



*Cat Sandion presents Listen and Play*

**Age: 3-5**

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Teacher's Notes compiled by **Amy Bamford**

# Listen and Play

## Nursery rhymes

Programmes are available to stream online or as downloads from the School Radio website.  
Click on the pink download icons to download each programme immediately.

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## Introduction

The Listen and Play programmes are designed for use in four sections. For younger children, or those who need help in developing their attention span, listen to one section at a time, interspersed with opportunities for movement or play. As children get better at listening activities, extend the length of time until they can manage a complete programme at one sitting.

Children are usually able to listen for longer on a second or third hearing of the programme. It is also easier to encourage participation on repeated hearings, especially if you have practised songs and/or actions in the meantime.

### **Section 1: Introduction and sound discrimination games**

Title song:

*Listen all around*

*Listen for the sounds*

*Listen, listen, listen.*

*Listen all around*

*Listen for the sounds*

*Listen, listen, listen.*

Encourage children to join in with and learn the words of Listen all around featured at the beginning and end of the programme. Make up appropriate actions, so kinaesthetic and visual memory aid the development of auditory memory.

### **Listening for individual sounds:**

Now that children are orientated to the setting, discriminating individual sounds should be easier. Cat, the presenter will introduce a selection of sounds that relate to the rhyme or story that comes later.

## Section 2: Songs and rhymes

This series of Listen and Play is based around traditional nursery rhymes. Many of the songs are simple enough for children to begin to join in on first hearing and the tunes have been specially designed to be accessible for young voices.

The notes provided for each song/rhyme often suggest making up actions to accompany performance. If you know Makaton or another signing system, use selected signs. If not make up your own or ask children for suggestions.

The words of songs and rhymes are provided so you can sing/recite them again afterwards. With plenty of repetition and related activity (eg dramatisation, making actions, dancing), they should be easy to memorise – with all the advantages this implies for language and listening development. The more songs and rhymes children learn by heart, the better the development of their auditory memory, critical for literacy learning.



### Section 3: Story time

Each of the stories is inspired by the nursery rhyme used in the programme. The stories have all been specially written to provide repetitive, patterned language with plenty of language play (eg rhyme, alliteration, onomatopoeia). Specific suggestions for focusing children's attention are given in these notes, often involving the use of pictures or artifacts. If it's possible to provide relevant items, try to place them down in chronological order (left to right), which helps to illustrate the concept of story sequence and the 'reading direction'.

On first hearing of a story don't encourage children to join in with sound effects or choruses too much, as this can distract from their listening and ability to follow the story. However, on subsequent hearings, encourage as much participation as possible.

Model this participation by joining in yourself. Then, once children have got the idea, be silent and leave it to them. All the stories offer plenty of leads for dramatisation, art and role-play. These activities give opportunities to use the story vocabulary and help develop children's understanding, so they are more able to appreciate the story on a second hearing.

Play each story at least twice. Ask which stories the children would like to hear again, and allow as many repeat hearings as they wish.

Some children may soon be able to recite their favourites – offer them the opportunity to sit in a 'storyteller's chair' while they tell their story to a group of friends. Encourage and celebrate storytelling as much as possible. A child who can tell a story will one day be good at writing them.

### Section 4: Song and goodbye

The final song (which may be a repeat of the nursery rhyme) provides opportunities for movement: clapping, swaying, skipping, dancing, marching. If children have listened to the entire programme, they will be ready to move by this time. Once the song is familiar, you can work on more sophisticated sequences of movement to help develop the children's physical coordination and integration of left-right brain functions.

#### Follow-up ideas

Ensure that the follow-up to the programmes is very active and be sure to include as many opportunities as possible for the children's interest and new vocabulary to be carried into their self-initiated learning (eg through role-play, small world play, outdoor activities, designing and making).

Link the material to the children's prior knowledge through other familiar songs, rhymes or stories (selections are listed in these notes). We also provide other traditional action rhymes and songs linked to the theme.



## 1. Bobby Shafto



### **Listening for individual sounds**

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? (waves/the sea) Can you add an action to the sound? How do you think waves would move?

### **Rhyme/song**

*Bobby Shafto's gone to sea,  
Silver buckles at his knee;  
He'll come back and marry me,  
Bonny Bobby Shafto!*

*Bobby Shafto's bright and fair,  
Combing down his yellow hair;  
He's my love for evermore,  
Bonny Bobby Shafto!*

### **Adding Actions**

Repeat the song and follow the instructions/encourage the children to join in adding actions as below.

- 'Bobby Shafto's gone to sea' – move your hands like waves.
- Then Bobby Shafto has 'silver buckles on his knee' – tap your hands gently on your knees.
- And when we sing 'Bobby Shafto's bright and fair', we will raise both hands and make a circle, like the sun.
- Then Bobby Shafto is 'combing down his yellow hair'. For this, use a hand to pretend to comb your hair.
- And finally, when you hear the words 'he'll come back to marry me', cross your hands across your chest.

Listen to the rhyme again and add some more actions of your own.

### **Story - Bobby Shafto**

To hold attention and to help engage the children you can show pictures and artefacts, such as a boat, the sea, waves, seagulls, merman etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.



### **Comprehension questions after story**

What is a merman? What do you think he might look like? Why was the merman sad? Why couldn't Bobby catch the moon's reflection? How did the merman feel at the end of the story?

### **Final rhyme/song - Bobby Shafto**

*(lyrics as above)*

### **Phonics extension**

Encourage the children to listen and hear the rhyming words – sea/knee, fair/hair. When the rhyme is repeated, encourage the children to join in with the appropriate actions using hands to be the sea etc.

### **Activities to support Letters and Sounds - General Sound Discrimination**

Phase 1- Environmental sounds - Tuning into sounds

Play the children some sounds relating to water/ the sea and have pictures to match the sounds. Can the children match the pictures to the sounds? Waves, raining, thunder, dripping tap, splashing, waterfall etc.

Phase 1- Aspect 5 – Alliteration:

Developing the ability to 'tune in' to speech

sounds, eg washing waves, rumbling rain, thumping thunder, dripping drops, splashing and splashing.

### **Follow-up ideas**

1. Make masks for various characters from the story for children to use in role play.
2. Use laminated pictures of different stories for story sequencing. Talk about the order of events in the story. Use time words to order events-first next etc.
3. Compare different vegetables to find out which is heaviest and lightest (as in The Enormous Turnip).
4. Taste different fruits and vegetables.
5. Paint some beans and use as magic beans. Put them in the soil with trowels for children to plant and use in role play.
6. Make playdough and use cocoa powder to make it brown and use as soil. Use beans and little plant pots to recreate the magic beans from Jack and the Beanstalk.
7. Use a variety of seeds and pips in a builders tray with tweezers for children to practice their fine motor control.



