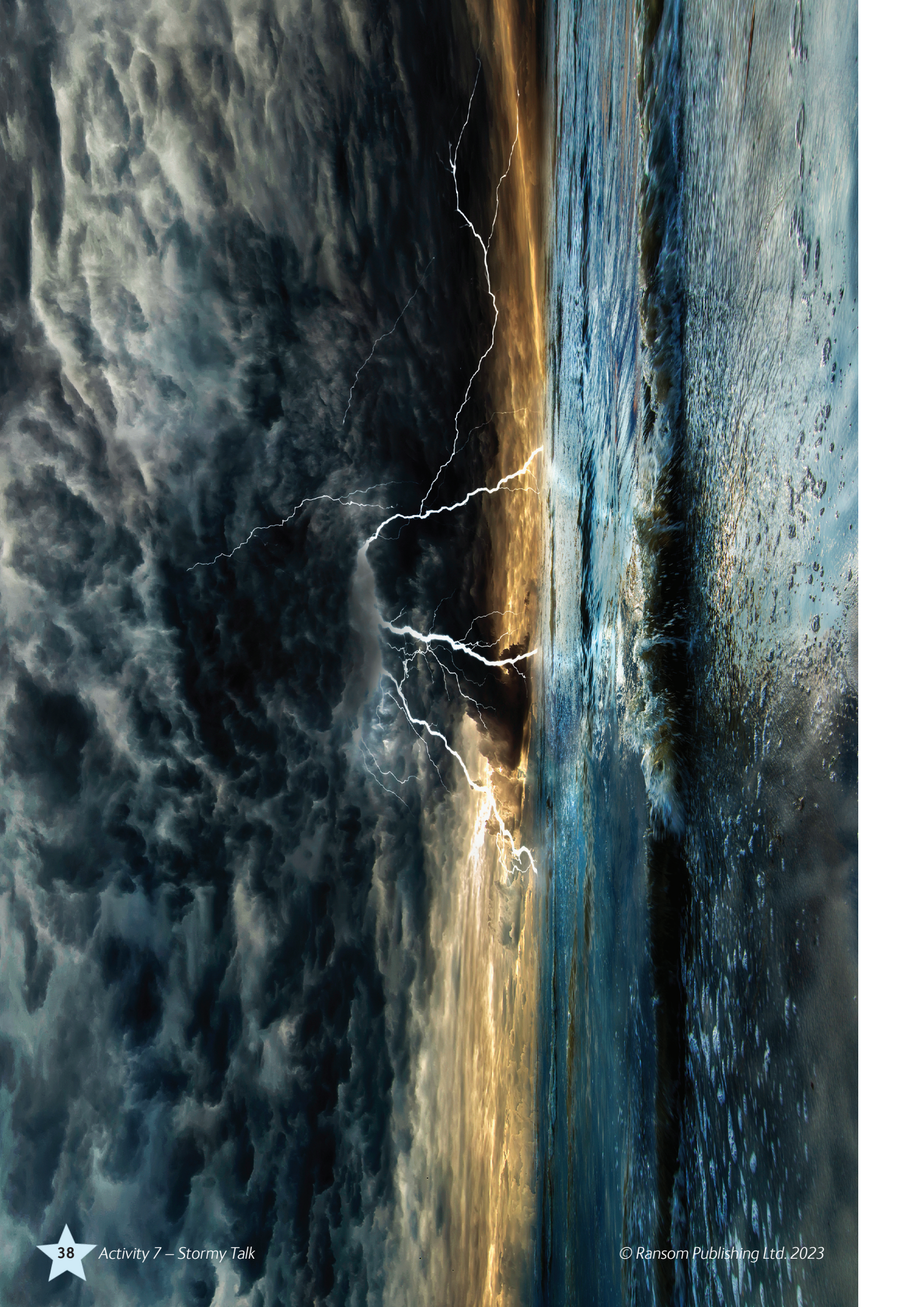
Introducing the Activity

- Tell the children that they are going to imagine that they are at the seaside. They will need to think about all the things that go on at the seaside, and in particular the sounds that they might hear.





