

BBC

STIMULUS SOUNDS

Have fun listening to sounds! Age: 3 - 5 +





Download the content

The content can be downloaded as mp3 files and be shared with your class or group without restriction. Click on the download links to download the audio content as mp3 files.

'Listen all around' song

Each sequence begins and ends with a song, shared with the [Listen and Play](#) series.

The words are:

*Listen all around
Listen for the sounds
Listen, listen, listen.*

*Listen all around
Listen for the sounds
Listen, listen, listen.
Listen, listen, listen.*

Encourage the children to join in with the song each time they hear it.

Feedback

Feedback is always welcome. Please visit the [Contact us](#) page of the website. You can also write to us at:

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Stimulus Sounds

Aims

Stimulus Sounds is a simple resource for encouraging speaking and listening skills...and having fun!

The children will need to listen very carefully to each sound and analyze it by relating it to their experience of the world. Sometimes identifying individual sounds is the key; at other times the children will need to distinguish the sounds they already know within montages of many sounds.

The programmes also encourage language and communication skills. The programmes include opportunities for the children to speak while listening to the sounds. In these instances the children will need to be encouraged to offer their ideas in a few words or short phrases.

However, some questions - eg 'how does it make you feel' - will need longer responses. In these instances you may feel the inter-reaction of the children and programme content will work best if you pause the playback of the audio.

Programmes tend to start with individual everyday sounds to distinguish. The sequences then tend to progress towards identifying sounds within montages and then making logical connections between the sounds offered.

Across the series as a whole there is a progression from simply identifying the stimulus sounds to being able to offer an imaginative response to them (e.g. 'what animal might live here').

How to use the content

The audio content on these webpages offers a range of sounds, grouped by theme and introduced by a presenter, for the children to distinguish. The audio sequence splits into three or four sections, each approximately two minutes in length, separated by a short sequence of music - which is your cue to pause the programme should you wish.

In each sequence you will hear:

- the presenter inviting the children to listen to the next sounds
- the stimulus sounds - usually about 15 seconds duration
- a short musical 'sting' towards the end of the stimulus sounds (which is the same throughout the content)
- the voices of children identifying the stimulus sound
- a short sequence of music before the next sequence begins

You may wish to use the audio sequences as a single, continuous listen - or you may prefer to pause at the end of each sequence and replay as necessary.

Each time the presenter cues the children to listen make sure they are quiet and giving the stimulus sounds their full attention.

It's fine for the children to call out their responses while the stimulus sound is still playing, but listen very carefully yourself for the 'sting' which precedes the voices of the children in the programme.

This sting is your cue to either:

- make sure that the children are quiet again to hear the answer
- pause the programme briefly to settle the children to listen again, or discuss their responses as a group before hearing the answer

You can easily keep track of your place in each programme by using the transcripts available on the webpages.

How to acquire the content

The content is available from the webpages in perpetuity. The audio content streams using the BBC media player (in common with all BBC content). The content should play automatically when you click on the 'play' icon. If you have problems you may find [this guide useful](#).

The content can also be downloaded from the [downloads page](#) as mp3 files. The download files can then be played from your computer or transferred to a device capable of playing mp3 files (such as a smart phone).



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1: Weather

| Timing | Stimulus sound/s |
|---------------|--|
| 00 00 - 02 05 | Song: <i>Listen all around</i> Sequence 1: 'What can you hear?' <i>Rain / wind / thunder / summer</i> . Music link. |
| 02 06 - 04 53 | Sequence 2: 'What sort of weather is this? Can you say what time of year it is?' <i>Summer / winter / spring / autumn</i> . Music link. |
| 04 54 - 08 36 | Sequence 3: 'What sort of day is this? What word would you use to describe it?' <i>Spring / autumn / summer / winter</i> . Song: <i>Listen all around</i> |



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2: Inside sounds

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 02 47 | Song: <i>Listen all around</i> Sequence 1: 'What can you hear?' <i>Alarm clock / tap / crockery / egg broken / frying in pan / breakfast montage</i> . Music link. |
| 02 48 - 05 31 | Sequence 2: 'Listen again. What can you hear?' <i>Brushing / mopping / vacuum cleaner / washing up / washing machine / washing and cleaning montage</i> . Music link. |
| 05 32 - 08 07 | Sequence 3: 'Listen again. What can you hear?' <i>Bath filled / children laughing / splashing in bath / water down plughole / bath montage</i> . Song: <i>Listen all around</i> |