8. Numbers on gingerbread men/bears/pigs - put them in order.
9. Use little buttons in playdough area for children to put on gingerbread men/gingerbread cutters.
10. Make a castle in the roleplay area using floaty material and role play costumes.
11. Write a Troll poem using describing words, bad, mean, loud, hairy, ugly etc.
12. Use bee bots (or similar programmable robots) and set out a route for the bee bot to get over the bridge. Can the children send him the right way and avoid the trolls?
13. Make up a troll dance.
14. Make dough trolls in the playdough area, have feathers/ eyes/ buttons/ bridges.
15. Big bridge building outside.
16. Turn the role play area into the three bears house, 3 bowls, chairs and beds.
17. Make porridge with the children and taste the porridge!
18. Put straw/ bricks/ sticks into investigation area/ playdough area. (The three little pigs)
19. Using den material, make the three little pigs houses outside/write some signs to make sure the big bad wolf stays away!

### **Related Picture Books**

The Three Little Pigs by Samantha Meredith

Goldilocks and the Three Bears by Caralyn Buehner, Mark Buehner.

The Three Billy Goats Gruff and Other Stories: Ladybird First Favourite Tales  
by Ladybird Penguin Books Limited.

Favourite Fairytales - Cinderella by Samantha Meredith

The Gingerbread Man by Karen Schmidt

Little Red Riding Hood By Natascha Rosenberg

### **Other related songs and rhymes**

The [School Radio website](#) has a large collection of nursery rhymes including:

[‘When Goldilocks went to the house of the bears’](#)

*When Goldilocks went to the house of the bears, (draw a house shape)*

*Oh what did her two eyes see? (point to eyes)*

*A bowl that was huge, a bowl that was small, (arms wide apart, bring hands together)*

*A bowl that was tiny, and that was all, (make a tiny shape with fingers, then open hands palms up)*

*She counted them 1, 2, 3 (show, 1, 2, 3 fingers)*



*When Goldilocks went to the house of the bears,  
Oh what did her two eyes see?  
A chair that was huge, a chair that was small,  
A chair that was tiny, and that was all,  
She counted them 1, 2, 3*

*When Goldilocks went to the house of the bears,  
Oh what did her two eyes see?  
A bed that was huge, a bed that was small,  
A bed that was tiny, and that was all,  
She counted them 1, 2, 3*

*When Goldilocks ran from the house of the bears,  
Oh what did her two eyes see?  
A bear that was huge, a bear that was small,  
A bear that was tiny, and that was all,  
They growled at her, Grrr, grrr, grrrrrrrr!*

## 2. Diddle diddle dumpling my son John



### Listening for individual sounds

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? (brushing teeth, alarm clock) Can you add an action to the sound? How do you brush your teeth?

### Rhyme/song - Diddle diddle dumpling my son John

*Diddle, diddle, dumpling, my son John,  
Went to bed with his trousers on;  
One shoe off, and the other shoe on,  
Diddle, diddle, dumpling, my son John.*

### Story - Diddle diddle dumpling my son John

To hold attention and to help engage the children you can show pictures and artefacts, such as a gran, firefighter, shoes, dressing up box, ballet dancer etc. On second listening, encourage





the children to retell the story using the props to help with the story sequence.

**Comprehension questions after story:** What would you dress up as? Why? Would you go to bed with your shoes on?

### **Final rhyme/song - Rock a bye baby**

*Rock a bye baby*

*Rock a bye baby on the tree top,*

*When the wind blows the cradle will rock,*

*When the bough breaks the cradle will fall,*

*And down will come baby, cradle and all.*

### **Phonics extension**

Encourage the children to listen and tune into different familiar sounds from around the house. Have pictures related to all of the sounds. Can the children match the picture to the sound? Use a computer or use real objects when available. Get the sounds for the children to listen to: a Hoover, water running in the sink, keys jingling, baby crying, car engine, television etc.

### **Activities to support Letters and Sounds – Listening and remembering sounds**

Noisy neighbour - this game needs two adults to lead it. Tell a simple story about a noisy neighbour and invite the children to join in. Begin with: Early one morning, the children were all fast asleep – (ask the children to close their eyes and pretend to sleep) – when all of a sudden they heard a sound from the house next door. At this point the second adult makes a sound from behind the screen. The story teller continues: Wake up children. What's that noise? The children take it in turns to identify the sound and then the whole group are encouraged to join in with: Noisy neighbour, please be quiet. We are trying to sleep. Repeat the simple story line with another sound (e.g. snoring, brushing teeth, munching cornflakes, yawning, stamping feet, washing). Encourage the children to add their own ideas to the story about the noisy neighbour.

(Activity from: Letters and Sounds: Principles and Practice of High Quality Phonics Primary National Strategy)

### **Follow-up ideas**

1. Drawing pictures of their families using various materials – crayons, felt tips, chalk.
2. Make a collage of your own face. Use mirrors so children can look at their own faces, talk about what colours to use.
3. Measure the shortest and tallest person in your family and encourage the use of mathematical language.
4. Make gingerbread men families using different sized cutters, how many people are in your



family?

5. Make ourselves and families using playdough.
6. Make a collage using My House pictures. In each window and in the gardens put people who are special to each child with their comments on who the people are and why they are special.
7. Take children for a walk around the local area. Where do you live, where does your family live, where do your friends live?
8. Children bring in pictures of themselves as babies – look at similarities and differences. Can children guess which baby is which child?
9. Discuss what children can do now that they couldn't do when they were a baby.
10. Grandparents – discuss what our grandparents look like. Ask if any grandparents / great grandparents can come and visit and talk about what it was like when they were at school.
11. Animal families – look at the names of baby animals, match pictures of animals from the same family.
12. Make a family tree out of paper and get the children to draw members of their family onto the tree.
13. Read a variety of books about different cultures and different family traditions. Who celebrates Christmas? Who celebrates Eid? Etc.
14. Make a picture gram using the children's photographs. Choose something to categorise to show differences. eg. 'Graphing our hair colour'.
15. On large paper or outside using chalk get the children to lie down on the floor and draw around them. Who is the biggest? Who is the smallest?
16. Ask the children to bring in photographs of their family – show and tell – talk about their families and encourage the other children to ask questions.
17. Make a display of just the children's eyes with the title 'Who am eye?' This will encourage the children to look at the differences in each other's eyes and try to guess who is who.
18. Go outside and go on a stick hunt. Make a stickman family using sticks and sting.
19. Make a house for a hedgehog family using leaves.
20. Make mud family portraits on a tree, using sticks and leaves to decorate.