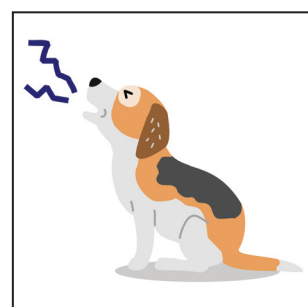
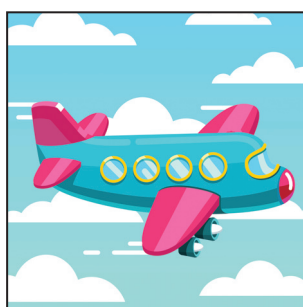
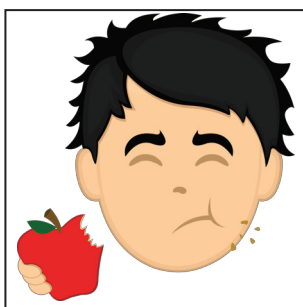
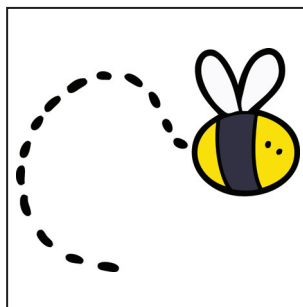
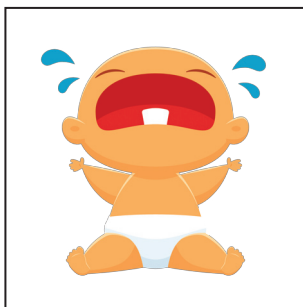




