

# ENVIRONMENTAL SOUNDS



## Main Purpose of Aspect 1:

- To develop children's listening skills and awareness of sounds in the environment.
- To make up simple sentences and talk in greater detail about sounds.
- Further development of vocabulary and children's identification and recollection of the difference between sounds.



## Activity 1: Describe and find it-

Lay out the farmyard animals cards, describe one of the animals but do not tell the child its name. Say, for example: this animal has horns, four legs and a tail. Ask him/her to say which animal it is. Ask him/her to make the noise the animal might make. When he/she is familiar with the game let the child take the part of the adult and describe the animal for the adult to name.

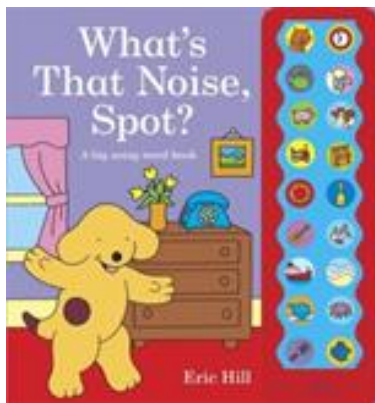


This activity can be repeated with other sets of objects such as zoo animals, toy sets based on transport (e.g. airplanes, car, train, bus, boat etc) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.



## Activity 2: Sound Stories-

There are many commercially available stories with prerecorded sounds to illustrate a simple sequence of events (e.g. the weather, transport, zoo) Draw multiple copies of the picture of each sound and the child selects two or three of them. They must place the cards in the same order in which the sounds are heard. Can they explain the sequence of events?





### Activity 3: Sound box-

Turn a box on its side with the opening facing away from the child. One by one place between four or five familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of 'Old McDonald' but using your own name or one of the children's

Mrs .... Has a box ee I ee I o  
And in that box she has a ....

Stop. Gesture and ask the child to listen.

Handle one of the objects in the box, out of sight, to make a noise. The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice.

Allow the child to take a turn at making a noise from inside the box and use their name as you sing.



### Activity 4: Listening Walks-

This is a listening activity that can take place indoors or outdoors. Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready) Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use 'cupped ears, or make big ears on headbands to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds you may have recorded (possibly on your phone) on the walk.

### Activity 5: Teddy is lost-

The child is the rescuer and covers their eyes whilst you hide their teddy or favourite toy somewhere in the room. The child rescues the teddy by listening to you sing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the teddy until it is found.

#### Considerations:

- As with all listening and attention activities, it is important to be aware that a busy home can really hinder a child's ability to tune in. Keep the activities free from overly distracting areas of the home or younger/older siblings, pets etc.
- If the child seems to recognise an object, but can't recall its name, help them by prompting with questions such as: what would you do with it? Where would you find it?
- When singing, take care to slow the song down. Slowing the pace down can make a huge difference; helping children to understand the language used, as well as join in.