### Related Picture Books

Funny bones by Janet & Allan Ahlberg

The Growing Story by Ruth Krauss and Helen Oxenbury

Titch by Pat Hutchins

Only One You by Linda Kranz

All Kinds of People by Emma Damon

My mum is fantastic by Nick Butterworth



My Dad is brilliant by Nick Butterworth  
Owl babies by Martin Waddell  
The Large Family - A Quiet Night In by Jill Murphy  
The way back home by Oliver Jeffers

### **Related rhymes**

The [School Radio website](#) has a large collection of nursery rhymes including:

#### **Ten in the bed**

*There were ten in the bed and the little one said,  
'Roll over, roll over!'  
So they all rolled over and one fell out*

*\*repeat each verse counting down...*

*There were two in the bed and the little one said,  
'Roll over, roll over!'  
So they all rolled over and one fell out*

*There was one in the bed and the little one said,  
'Good night!'*

#### **Heads, shoulders, knees and toes**

*Heads, shoulders, knees and toes  
Knees and toes  
Heads, shoulders, knees and toes  
Knees and toes  
And eyes and ears and mouth and nose  
Heads, shoulders, knees and toes  
Knees and toes.*

*Heads, \*\*\*\*\*, knees and toes  
Knees and toes  
Heads, \*\*\*\*\*, knees and toes  
Knees and toes*



*And eyes and ears and mouth and nose  
Heads, \*\*\*\*\*, knees and toes  
Knees and toes.*

*Heads, shoulders, knees and toes  
Knees and toes*

*Heads, shoulders, knees and toes  
Knees and toes*

*And eyes and ears and \*\*\*\*\* and nose  
Heads, shoulders, knees and toes  
Knees and toes.*

*Heads, \*\*\*\*\*, \*\*\*\*\* and toes  
\*\*\*\*\* and toes*

*Heads, \*\*\*\*\*, \*\*\*\*\* and toes  
\*\*\*\*\* and toes*

*And eyes and ears and mouth and nose  
Heads, \*\*\*\*\*, \*\*\*\*\* and toes  
\*\*\*\*\* and toes.*

*Heads, shoulders, knees and toes  
Knees and toes*

*Heads, shoulders, knees and toes  
Knees and toes*

*And eyes and ears and mouth and nose  
Heads, shoulders, knees and toes  
Knees and toes.*

### **3. Doctor Foster went to Gloucester**



#### **Listening for individual sounds**

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? (rain/splashing) Can you add an actions to the sound? How would you splash in puddles? Can you move your hands like the rains? Is the rain fast or slow?



### **Rhyme/song**

*Doctor Foster went to Gloucester,  
In a shower of rain;  
He stepped in a puddle,  
Right up to his middle,  
And never went there again!*

### **Story - Doctor Foster went to Gloucester**

To hold attention and to help engage the children you can show pictures and artefacts, such as the rain, goldfish, rain coat, umbrella, welly boots, puddles etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Comprehension questions after story:** Do you like the rain? What can we do in the rain? Where does the rain come from? Can you make up your own rain dance?

### **Final rhyme/song - Sing a Rainbow**

*Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow  
Sing a rainbow  
Sing a rainbow too  
Listen with your eyes  
Listen with your ears  
And sing everything you see  
I can sing a rainbow  
Sing a rainbow  
Sing along with me  
Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow  
Sing a rainbow  
Sing a rainbow too*



### Phonics extension

Sound discrimination: Use the different sounds of emergency vehicles for the children to identify, fire engine, police car, ambulance, police helicopter etc. Can the children match the sound to the vehicles or pictures of people?

Alliteration: Make up some funny alliteration games with names of people who help us - for example: Perfect police officer, dainty doctor, careful caretaker, fun firemen, talkative teachers, busy bus driver etc.

### Follow up ideas

1. Talk about personal visits to the library, what do you go to the library for? Who can help you? What can you borrow?
2. Retell texts with people who help us using story props/small world toys/puppets etc.
3. Discuss and write a list of questions for the caretaker.
4. Make an information poster on how to care for teeth properly.
5. Circle time -what do you want to be when you're older? Do you want to be someone who helps others?
6. Role play areas – doctor's/dentist's/opticians/vets/post office etc.
7. Visits from people who help us, e.g. childminder/health visitor/nurse.
8. Small world play - set up a fire station with fire engines and firemen, use hoses outside to incorporate water play.
9. Make badges to wear for being helpful – ask children to pick who wears them – why should they wear the badge? What have they done to help others?
10. Talk about who helps us every day, in school, at home, in the doctors etc. Write a thank you letter to someone who helps us.
11. Circle time to talk about friendship and how we help each other as friends.
12. Dressing up in different uniforms, nurses, doctors, police, binman etc.
13. Make a book about people who help us/about friendship
14. Mobile phone and walkie-talkie play – police officers.
15. Letter writing/post office play
16. Visit the library/ doctors/ fire station
17. Watch the rubbish being collected – using litter pickers go round the school and pick up litter to help the caretaker.
18. Recycle things in the nursery area – talk about why we recycle and how it helps and who it helps. What could we do with the rubbish? Make fire engines, police helmets, lollipop stick etc.
19. Play 'Whose tools are these?' and show the children photos of a range of tools used by a variety of people who help us. Who might need these to help them do their job?
20. Draw a road outside using chunky chalk, using the bike track and a lollipop stick ask the

children to take it in turns to help each other over the busy road.

**Related Picture Books:**

Alfie Gets in First by Shirley Hughes  
George Collection (Collection) by Nicola Smee  
Peppa pig – Dentist trip  
Peppa pig – first day in play group  
George Visits the Doctor by Nicola Smee  
People Who Help Us: Chef by Amanda Askew  
Whose Truck? by Toni Buzzeo  
Go to the Dentist by Jean Adamson  
People Who Help Us: Machine Driver by Amanda Askew  
Busy Fire Station by Rebecca Finn  
A Day with the Animal Doctors by Sharon Rentta

**Other related songs and rhymes:**

The [School Radio website](#) has a large collection of nursery rhymes including:

**Miss Molly had a dolly**

*Miss Molly had a dolly  
Who was sick, sick, sick  
So she called for the doctor  
To come quick, quick, quick  
The doctor came  
With his bag and his hat  
And he knocked on the door  
With a rat-a-tat-tat.*

*He looked at the dolly  
And he shook his head,  
And he said 'Miss Molly,  
Put her straight to bed.'  
He wrote on the paper  
For a pill, pill, pill  
'I'll be back in the morning*



*For the bill, bill, bill.'*

*Miss Molly had a dolly  
Who was sick, sick, sick  
So she called for the doctor  
To come quick, quick, quick  
The doctor came  
With his bag and his hat  
And he knocked on the door  
With a rat-a-tat-tat.*

## 4. Jack and Jill



### **Listening for individual sounds - what animal am I?**

Cat will describe different animals, listen to the description and then animal sound – can you guess what it is? Listen carefully! Use pictures of the animals for children who might need additional visual aid if language is limited.