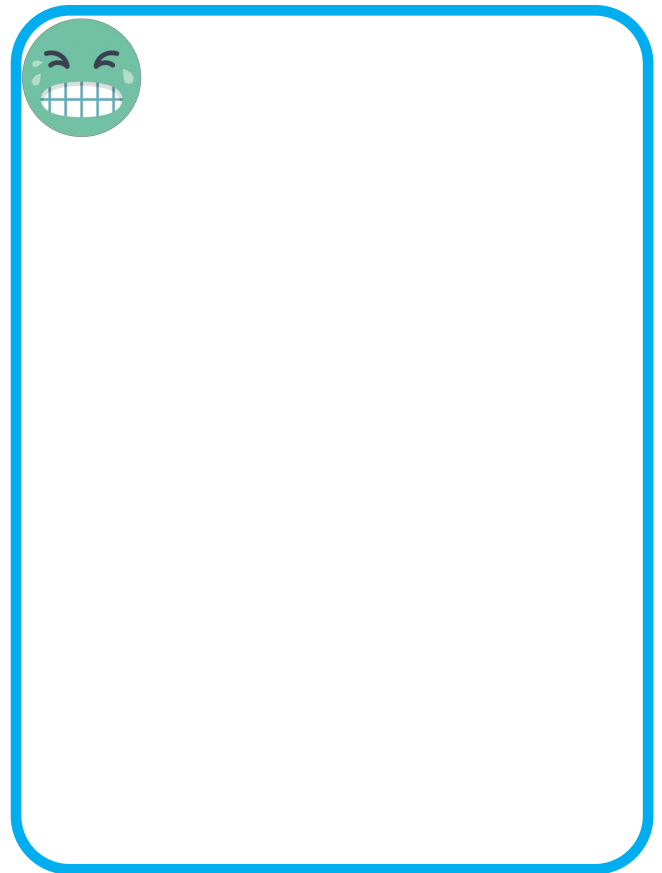
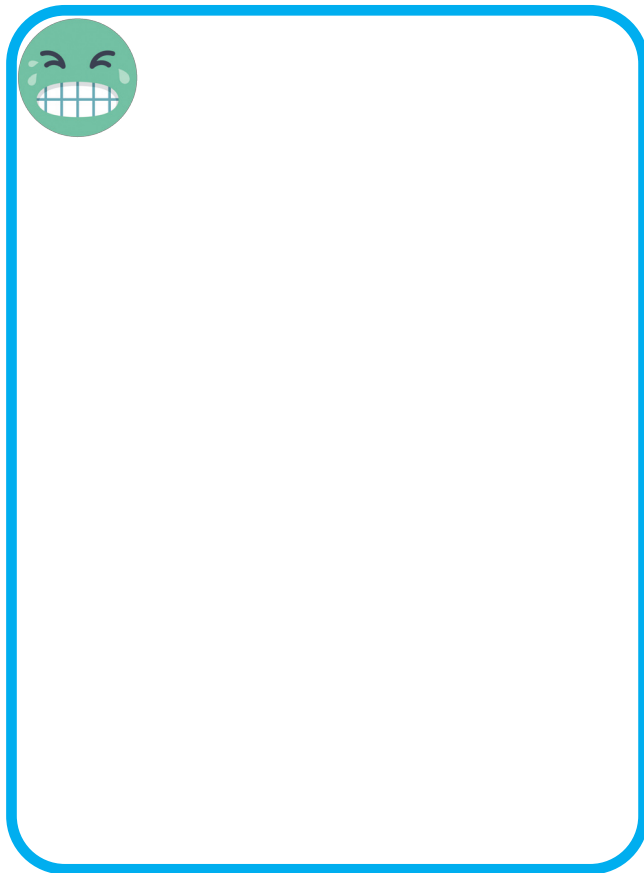
