Week 1

Experiential: Multi-sensory listening (Rocket) ☐

Ideas for using darkness, lights, and a toy rocket to create an immersive listening experience.
This activity offers opportunities for learners to self-regulate and manage anxiety.

Sensory: Music to start a session and sing hello ☐

Ideas for using music to start a session and sing hello to each other.
This activity creates opportunities for learners to self-regulate and manage anxiety. Ideas are also given for singing a simple two-note 'hello song' which can encourage children to take turns and use their voices expressively.

Movement: Stopping and starting ☐

Children shake their eggs when Toy Soldier music starts and hold their eggs still when the music stops.
This playful activity generates opportunities for students to refine their sense of pulse and coordination and respond to auditory cues with appropriate use of shaky eggs.

Rhythm: Rhythm copy game ☐

Children copy a series of 4-beat rhythms using body percussion.
This activity promotes concentration, imitation skills, motor skills and turn taking.

Communication: Rhythm name game ☐

Ideas for using the Final Dance as the basis for a pulse-based name game.
This activity promotes concentration, imitation skills, motor skills and turn taking.

Making: Make a wand ☐

Children make their own magic wands using sticks, string and ribbons.
There are opportunities here to develop fine motor skills, to manipulate tools and to experiment and make creative choices around materials, design, technique, colour and shape.

Cognition: What do we already know? ☐

This activity introduces the project. Photos, audio clips and short films prompt questions and discussions about what the project will be like and what children might already know.
This activity creates opportunities to attend a presentation, acquire new knowledge, develop confidence to discuss own ideas in a group and ask/answer questions to extend their understanding.

Singing: Making Friends song ☐

Children learn the Making Friends song from the show.
This is a calm song with a small pitch range designed so that everyone can join with hand signs and/or use their voices expressively.

Week 2 – Attend a performance of Aurora and the Magical Toy Box

Attending a performance of Aurora and the Magical Toy Box ☐

A 30-minute interactive film which tells a story about how music and imagination can bring a whole world to life. The film invites children to sing, dance, copy rhythms and spot singing ducks!

Children rehearse the expectations, routines and behaviours associated with attending a performance in the community. There are opportunities to sing, dance and listen.

Week 3

Experiential: What sounds can we hear? ☐
Children meet the instruments in Aurora Orchestra and the Magical Toy Box and explore what sounds they make.
This activity provides opportunities to develop understanding and share ideas.

Sensory: Magical Toy Box Story table ☐
Children explore the narrative of The Magical Toy Box using the printable book and props.
Learners have opportunities to represent their own ideas, thoughts and feelings through role play, storytelling and objects, demonstrating through child-led play an understanding of what they have experienced.

Movement: Stopping and starting (recap) ☐
Children march in time when the Toy Soldier music starts, and freeze when the music stops.
This playful activity generates opportunities for students to refine their sense of pulse and coordination, respond to auditory cues through movement and anticipate what comes next.

Rhythm: Find the pulse (March of the Nutcracker) ☐
Children listen to the March of the Nutcracker and tap the pulse on their bodies.
This follow-the-leader activity creates opportunities to refine the sense of beat and to demonstrate the ability to control a regular pulse through movement.

Communication: Magic Spell ☐
Children learn a sequence of vocal sounds which make up the Magic Spell from Aurora and the Magical Toy Box.
This engaging activity is ideal for learners who require support or motivation to emit vocal sounds.

Making: Painting with River Music ☐
Children explore music and colour by listening to River Music and using paint.
There are opportunities here to develop fine motor skills, to manipulate tools and to experiment and make creative choices around design, technique, colour and shape.

Cognition: Read the story ☐
Children engage with an interactive reading of the story of The Magical Toy Box using the slide show. They attend to the narrative, supported by rich visuals.
Children attend to this interactive re-telling of the story, developing an understanding of the narrative and of the characters.

Singing: Let's Get Ready song ☐
Children learn the Let's Get Ready song from the show. This is a lively song with actions.
This song has a small pitch range designed so that everyone can join with hand signs and/or use their voices expressively.

Week 4

Experiential: Exploring different sounds ☐
Children use movement to explore the sounds of the spiky flute and the smooth bassoon in the Dance of the Sugar Plum Fairy.
This activity gives children the opportunity to develop their understanding of pitch, timbre and texture and respond by creating and performing movements to go with each of these sounds.

Sensory: Music to say hello and start a session ☐
Ideas for using music to start a session and sing hello to each other.
This activity creates opportunities for learners to self-regulate and manage anxiety. Ideas are also given for singing a simple two-note 'hello song' which can encourage children to take turns and use their voices expressively.

Movement: Find the pulse – learning a pattern ☐
Children listen to the Final Dance and learn a pattern of movements to keep the pulse using body percussion.
In this process they develop motor coordination, focused listening and confidence around working to a steady beat.

Rhythm: Rhythm copy game (recap) ☐
Children revisit copying a series of 4-beat rhythms using body percussion. You might like to try this activity on an instrument this week.
This activity promotes concentration, imitation skills, motor skills and turn taking.