### **Rhyme/song - Jack and Jill**

*Jack and Jill  
Went up the hill  
To fetch a pail of water  
Jack fell down  
And broke his crown,  
And Jill came running after.*

*Up Jack got  
And home did trot,  
As fast as he could caper;  
And went to bed  
And plastered his head  
With vinegar and brown paper*





## Story - Jack and Jill

To hold attention and to help engage the children you can show pictures and artefacts, such as a cow, a cockerel, hill, horse, well, sheep etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Comprehension questions after story:** Can you remember what animals were in the story? Why was the bucket heavy on the way back down? How do you think Jack and Jill felt when they were falling?

## Phonics extension:

Oral blending and segmenting:

It is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme–phoneme correspondences. For example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word. Use this as a game about ourselves (e.g. Touch your t-oe-s, toes! Who can touch their f-ee-t, feet?) Use only single-syllable words for oral blending.)

Initial sounds:

Play cross the river using the initial letter of the children’s names. Make a river across the floor or ground outside with chalk or ropes. Give each child their own name card. The children chant “Mrs Bamford, Mrs Bamford can I cross your golden river” and the teacher responds “If your name begins with... A” etc.

## Final rhyme/song

*I’ve got a body*

*I’ve got a body, a very busy body,*

*And it goes everywhere with me!*

*And on my body, I’ve got some hands,*

*And they go everywhere with me!*

*With a clap, clap here, clap, clap there,*

*Clap, clap, clap, clap everywhere!*

*I’ve got a body, a very busy body,*

*And it goes everywhere with me!*

*(repeat with stamping feet, nodding head, clicking tongue, ssshhing lips, blinking eyes etc.)*



### Follow-up ideas

1. Circle time: learning names, talking about what we like to do, Making friends. I am... My Family come from...
2. Take photographs of children for wall display self-registration. The children have to find their own photograph in the morning when they come in and move it onto the self-registration board. This encourages children to look at themselves more closely and recognise similarities and differences in themselves and others.
3. Bring in baby photographs to look at and compare, how have you changed? What couldn't you do before that you can do now? What else has changed?
4. All the children make hand prints for a special display. Turn the hand prints into petals on a flower with the quote, 'We are all different and unique but together we make a masterpiece'.
5. Paint/draw self-portraits – look carefully in the mirror to notice where eyes, nose, mouth, ears, etc are positioned, what colour they are etc.
6. Attempt to write name labels for portraits, if children are too young then children's mark making and using an adult to scribe will also be nice as the children are writing for a purpose.
7. Make paper plate faces to put on sticks and use as puppets.
8. Home corner role play area - always ensure that if you have a cohort with a diversity of ethnicities that the home corner reflects that. Consider the different types of cooking utensils that may be used by different cultures
9. Matching up body pictures to children in class – take a photograph of somebody's eyes/ feet/ hair/ nose etc. Can the children guess whose it is? Use all the photographs to create a big body with a mix of everyone's body parts!
10. In circle time discuss why we shake hands and what people might do in other countries to greet each other – talk about some different ways to greet each other from different cultures and answer register with a different "hello" each day
11. Fill in a cut out of a hand with pictures of what you can do with your hands – how do we use our hands and how do they help us?
12. Senses focus - Feel bag guessing game – what do objects feel like, are they nice to touch, what might they be? Can you describe the object to the rest of the class?
13. Senses focus - Go on a listening walk around the school and draw what you could hear.
14. Visit from nurse about importance of keeping healthy, washing hands properly etc
15. Use senses to explore different fruits – look, smell, touch, taste
16. Circle time about emotions – Let's talk about how we feel– I feel scared when... I feel excited when... Use emotion pictures to support children who either can't speak English or struggle to communicate.
17. Use different coloured playdough and wiggly eyes/ wool etc to make yourself. Encourage the children to talk about the fact that we are all different are we all have different coloured skin/ eyes/ hair etc. What colours will you choose?
18. Using sticks outside make the outline of a body, ask the children to lie down on the floor

and use the sticks to outline the shape of their body. Use chalk to enhance and add features eg faces.

19. Measure all the children in your class on their first day in school using string and send it home with the rhyme – ‘This string is very special, as anyone can see, untie it and it is the exact same size as me!’
20. Make self-portrait mud faces outside on the trees using sticks and leaves to recreate the features of the face.

### **Related Picture Books**

Titch by Pat Hutchins

There’s a house inside my Mummy by Giles Andreae (Author), Vanessa Cabban (Illustrator)

Dogger by Shirley Hughes

My World, Your World by Melanie Walsh

I’m Me – by Sara Sheridan (Author), Margaret Chamberlain (Illustrator)

Marvelous Me: Inside and Out (All about Me) Paperback – by Lisa Bullard

Big Hair, Don’t Care Paperback – by Crystal Swain-Bates (Author), Megan Bair (Illustrator)

All Kinds of People by Emma Damon

## **5. Little Boy Blue**



### **Listening for individual sounds**

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? (birds, chicken clucking) Can you add actions to the sounds? What other animals can you hear? Where can you find these animals? Use photos of real animals as extra visual aids.

### **Rhyme/song - Little Boy Blue**

*Little Boy Blue, come blow your horn,  
The sheep’s in the meadow, the cow’s in the corn.  
But where is the boy, who looks after the sheep?  
He’s under a haystack, he’s fast asleep.  
Will you wake him? No, not I,  
For if I do, he’s sure to cry.*



### Story - Little Boy Blue

To hold attention and to help engage the children you can show pictures and artefacts, such as a cow, a cockerel, piglets, sheep, lambs, haystack, trumpet etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Comprehension questions after story:** Can you remember what animals were in the story? Why did Dad give little boy blue the trumpet? What kept waking little boy blue up? How did little boy blue feel when the missing lamb came back?

