

Learning Mat

What does 'listening' mean?
To give attention to someone or something in order to hear him, her or it.



Our focus is...

Listening 3

We need to master the skill of listening to ensure we hear future learning

Make simple sound patterns as your child draws, writes and paints.

Enjoying and sharing books leads to children seeing them as a source of pleasure and interest.

Children need to build a stock of rhymes through hearing them repeated over and over again.

Encourage your child to use language for thinking by asking open questions.

Action Songs

Singing songs and action rhymes are vital for the development of many skills needed for future learning. Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which your child will have to add claps, knee pats and foot stamps or move in a particular way. Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence. Encourage the children to be attentive and to know when to add sounds, when to move, and when to be still.

Noisy neighbour

Tell a simple story about a noisy neighbour and ask your child to join in. Begin with: *Early one morning, the (childs name) was fast asleep* - (ask your child to close his/her eyes and pretend to sleep) - *when all of a sudden they heard a sound from the house next door.*

At this point make a sound from behind your back and continue: *Wake up (childs name). What's that noise?*

Ask your child to identify the sound and then encouraged your child to join in with: *Noisy neighbour, please be quiet. I am trying to sleep.* Repeat the simple about the noisy neighbour.

The Pied Piper

Tell the story of the Pied Piper of Hamelin. Use different instruments for the Piper to play. The person at the front decides on the movement and everyone else moves in the same way. Follow the leader around the indoor or outdoor space, marching, skipping and hopping - vary the pace and describe the action: *Fast, faster, slow, slower.*

Introduce and model new words by acting them out (e.g. *briskly, rapidly, lazily, sluggishly, energetically*) for your child to copy and explore by acting them out in different ways.