3: Outside sounds

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 02 38 | Song: <i>Listen all around</i> Sequence 1: 'Listen. What can you hear?' <i>Footsteps on street / large clock (Big Ben) / police car siren / traffic / town montage.</i> Music link. |
| 02 38 - 04 38 | Sequence 2: 'Listen. What can you hear?' <i>Seawash / children's voices at beach / seagulls / speed boat / seaside montage.</i> Music link. |
| 04 39 - 06 20 | Sequence 3: 'Listen. What can you hear?' <i>Large crowd / football kicked / referee's whistle / crowd cheering / football match montage.</i> Music link. |
| 06 21 - 08 40 | Sequence 4: 'Listen. What can you hear?' <i>Countryside / church bells ringing / prominent bird / dog barking / village montage.</i> Song: <i>Listen all around</i> |

4: Journeys

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 02 48 | Song: <i>Listen all around</i> Sequence 1: 'Listen. What can you hear?' <i>Car ignition / bus / diesel train / plane taking off / ferry / helicopter.</i> Music link. |
| 02 49 - 04 23 | Sequence 2: 'Listen. Where does this journey begin?' <i>Montage of train station / montage of airport / montage of ferry port.</i> Music link. |
| 04 24 - 08 19 | Sequence 3: 'What journey is this?' <i>Journey to school / trip to supermarket / trip to seaside / going on holiday / trip into space.</i> Song: <i>Listen all around</i> |



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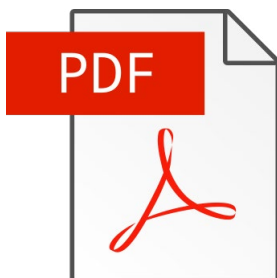
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5: Animals and habitats

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 02 09 | Song: <i>Listen all around</i> Sequence 1: 'Listen. We're in the park. What different animals can you hear?' <i>Ducks / dog / birds / cats / geese</i> . Music link. |
| 02 10 - 04 00 | Sequence 2: 'Listen. Now we're in the farmyard. What different animals can you hear?' <i>Sheep / cow / horse / pig</i> . Music link. |
| 04 01 - 05 15 | Sequence 3: 'We've come on a long journey to Africa. What different animals can you hear?' <i>Lion / elephant / monkey</i> . Music link. |
| 05 16 - 09 25 | Sequence 4: 'Listen. Can you say what animals live here? Is it near, or far away?' <i>Countryside / underwater / desert / rainforest / space</i> . Song: <i>Listen all around</i> |



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6: Music

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 01 57 | Song: <i>Listen all around</i> Sequence 1: 'Listen. What can you hear?' <i>Piano / guitar / drums / violin</i> . Music link. |
| 01 58 - 05 27 | Sequence 2: 'Listen again. a) Is this music fast or slow?' b) 'Which music is faster - the first or second?' c) 'Is this music high or low?' d) 'Which music has the high notes - the first or second?' e) 'Do the notes go up or down?' Music link. |
| 05 28 - 09 07 | Sequence 3: a) 'How does this music make you feel. What words would you use to describe it?' b) 'When you hear sad / happy / spooky music make a face the same'. Song: <i>Listen all around</i> |



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7: Jobs

| Timing | Stimulus sound/s |
|---------------|--|
| 00 00 - 01 34 | Song: <i>Listen all around</i> Sequence 1: 'Listen. What can you hear?' <i>Fire / fire engine / water put on a fire.</i> Identify the job from the sounds. Music link. |
| 01 35 - 02 54 | Sequence 2: 'Listen. What can you hear?' <i>Hammering / sawing / drilling.</i> Music link. |
| 02 55 - 04 18 | Sequence 3: 'Listen again. What can you hear?' <i>Chopping with knife / stirring in a bowl / frying.</i> Identify the job from the sounds. Music link. |
| 04 19 - 05 26 | Sequence 4: 'Listen again. What can you hear?' <i>Bell (in bus) / bus engine / people getting on a bus.</i> Identify the job from the sounds. Music link. |
| 05 27 - 06 57 | Sequence 5: 'Listen again. What can you hear?' <i>Countryside / cows mooing / a tractor.</i> Identify the job from the sounds. Music link. |
| 06 58 - 10 09 | Sequence 6: 'Listen again. a) What can you hear? Where could we be?' <i>Rocket blast-off / space ambience.</i> b) 'Listen again to all the sounds. Be ready to put your hand up when you hear a job that you'd like to do.' Song: <i>Listen all around</i> |