### Final song/rhyme - Goosey, goosey, goosey

*Goosey, goosey, goosey, lay a golden egg for me!*  
*Goosey, goosey, goosey, I want one for my tea!*  
*I haven't had an egg since breakfast,*  
*And now it's half-past three,*  
*So goosey, goosey, goosey, lay a golden egg for me.*

*Goosey, goosey, goosey, lay a golden egg for me!*  
*Goosey, goosey, goosey, I want one for my tea!*  
*I haven't had an egg since breakfast,*  
*And now it's half-past three,*  
*So goosey, goosey, goosey, lay a golden egg for me.*

### Phonics extension: Phase 1 – Listening and remembering sounds.

#### Mrs Bamford has a bag

Have a bag with different farm animals inside. Sing to the tune of 'Old MacDonald' but using your own name or one of the children's: Mrs...has a bag ee i ee i o And in that bag she has a... Stop. Gesture for the children to listen carefully and make the sound of one of the animals. The children take it in turns to guess what animal is making the sound. Pull the animal out of the bag once they have guessed correctly. Use pictures for the children to point to if they don't have English as their first language or if there are S & L needs.

### Describe and find it

Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example: This animal has horns, four legs and a tail. Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game let individual children take the part of the adult and describe the animal for the others to name. This activity can be repeated with other sets of objects such as zoo animals, toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.



Letters and Sounds: Principles and Practice of High Quality Phonics Primary National Strategy

**Additional rhymes:**

The [School Radio website](#) has a large collection of nursery rhymes including:

[Old Macdonald had a farm](#)

*Old MacDonald had a farm, E-I-E-I-O,  
And on his farm he had a cow, E-I-E-I-O,  
With a 'moo moo' here and a 'moo moo' there,  
Here a 'moo', there a 'moo', everywhere a 'moo moo',  
Old MacDonald had a farm, E-I-E-I-O.*

*Old MacDonald had a farm, E-I-E-I-O,  
And on his farm he had a pig, E-I-E-I-O,  
With an 'oink oink' here and an 'oink oink' there,  
Here an 'oink', there an 'oink', everywhere an 'oink oink',  
A 'moo moo' here and a 'moo moo' there,  
Here a 'moo', there a 'moo', everywhere a 'moo moo',  
Old MacDonald had a farm, E-I-E-I-O.*

*Old MacDonald had a farm, E-I-E-I-O,  
And on his farm he had a chicken, E-I-E-I-O,  
With a 'cluck cluck' here and a 'cluck cluck' there,  
Here a 'cluck', there a 'cluck', everywhere a 'cluck cluck',  
An 'oink oink' here and an 'oink oink' there,  
Here an 'oink', there an 'oink', everywhere an 'oink oink',  
A 'moo moo' here and a 'moo moo' there,  
Here a 'moo', there a 'moo', everywhere a 'moo moo',  
Old MacDonald had a farm, E-I-E-I-O.*

*Old MacDonald had a farm, E-I-E-I-O,  
And on his farm he had a duck, E-I-E-I-O,  
With a 'quack quack' here and a 'quack quack' there,  
Here a 'quack', there a 'quack', everywhere a 'quack quack',  
With a 'cluck cluck' here and a 'cluck cluck' there,*



*Here a 'cluck', there a 'cluck', everywhere a 'cluck cluck',  
A 'baa baa' here and a 'baa baa' there,  
Here a 'baa', there a 'baa', everywhere a 'baa baa',  
An 'oink oink' here and an 'oink oink' there,  
Here an 'oink', there an 'oink', everywhere an 'oink oink',  
A 'moo moo' here and a 'moo moo' there,  
Here a 'moo', there a 'moo', everywhere a 'moo moo',  
Old MacDonald had a farm, E-I-E-I-O.*

**Follow-up ideas:**

1. What do animals eat? Information about different animals etc.
2. Have a mini harvest celebration - ask children to bring in vegetables and talk about where they come from etc.
3. Grow some vegetables or herbs/ Make a soup using your vegetables.
4. Collect seeds on a walk and plant them when you get back to school.
5. Take care of the environment – when you go on a country walk shut gates, don't drop litter etc.
6. Make porridge – Talk about the oats and where they come from.
7. Small World Farm - Set up a small world area with tractors and mini people for children to role play on in tray with sand, earth or straw.
8. Difference between town and countryside- using pictures for children who might not have seen the countryside.
9. Changing seasons – what happens on a farm at different times of the year?
10. Sharing – The Little Red Hen book – Make bread!
11. Have a farm visit or get a local farm to come and visit school bringing some of their animals.
12. Farm animal puppets - make them in the creative area using paper plates.
13. Alliteration with initial sound e.g. clumsy cow, happy horse
14. Act out stories (e.g. The Enormous Turnip/ The Three Little Pigs)
15. Animal sounds listening games – animal bingo using different animals sounds.
16. Role play area – Farm shop/ Animal Barn
17. Matching cards – adult and baby animals
18. Names for adult and baby animals
19. Talk about different jobs around the farm – mucking out/shearing sheep/milking time etc.
20. Create a Duck pond in the water tray using plastic ducks and leaves etc.



**Related picture books:**

Farmer Duck –by Helen Oxenbury

Rosie’s Walk by Pat Hutchins

What the Ladybird Heard by Julia Donaldson

Farmyard Jamboree by Margaret Read McDonald

The Complete Book of Farmyard Tales by Stephen Cartwright

The three little pigs - Traditional tale

The little red hen - Traditional tale

The enormous turnip - Traditional tale

Jack and the beanstalk - Traditional tale

Hurry Hurry by Eve Bunting

Wolf by Becky Bloom

Mrs Wishy Washys farm by Joy Cowley

Stuck in the Mud by Jane Clark

## 6. Little Jack Horner



### Listening for individual sounds

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? (chopping, egg cracking, stirring) Can you add actions to the sound? How would you crack an egg? Can you move your hands like you are stirring a mixture? Have visual aids for children who might need help with the new language.

### Rhyme/song - Little Jack Horner

*Little Jack Horner*

*Sat in the corner,*

*Eating his (a) Christmas pie;*

*He put in his thumb,*

*And pulled out a plum,*

*And said, “What a good boy am I!”*

### Story: Little Jack Horner



To hold attention and to help engage the children you can show pictures and artefacts, such as a bowl, butter, flour, oven, school, pie, apples, pear etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Comprehension questions after story:** Can you remember what Jack used in his pies? How did Jack feel when he came 3rd in the competition the first year? Why did they win in the final year? How would you feel if you won a competition? What is your favourite fruit?