Communication: Magic Spell (recap) ☐
Children learn a sequence of vocal sounds which make up the Magic Spell from Tchaikovsky and the Magical Toy Box.
This engaging activity is ideal for learners who require support or motivation to emit vocal sounds.

Making: Make a shaker ☐
Ideas for making your own shakers.
There are opportunities here to develop fine motor skills, to manipulate tools and to learn about how different instruments make sounds.

Cognition: Meet the instruments ☐
Children learn about the instruments in Aurora and the Magical Toy Box and look at how the flute, harp and bassoon play music together.
This activity provides opportunities to develop understanding and share ideas.

Singing: Making Friends song (recap) ☐
Children remember the Making Friends song from the show.
This is a calm song with few words and a small pitch range designed so that everyone can join with hand signs and/or use their voices expressively.

Week 5

Experiential: Exploring dynamics ☐
Children listen to the Toy Soldier music and enjoy opportunities to explore louds and softs.
Learners respond to auditory stimuli through movement, developing understanding and refining motor skills.

Sensory: Multi-sensory listening (River) ☐
Ideas for using cloths, bubbles and blankets to create an immersive listening experience.
This activity offers opportunities for learners to self-regulate and manage anxiety.

Movement: Find the pulse (Final Dance) ☐
Children listen to the Final Dance and tap the pulse anywhere on their bodies.
This follow-the-leader activity creates opportunities to refine the sense of beat and to demonstrate the ability to control a regular pulse through movement.

Rhythm: Reading rhythm cards ☐
Children learn to read rhythm cards with ta, ti-ti, tikka-tikka, and ta rests.
There are opportunities to say and clap elementary sound patterns to a regular pulse.

Communication: Magic Spell story ☐
Children explore the story of the Magic Spell and the Toy Box. What can the spell do? How does this make us feel?
This activity provides opportunities to revisit the Magic Spell, develop understanding and share ideas.

Making: Make a dragonfly ☐
Children make dragonfly characters from The River Story using dots of coloured paint.
This activity enables children to develop fine motor skills and imagination while exploring a variety of materials and techniques and experimenting with colour, texture, design and form.

Cognition: Colour in and label the instruments ☐
Children explore the instruments in The Magical Toy Box in detail and are given opportunities to label the different parts and colour them in.
This activity provides opportunities to develop understanding and share ideas as well as develop fine motor skills.

Singing: Let's Get Ready song (recap) ☐
Children remember the Let's Get Ready song from the show. This is a lively song with actions.
This song has a small pitch range designed so that everyone can join with hand signs and/or use their voices expressively.

Week 6

Experiential: Exploring pitch ☐
Children listen to the Bouncing Ball music and use movement to illustrate the going up, going down and bouncing sounds.
This activity gives opportunities to develop coordination, move around confidently and perform simple movement patterns appropriate to, and in time with, the music heard.

Sensory: River Story table ☐
Children listen to River Music and retell the story of the dragonfly and the fish with props and a story map.
There are opportunities for representing ideas, thoughts and feelings through music and storytelling, and for developing narratives cooperatively.

Movement: Movement with Rocket Music ☐
Children explore movement and space imaginatively with Rocket Music, developing balance, control and object-handling skills.
Classes who have made their own rockets as part of the Making strand, may use them when demonstrating their understanding of pitch and melodic shape by moving with appropriate expressive intent.

Rhythm: Reading rhythm cards (recap) ☐
Children revisit reading rhythm cards with ta, ti-ti, tikka-tikka, and ta rests.
There are opportunities to say and clap elementary sound patterns to a regular pulse.

Communication: Quack back game ☐
Children listen to the Duck music and move like ducks upon the water.
There are opportunities to develop attention, focus and listening skills. Some children will demonstrate an ability to anticipate the music and respond by quacking back.

Making: Make a rocket ☐
Children make a rocket out of 2D shapes, developing fine motor skills and handling tools effectively and creatively.
There are opportunities to recognise, order and arrange 2D shapes and use an understanding of their properties to design and create the final model.

Cognition: How music makes us feel ☐
Children listen to pieces of music from Aurora and the Magical Toy Box and explore the different emotions that music can make us feel.
This activity enables children to acquire the tools to acknowledge their own emotions and label feelings effectively.

Singing: Sing both songs ☐
Children remember the Let's Get Ready and Making Friends songs from the show.
Everyone can join with hand signs and/or use their voices expressively.

Week 7

Experiential: Exploring pitch (recap) ☐
Children listen to the Bouncing Ball music and use movement to illustrate the going up, going down and bouncing sounds.
This activity gives opportunities to develop coordination, move around confidently and perform simple movement patterns appropriate to, and in time with, the music heard.

Sensory: The River Story ☐
Ideas for using cloths, bubbles and blankets to create an immersive listening experience.
This activity offers opportunities for learners to self-regulate and manage anxiety.

Movement: Learning a choreography ☐
Children march in time when the Toy Soldier music starts, and freeze when the music stops.
This playful activity generates opportunities for students to refine their sense of pulse and coordination, respond to auditory cues through movement and anticipate what comes next.

Rhythm: Learning how to read ahead ☐
Children learn to read rhythm card sequences without breaks between the cards, anticipating the next card in a sequence.

