Listening ears: answers and notes

What your child practised: listening carefully to rhymes and songs, saying who was in them, and hearing loud and quiet, fast and slow (Reception, EYFS communication and language).

Page 1 · Warm up

Ring the **mouse** and the **clock**.

Page 2 · Listening walk

Answers will vary. Talk about whether each sound was loud or quiet. There's no wrong answer if your child can say why.

Page 2 · A. Baa, baa, black sheep

Ring the **sheep**. Ring the number **3** (three bags full).

Page 3 · B. Loud or quiet?

Loud: **drum**, **thunder**. Quiet: feather, mouse.

Page 3 · C. Fast or slow?

Fast: **car**, **plane**. Slow: snail, tortoise.

Page 3 · D. Incy Wincy Spider

A **spider**. Some children add the spout, the rain or the sun: lovely listening!

Challenge: No. The mouse ran up the **clock**. Say the rhyme again and ask your child to listen out for it. Then ask: what happened when the clock struck one? (The mouse ran down.)

Watch out for

- **Guessing from the picture** instead of listening. Cover the pictures, say the rhyme, then uncover them.
- **Wriggly listening.** Short is fine. One rhyme said twice is better than lots of rhymes said once.
- **Loud and quiet** can be tricky to name. Show them with your voice first: say the rhyme in a tiny mouse voice, then a big giant voice.

Going further (5 minutes, no paper)

- **Mouse voice, giant voice:** sing a rhyme quietly, then loudly. Then very slowly, then fast!
- **Who was in it?** After any song or story, ask one "who" and one "what" question.
- **In the game:** Chapter 2, Rhyming words, helps your child hear words that sound alike, like frog and log.