### Final rhyme/song - Pat-a-cake

*Pat-a-cake, pat-a-cake baker's man*

*Bake me a cake as fast as you can*

*Prick it and pat it and mark it with a "b"*

*And put it in the oven for baby and me*

### Phonics extension: Rhythm and rhyme

Using a big drum or a tambourine tap out the syllables of the different types of fruit and vegetables. This helps the children tune into the rhythm in words. Ba-na-na, stra-berr-ey. Model it first, ask the children to clap out the syllables and then choose a child to have a go on the big drum.

### Rhyming food

Make up some nonsense rhyming words with the names of fruit and vegetables – Banana rama, orange porange, broccoli froccoli, water porter etc. Ask the children to come up with their own silly rhymes.

### Follow-up ideas

1. Role play ideas – Create a kitchen for the kids to pretend to prepare a meal for their family.
2. Make food out of play dough or clay.
3. Children could pretend to wash up their dirty dishes in the water play- enhance by giving them plates and water with lots of bubbles in it. Add a tea towel and a sponge.
4. Create a Restaurant with one or two tables set for dinner. They could have a menu which they dictated to you or if they are at the emergent writing stage they could have a go themselves. You might like to provide an apron with a pencil and notebook so they could write down what the diners would like to eat.
5. Create a shop for the children. Let them decide what type of shop they would like to have and make some of the food for themselves again out of play dough or clay. If you can give them a till it will add another dimension to their play and include some maths.
6. Plant and grow your own vegetables in school. Grow beans and measure their growth.
7. Create a garden centre in the outdoor environment. Give children plants to sell and make a potting area with soil and plant pots.



8. Talk to the children about their favourite fruit or veg. Make a picture gram/ tally of their favourite. Use this as a number activity – recording numbers or representing numbers.
9. Using paper plates and cut out pictures of lots of fruit and veg let children create their own healthy meal by sticking their chosen pictures onto the plate.
10. Sorting healthy and unhealthy food and drinks. Using pictures talk to the children about what types of food are healthy and unhealthy and why.
11. Have a visit from the dentist or a dental nurse. Teach the children about why it's important to look after our teeth – what foods can we eat to help our teeth?
12. Put out different types of paper and junk materials for the children to create their own favourite meal. Encourage them to be creative with textures and colours.
13. Knowledge and understanding of the world - Start by asking the children why we need food? Explore and extend.
14. Fruit tasting - buy a variety of fruit for the children to taste. Try to use a few fruits that the children wouldn't usually come across ie. Exotic fruit. Encourage the children to talk about the texture of the fruit, the taste, the smell. Explore using all the senses to extend vocabulary.
15. Make monster sandwiches using different vegetables to make the scary features.
16. Experiment with celery! Cut the end of the celery off and place it inside a cup full of water colouring with food colouring – watch and note what happens to the celery as it changes colour.
17. Make your own pasta necklaces! Dye your pasta different colouring using food colouring and when it is dried thread it onto a string to make a food necklace! This is really good for fine motor control development.
18. Using some cut up vegetables to print with using paint and paper. You could have a creative focus and the children could make their own designs or you could have a maths focus and encourage the children to make repeating patterns.
19. Put lots and lots of frozen peas and sweetcorn into a big tuff tray. Turn this try into a fine motor control activity by adding lots of little spoons and containers so the children can pour and fill using hand eye coordination.
20. Writing or painting with carrots! Mark making with lots of different vegetables!

### Other rhymes and songs

The [School Radio website](#) has a large collection of nursery rhymes including:

#### [Ten fat sausages sizzling in a pan](#)

*Ten fat sausages sizzling in a pan,*

*Ten fat sausages sizzling in a pan,*

*One went 'pop', the other went 'bang'*

*Now there's eight fat sausages sizzling in a pan.*



*Eight fat sausages sizzling in a pan,  
Eight fat sausages sizzling in a pan,  
One went 'pop', the other went 'bang'  
Now there's six fat sausages sizzling in a pan.*

*Six fat sausages sizzling in a pan,  
Six fat sausages sizzling in a pan,  
One went 'pop', the other went 'bang'  
Now there's four fat sausages sizzling in a pan.*

*Four fat sausages sizzling in a pan,  
Four fat sausages sizzling in a pan,  
One went 'pop', the other went 'bang'  
Now there's two fat sausages sizzling in a pan.*

*Two fat sausages sizzling in a pan,  
Two fat sausages sizzling in a pan,  
One went 'pop', the other went 'bang'  
Now there's no fat sausages sizzling in a pan.*

*No fat sausages sizzling in a pan,  
No fat sausages sizzling in a pan,  
Ten went 'bang'...'bang', 'bang', 'bang'  
Now there's no fat sausages sizzling in a pan!*

Oats and beans and barley grow

*Oats and beans and barley grow,  
Oats and beans and barley grow,  
Not you, nor I, nor anyone know,  
How oats and beans and barley grow.*

*First the farmer sows the seed,  
Then he stands and takes his ease,  
Stamps his feet and claps his hand,*



*And turns around to view the land.*

*Oats and beans and barley grow,  
Oats and beans and barley grow,  
Not you, nor I, nor anyone know,  
How oats and beans and barley grow.*

*First the farmer sows the seed,  
Then he stands and takes his ease,  
Stamps his feet and claps his hand,  
And turns around to view the land.*

**Other related picture books:**

- Oliver's Vegetables by Vivian French
- Mr Wolfs pancakes by Jan Fearnley
- Eating the alphabet by Lois Ehlert
- Lulus lunch by Camelia Held
- Handas Surprise by Eileen Browne
- Pumpkin soup by Helen cooper
- I Will Not Ever Never Eat A Tomato by Lauren Child

## 7. Little Miss Muffett



### Listening for individual sounds

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? (birds, outside, drinking, eating ) Can you add an actions to the sound? How would you pretend to drink? Can you move your mouth like you are eating something tasty? Have visual aids for children who might need help with the new language.

### Rhyme/song - Little Miss Muffett

*Little Miss Muffet*

*Sat on a tuffet,*

*Eating her curds and whey;*

*Along came a spider*



*Who sat down beside her  
And frightened Miss Muffet away.*

### **Story - Maggie Muffet**

To hold attention and to help engage the children you can show pictures and artefacts, such as a spider, honey, milk, puppy, kitten, web etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Questions:** Why was the spider weaving his web? Why did he want Miss Muffet to see it? How did Miss Muffet feel about the spider at the end of the story? Do you like spiders?