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8: Sports

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 01 55 | Song: <i>Listen all around</i> Sequence 1: 'Listen. What can you hear?' <i>Splashes in water / swimming / table tennis / bowling.</i> Music link. |
| 01 56 - 04 49 | Sequence 2: 'Listen. What can you hear?' <i>Football kicked / expectant crowd / referee's whistle / football match / horses trotting / horses galloping / horse racing with crowd and commentator.</i> Music link. |
| 04 50 - 06 35 | Sequence 3: 'Listen again. What can you hear?' <i>Tennis ball bounced / game of tennis / cricket ball hit with bat / cricket crowd / cricket match.</i> Music link. |
| 06 36 - 09 00 | Sequence 4: 'These sounds are hard, so you'll have to listen very carefully.' <i>Skiing / comedy bow and arrow / golf shot.</i> Song: <i>Listen all around</i> |



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9: Near and far

| Timing | Stimulus sound/s |
|---------------|--|
| 00 00 - 02 16 | Song: <i>Listen all around</i> Sequence 1: a) 'Listen. What can you hear?' <i>Clapping / a crowd clapping.</i> b) 'Say if the clapping is near or far away.' Music link. |
| 02 17 - 04 51 | Sequence 2: a) 'Listen. What can you hear. Is it near or far away?' b) 'Put your hands up when you hear a bird that is near / far away'. Music link. |
| 04 52 - 07 54 | Sequence 3: a) 'Can you say what animals these are?' <i>Horse / cat / dog / sheep.</i> b) 'Can you say the name of the animal that is near?' Music link. |
| 07 55 - 10 28 | Sequence 4: 'Listen. What can you hear? Is it coming nearer or going further away?' <i>Train / car.</i> Song: <i>Listen all around</i> |



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10: Rhythm

| Timing | Stimulus sound/s |
|---------------|--|
| 00 00 - 04 07 | Song: <i>Listen all around</i> Sequence 1: a) 'Listen. What can you hear?' <i>Music</i> b) 'Is the music fast or slow?' c) 'What can you say about the speed of this music?' d) 'Put your hand in the air when the music is fast; bring it down when the music is slower.' Music link. |
| 04 08 - 07 09 | Sequence 2: a) 'Listen. What can you hear?' <i>Spooky music</i> . b) 'Clap along with the music.' c) 'Clap along without me.' Music link. |
| 07 10 - 10 43 | Sequence 3: a) 'Listen. Can you say what makes that sound?' <i>Cymbal</i> . b) 'Put your hand in the air when you hear then cymbal, then put it down again.' c) 'When you hear the cymbal this time clap three times.' Song: <i>Listen all around</i> |



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11: Sound story

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 03 10 | Song: <i>Listen all around</i> Sequence 1: a) 'Listen. What can you hear?' <i>Traffic</i> b) 'What are Jaz and her Dad waiting for before crossing the road?' <i>Crossing signal</i> c) 'What kind of car goes past?' <i>Police car</i> d) 'What other sounds do they hear?' <i>Baby / dog / school</i> . Music link. |
| 03 11 - 05 28 | Sequence 2: a) 'Can you say what sort of shop Jaz and her Dad are in?' <i>Supermarket</i> b) 'Can you tell what they need to buy in the shop?' <i>Apples / eggs / fizzy drink / tooth-brush and paste</i> . c) 'Can you say where they are?' <i>The checkouts</i> . Music link. |
| 05 29 - 09 30 | Sequence 3: a) 'What animals do Jaz and her Dad pass?' <i>Cows / sheep / horse / ducks / chickens / dog</i> . Song: <i>Listen all around</i> |