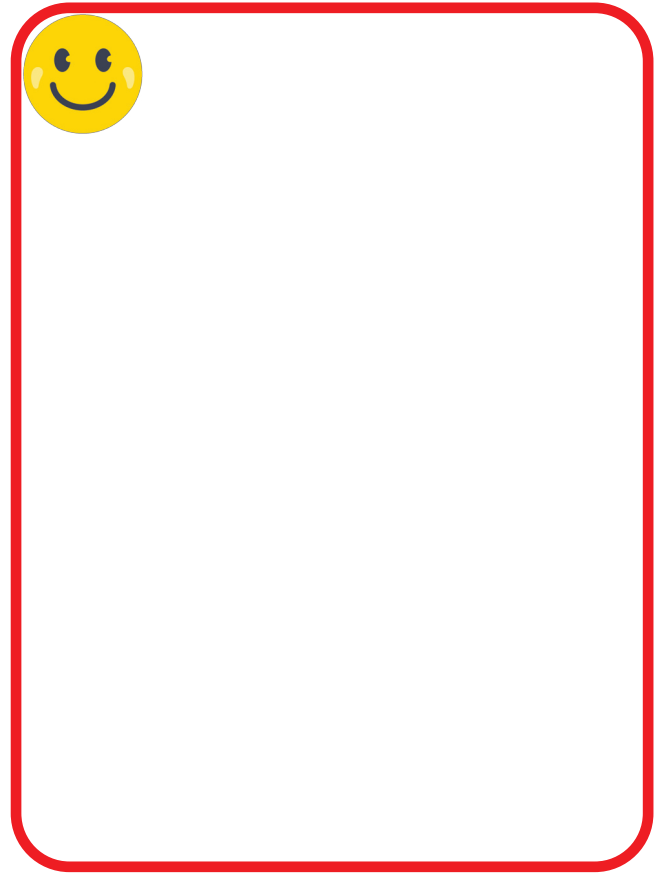
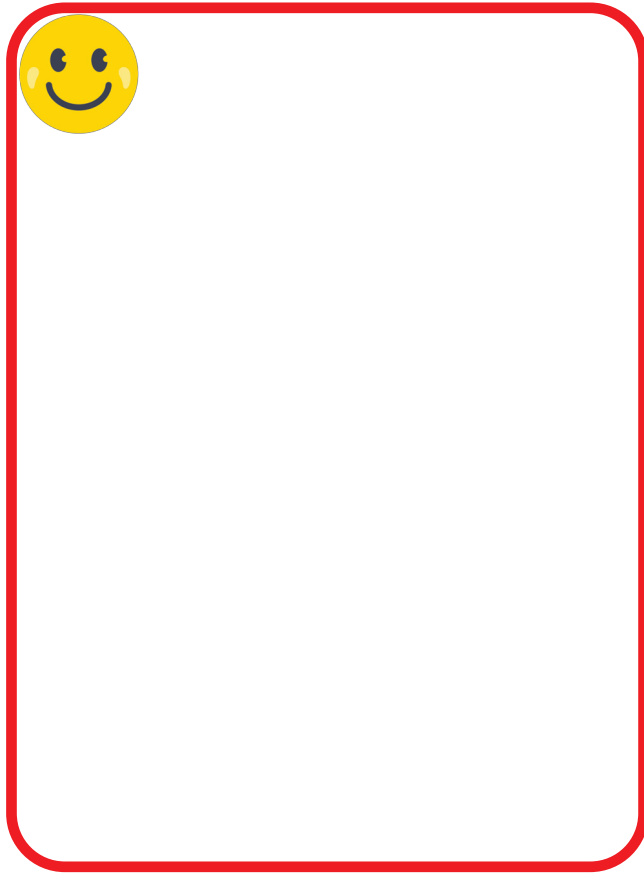