Communication: Magic cupcake game (a vocal warm-up) ☐
A warm-up based on the Magic Spell exploring a wide range of vocal techniques.
This follow-on activity to the Magic Spell is ideal for learners who enjoy exploring vocal sounds.

Making: Make a fish ☐
Children make their own fish characters from The River Story using paper plates, painting and collage techniques.
This activity enables children to develop fine motor skills and imagination whilst exploring a variety of materials and techniques and experimenting with colour, texture, design and form.

Cognition: Drawing how music makes us feel ☐
Children use mirrors to observe their emotional reactions to music and then explore drawing these different expressions.
This activity enables children to acquire the tools to acknowledge their own emotions and label feelings effectively as well as develop fine motor skills.

Singing: Sing both songs ☐
Children remember the Let's Get Ready and Making Friends songs from the show.
Everyone can join with hand signs and/or use their voices expressively.

Week 8

Experiential: Exploring different sounds in two groups ☐
Children get into two groups to explore taking it in turns to make different sounds, following the flute and bassoon in the Dance of the Sugar Plum Fairy.
This activity gives opportunities to develop coordination and motor skills by using body percussion to respond to changes of timbre and texture in the music. There are also opportunities to develop autonomy when responding/not responding to cues that do/don't apply to each group.

Sensory: Multi-sensory listening (Bouncing ball) ☐
Ideas for using cloths, bubbles and blankets to create an immersive listening experience.
This activity offers opportunities for learners to self-regulate and manage anxiety.

Movement: Learning a choreography (recap) ☐
Children share the space safely and confidently to learn a dance to the Dancing Shoes music.
In the process they develop control of their body, improve their sense of pulse and refine their unconscious understanding of musical form and structure.

Rhythm: March of the Nutcracker rhythm card sequence ☐
Children read a sequence of rhythms to the March of the Nutcracker.
They combine music literacy, with ensemble awareness to take part in a rendition of a piece of music.

Communication: Create your own magic spell ☐
An activity using the Magic Spell in the story as a springboard for children to write their very own magic spell.
This activity gives learners opportunities to emit vocal sounds and use their phonological knowledge creatively.

Making: Make an instrument ☐
Children can make a set of panpipes which are played in a very similar way to the flute, use elastic bands and boxes to make their own harps, or taking inspiration from the basson, children learn to make and play their own reed instrument.
There are opportunities here to develop fine motor skills, to manipulate tools and to learn about how different instruments make sounds.

Cognition: The Sad Bear ☐
Children explore the story of the sad bear and talk about what might make people sad and what makes a good friend.
This activity gives children opportunities to take turns talking about how they and others show feelings, explore the consequences for certain behaviours, and to show sensitivity to others' needs and feelings. There are also opportunities to express themselves and their feelings effectively and give attention to what others say.

Singing: Sing both songs ☐
Children remember the Let's Get Ready and Making Friends songs from the show.
Everyone can join with hand signs and/or use their voices expressively.

Week 9

Experiential: Exploring different sounds in two groups (recap) ☐
Children get into two groups to explore taking it in turns to make different sounds, following the flute and bassoon in the Dance of the Sugar Plum Fairy.
This activity gives opportunities to develop coordination and motor skills by using body percussion to respond to changes of timbre and texture in the music. There are also opportunities to develop autonomy when responding/not responding to cues that do/don't apply to each group.

Sensory: Multi-sensory listening (Duck) ☐
Ideas for using cloths, bubbles and blankets to create an immersive listening experience.
This activity offers opportunities for learners to self-regulate and manage anxiety.

Movement: Movement and character ☐
Children use their Dancing Shoes choreography to explore different characters through dance. They negotiate space safely and confidently, responding imaginatively to what they hear in movement.
There are opportunities to develop an awareness of musical structure and to experience similarities and differences in character work.

Rhythm: March of the Nutcracker rhythm card sequence (recap) ☐
Children recap the March of the Nutcracker rhythm card sequence.
They combine music literacy, with ensemble awareness to take part in a rendition of a piece of music.

Communication: Magic cupcake game (a vocal warm-up) ☐
A warm-up based on the Magic Spell exploring a wide range of vocal techniques.
This follow-on activity to the Magic Spell is ideal for learners who enjoy exploring vocal sounds.

Making: Make paper dolls ☐
Children make or decorate paper dolls, developing motor skills and tool control appropriate techniques.
In this activity, learners explore the sensory properties of the chosen materials (colour, texture, design), develop their understanding of symmetry and proportion, and think creatively about repeating patterns.

Cognition: The Friendship Box ☐
This follow-on activity from the Sad Bear goes deeper into the idea of friendship and feelings, and invites children to express some of their own hopes and needs through words/pictures.
There are opportunities to attend to what others say, consider the different ways we all express feelings and explore the consequences of our behaviours.

Singing: Memorise the songs ☐
Children revisit the Let's Get Ready and Making Friends songs from the show, singing collectively in time and at the same pitch.
There are opportunities to commit the songs to memory by removing the video prompt and to think about the best way to communicate the song to a listening audience of peers, teachers or parents.