### **Final rhyme - Incy Wincy spider**

*Incy Wincy spider  
Incy Wincy spider climbing up the spout  
Down came the rain and washed the spider out  
Out came the sunshine and dried up all the rain  
And Incy Wincy spider climbed up the spout again*

### **Phonics extension - sound discrimination**

Ask the children to listen carefully to the sounds you are going to play them. Eg. bees buzzing and grasshoppers chirping. Children's ability to tune into sounds is the first step towards reading and writing.

### **Alliteration**

Make up some silly alliteration names for some of the minibeasts. Have a little bag with a few different bugs inside and as you pull them out the different bugs model making up a silly name for them eg. Slimy snail, beautiful butterfly, wiggly worm, busy bee, slippery slug, angry ant etc.

### **Follow-up ideas**

1. Role Play- make a bug den – fill it with lots of different plastic bugs and leaves etc. Enhance with magnifying glasses to encourage investigation.
2. Circle times – caring for creatures and their habitats
3. If you can get some caterpillars to watch turn into butterflies this is the most amazing experience for children to experience. Make a special moment out of releasing the butterflies back into the outside.
4. Watching the life cycle of frogs in the nursery setting? Watching tadpoles turn into frog is one of the most magical transformations you can see!



5. Make a minibeast House/ hotel outside using sticks and leaves and stones. Keep watching it to see if the hotel is gaining any new guests!
6. Make up nonsense rhymes about minibeasts! Butterfly butterfly please don't clap, we all want to see you flap!
7. Role play – make a bug den using boxes, coloured paper, newspaper, fabric, pot plants
8. Dressing up as minibeasts – make your own masks in the role play area with elastic and paper plates.
9. Small world play – tray with earth, gravel, small pond, pot plants and plastic minibeasts
10. Minibeast puppets to retell and create stories - eg. The very hungry caterpillar – you can use the real fruit the caterpillar eats to retell the story.
11. Create minibeast patterns – spirals/stripes/wiggly lines – make them outside on the floor using different coloured chalk.
12. Book making and story sequencing – make a book using a minibeast book as a basis eg. What the ladybird heard – make a map of the different animals they might pass etc.
13. Minibeast story bags – e.g. a plastic minibeast, a leaf, a twig, a cup and a shoe – tell a story as the children pull out the props
14. Read lots of non-fiction books about different life cycles.
15. Go on a spider's web walk looking for webs- Take photographs of them and print them out when you get back to school to look at all the different patterns.
16. Go on a minibeast hunt with magnifying glasses and bug boxes – bring them back to look at them closely before you let them go back to where you found them.
17. Cooking – make ladybird biscuits using red and black icing.
18. Taste the different food featured in 'The very hungry caterpillar'.
19. Cook some spaghetti and add lots of different plastic mini beasts – using tweezers the children have to find them and get them out using their fine motor control and hand eye coordination.
20. Mark making activity outside using sticks and mud – make different patterns in the mud inspired by the different minibeasts. Wiggly worms, swirly snails shells etc.

### **Related picture books**

Incy Wincy Spider by Keith Chapman

Snail Trail by Ruth Brown

Yucky Worms by Vivian French

The Very Hungry Caterpillar by Eric Carle

The Bad Tempered Ladybird by Eric Carle

Aaaarrgghh Spider! by Lydia Monks

The Very Busy Spider by Eric Carle

Spinderella by Julia Donaldson and Liz Pichan



## 8. Old King Cole



### Listening for individual sounds

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? (musical instrument, recorder, violin) Can you add actions to the sound? How would you play a violin? How would you hold a recorder? Have visual aids for children who might need help with the new language.

### Rhyme/song - Old King Cole

*Old King Cole was a merry old soul,  
And a merry old soul was he;  
He called for his pipe, and he called for his bowl,  
And he called for his fiddlers three.  
Every fiddler he had a fiddle,  
And a very fine fiddle had he;  
Oh there's none so rare, as can compare,  
With King Cole and his fiddlers three.*

### Story - King Cole

To hold attention and to help engage the children you can show pictures and artefacts, such as a fiddle, King, Queen, crown, Sad emotion card, happy emotion card, dragon etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Questions:** Why was the King sad? How did the Queen try and cheer him up? Who did the King think stole his crown? Who did he ask about his crown? Who had the king's crown? How did the king feel at the end of the story?

### Final Song - If you're happy and you know It

*If you're happy and you know it, clap your hands (clap clap)  
If you're happy and you know it, clap your hands (clap clap)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, clap your hands. (clap clap)*

*If you're happy and you know it, stomp your feet (stomp stomp)*



*If you're happy and you know it, stomp your feet (stomp stomp)*  
*If you're happy and you know it, then your face will surely show it*  
*If you're happy and you know it, stomp your feet. (stomp stomp)*

*If you're happy and you know it, shout "Hurray!" (hoo-ray!)*  
*If you're happy and you know it, shout "Hurray!" (hoo-ray!)*  
*If you're happy and you know it, then your face will surely show it*  
*If you're happy and you know it, shout "Hurray!" (hoo-ray!)*

*If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)*  
*If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)*  
*If you're happy and you know it, then your face will surely show it*  
*If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)*

### **Phonics extension: Tuning into different sounds**

#### **Hide the instrument**

Get 2 sets of identical instruments. Hide one set of instruments underneath something and leave the other set out so the children can see it. Start by talking to the children about the names of the different instruments and as you introduce them play them so they children can hear what they sound like. Tell the children you are going to play one of the hidden instruments and they have to guess which one you are playing. The children have to tune into the sound differences in the different instruments and identify them.

#### **Instruments with stories**

Adding instruments to enliven stories is a lovely way to engage children in thinking about different sounds and what they might be used for. Choose a story which you could add sound effects to and read it to the children asking them at different parts which instrument they think would sound best for eg. Walking, running, falling etc. Beat hunt is a really lovely book to add sounds to.

#### **Follow up activities**

1. Make your own musical instruments in the creative area using junk modelling – using rice for shakers etc.
2. Make an instrument wall/fence in your outdoor area hanging old pots and pans off a fence so the children can bang them to make up their own rhythms.
3. Painting with sound- tie some bells onto some paint brushes in the creative area and let the children enjoy painting but also making some music!
4. Play games where chn need to listen and respond to music- eg. four corners with different



instruments they have to run to.