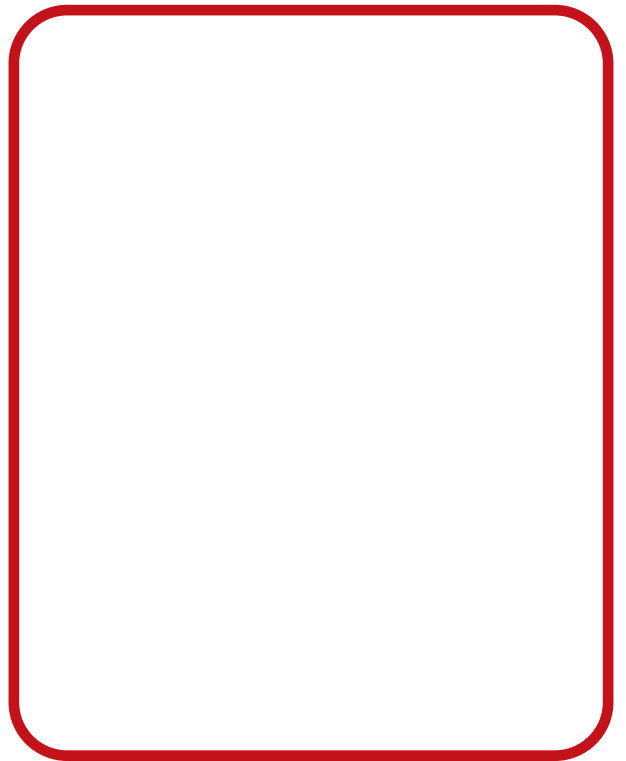
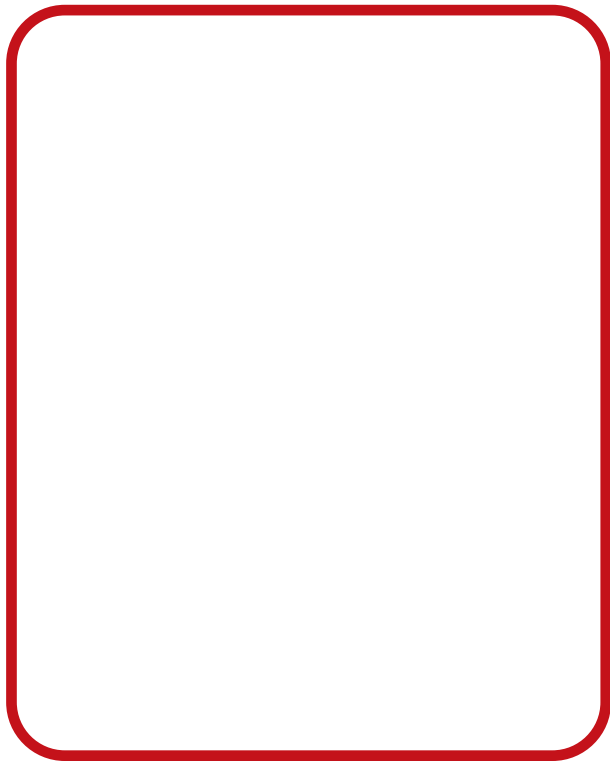
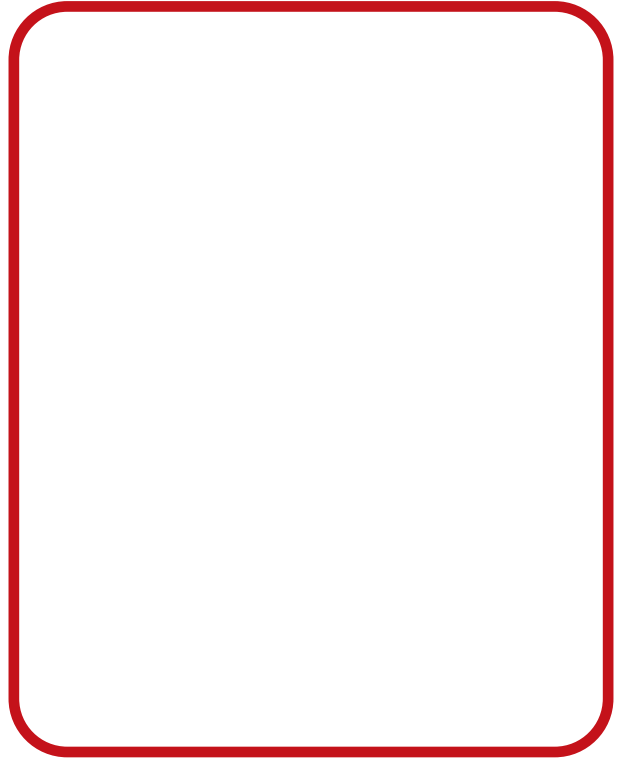
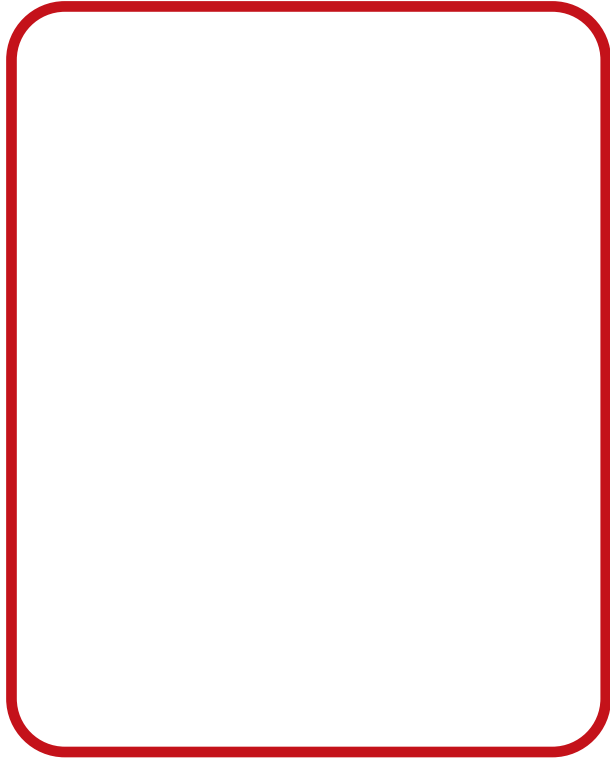
Pictures of Favourite Sounds



Picture Frame – Favourite Sounds



Bingo Card – Guess the Instrument

























Activity 29 – Where Did They Sit?

- Note how well the children recognise the rhyming words, and listen and attend to the rhyming strings.

Follow-up

- You could use the pictures that you have gathered together to reprise the **Word Claps** activity on page 107. Ask the children to name each animal or object as you point to each picture. Then ask them how many claps, or beats, there are in each name.
- Say the name of the animal or object again, clapping to indicate the syllables.