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12: Sound games 1

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 03 02 | Song: <i>Listen all around</i> Sequence 1: 'Listen carefully to these three sounds. Can you say which is the odd one out?' a) dog 1 / <u>horse</u> / dog 2; b) car / train / <u>hammering</u> ; c) wind / lightning / <u>baby</u> . Music link. |
| 03 03 - 06 04 | Sequence 2: a) 'Listen to Charlie the dog barking. Listen carefully for Charlie - put your hand up when you can hear Charlie.' <i>Countryside / town / at a picnic</i> b) 'Put up your hand when you can hear the baby lamb.' Music link. |
| 06 05 - 00 00 | Sequence 3: a) 'How many different birds can you hear?' <i>Three: crow / sparrow / seagull</i> . b) 'How many different places do we travel to?' <i>Five: the beach / a supermarket / a zoo / a classroom / a forest</i> . Song: <i>Listen all around</i> |

13: Sound games 2

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 02 40 | Song: <i>Listen all around</i> Sequence 1: 'Listen carefully to these four animals - a dog, a horse, a pig, a sheep. Listen again - which sound is missing this time?' a) <i>dog / horse / <u>pig</u> / sheep</i> ; b) <i>lightning / rain / sunshine / <u>snow</u></i> . Music link. |
| 02 41 - 05 29 | Sequence 2: 'These three sounds are in the wrong order. Can you say what the right order is?' a) <i>Car drives / car doors close / car ignition</i> ; b) <i>water down plughole / children playing in bath / filling the bath with water</i> . Music link. |
| 05 30 - 07 37 | Sequence 3: Sound snap. 'When you hear the same sound twice in a row be ready to call out Snap!' a) <i>horse</i> ; b) <i>lion</i> ; c) <i>dog</i> . 'Which sounds make a pair because they belong together?' <i>Dog panting + barking; cating purring + miawing</i> . Music link. |
| 07 38 - | Sequence 4: 'Listen carefully. How many clock sounds can you hear?' <i>Alarm clock / cuckoo clock / A big clock - Big Ben</i> . Song: <i>Listen all around</i> |

14: Sound games 3

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 04 48 | Song: <i>Listen all around</i> Sequence 1: a) 'Today we're visiting the zoo. Hold up a finger each time you hear a different animal.' <i>Monkey / tiger / sealion / donkey / elephant</i> . b) 'Can you tell what different ways people travelled to the zoo?' <i>Bicycle / walking / car / train</i> . c) 'Which animals do the children like best?' Music link. |
| 04 49 - 07 59 | Sequence 2: a) 'Listen. What can you hear?' <i>Music</i> b) 'How many instruments are playing the music?' <i>Four - drums / piano / guitar / flute</i> . c) 'Wiggle fingers to the fast music; wave hands gently to the slow music.' Music link. |
| 08 00 - 10 18 | Sequence 3: a) 'Listen. Where do you think we are?' <i>Swimming pool</i> . b) 'Where are we now?' <i>In the home - time to get up</i> . Song: <i>Listen all around</i> |

15: Sound games 4

| Timing | Stimulus sound/s |
|---------------|---|
| 00 00 - 04 30 | Song: <i>Listen all around</i> Sequence 1: a) 'Listen. What can you hear?' <i>Wind</i> . b) 'Are these inside sounds or outside sounds?' <i>Wind / classroom / traffic / seawash / washing machine / birds / supermarket</i> . Music link. |
| 04 31 - 06 37 | Sequence 2: 'Listen to some of those inside sounds and outside sounds again. This time I'm going to jumble them up. Can you remember the order of the sounds?' i) <i>Sea / washing machine / wind</i> . ii) <i>Classroom / birds / traffic / supermarket</i> . Music link. |
| 06 38 - 10 11 | Sequence 3: a) 'What can you hear? What picture do you see?' <i>Dragon flying / landing on treasure / breathing fire</i> . b) 'The dragon has something special - can you hear what it is?' <i>Baby dragon</i> . c) 'Say how the story ends.' <i>Baby dragon flies</i> . Song: <i>Listen all around</i> |



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