5. Play musical Statues where children have to listen to a piece of music and dance in a way they feel is appropriate to the music before they have to freeze.
6. Play Mirror/Movement to music game – children have to change their movements as the music changes eg. Slow, fast, happy, angry etc.
7. Sit in a circle with some instruments in the middle. Do you know any of these instruments? How would you play it? Model how to hold and play different instruments.
8. Play I have sounds game with songs.
9. Explore together ways of changing our voices – high, low, loud, quiet etc.
10. Show children different pictures of instruments from around the world that they might not naturally have come across or seen before – what sound do you think that would make? Explore the children's ideas and then play them the sound - was it how you thought it would sound etc.
11. How can we make sounds with our bodies? Allow children to try making sounds with hands, feet etc.
12. Model creating a pattern using one instrument. E.g. tap, tap, scrape, tap, tap, scrape. Pass the instrument around the circle and allow children to copy the pattern. What other patterns could we make?
13. Show children a piece of sheet music. Explain that musicians need to know how to play different pieces of music so they record what they are creating. Model simple mark making for different sounds with instruments and let children mark make to create their own.
14. Make your own rain stick outside using bottles/ sticks and stones or rice. Use them outside to make your own music.
15. Make your own nursery rhyme bag – put objects in relating to each traditional nursery rhyme and let children take it in turns to choose an object and sing the relevant song. Eg spider – Insy winsy spider etc.

### Related picture books

Two Sticks by Orel Protopopescu

The Wide-Mouthed Frog by Keith Faulkner

Music in Me Hardcover – by Jane Pinczuk

Never Play Music Right Next to the Zoo by John Lithgow

M is for Melody: A Music Alphabet by Kathy-jo Wargin

Mr Big Paperback by Ed Vere





## 9. Little Tommy Tucker



### Listening for individual sounds

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? Birds singing, People singing, whales singing. What else can sing? What else makes noises? What is your favourite song.

### Rhyme/song - Little Tommy Tucker

*Little Tommy Tucker*

*Sings for your supper.*

*What shall we give him?*

*White bread and butter.*

*How can he cut it*

*Without a knife?*

*How will he be married*

*Without a wife?*

### Story - Little Tommy Tucker

Once upon a time...To hold attention and to help engage the children you can show pictures and artefacts, such as a dog, house, family, grumpy face, little boy, happy man etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Questions:** How does Tommy feel at the beginning of the story? Why does he give up? How does Tommy Tucker feel at the end of the story? Have you got any pets?

### Final rhyme/song - Little Tommy Tucker

*(Lyrics as above)*

### Phonics extension

Bertha goes to the zoo Set up a small toy zoo and join the children as they play with it. Use a toy bus and a bag of animal toys with names starting with the same sound (e.g. a lion, a lizard, a leopard, a llama and a lobster) to act out this story. Chant the following rhyme and allow each child in turn to draw an animal out of the bag and add an animal name to the list of animals spotted at the zoo. Bertha the bus is going to the zoo, Who does she see as she passes through? ... a pig, a panda, a parrot and a polar bear.

Look, listen and note Look, listen and note how well children: identify initial sounds of words;



reproduce the initial sounds clearly and recognisably; make up their own alliterative phrases.

### Follow up ideas

1. Caring for animals, showing respect etc. Children to bring in pets from home and talk about their pets and how to care for them to the class.
2. How can animals help people - guide dogs for the blind speaker, hearing dogs for the deaf.
3. Junk model animals with SB.
4. Animal paintings – introduce powder paints for mixing colours.
5. Land art – create animals using leaves, sticks, stones etc.
6. Moving like animals
7. Role play – pet vets, pet shop, jungle vets
8. Make animal masks for role play areas.
9. Animals dance – moving like animals on the floor and on apparatus.
10. 'The animal boogie' 'doing the animal bop'. Watch 'Moving like animals' video on espresso.
11. Using tools to make animals from clay.

### Related picture books:

Owl Babies by Martin Waddell

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.

What The Ladybird Heard by Julia Donaldson

The Tiger Who Came to Tea by Judith Kerr

The Mixed-up Chameleon by Eric Carle

Walking Through the Jungle by Julie Lacombe

## 10. The Muffin Man



### Listening for individual sounds

Encourage the children to listen to the sounds that Cat plays throughout the episode. Listen carefully, do you know what the sound is? What can you hear? What does it sound like? Can you add an actions to the sound? Where is Cat? Where would it be busy? What other sounds would you hear in a shop?



### **Rhyme/song - The Muffin Man**

*Oh, do you know the muffin man,  
The muffin man, the muffin man,  
Do you know the muffin man,  
Who lives on Drury Lane?*

*Oh, yes I know the muffin man,  
The muffin man, the muffin man,  
Yes, I know the muffin man,  
Who lives on Drury Lane.*

### **Story - The Muffin Man**

To hold attention and to help engage the children you can show pictures and artefacts, such as presents, muffins, bakery, market, funfair etc. On second listening, encourage the children to retell the story using the props to help with the story sequence.

**Questions:** What's a bakery? What is made in a bakery? What do you think the muffin man would look like? Why was Katya sad? Do you remember what ingredients the muffin man needed to make muffins?

### **Final Rhyme - Five currant buns**

*Five currant buns in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.  
Four currant buns in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.  
Three currant buns in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.  
Two currant buns in a baker's shop.  
Big and round with a cherry on the top,*



*Along came a boy with a penny one day,  
Bought a currant bun and took it away.  
One currant bun in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought the currant bun and took it away*

### **Phonics extension: Initial sound game**

Have a shopping bag and a number of different food items/ pictures in a bag. Use a puppet as a prop – the puppet needs help to sort out the food items into the initial sounds – choose 2 letters Eg bananas, bagels, buns, biscuits, strawberries, spaghetti, sausages. Have 2 flash cards S and B sort them out with the children listening out for the initial sounds.

### **Follow up ideas**

1. Make shopping lists to put in the writing area and in the home corner.
2. Recipes- have recipe books out in the play dough area and the home corner for children to look at and become aware of the layout and purpose.
3. Ask your parents to all bring in their favourite recipe to make a book to share with all of the parents – depending on the diversity of your cohort this is a lovely way to share family recipes or different cultural cuisines.
4. Go to a shop and buy ingredients to make bread or soup to relate to harvest time,
5. magazines ( ie: Sainsbury's or B&Q) and use this opportunity for children to use 'reference' literature. Maybe look at and choose (small) items to purchase, and for example sainsburys magazine would have recipes for extension activities.
6. Design a shopping bag- 2D collage with different materials.
7. Make a display of photographs of different shop names – this is good for children to recognise familiar print.
8. Make a model town using cereal boxes.
9. Plan a party for the children and involve the children in all aspects of organising the party. Children could make lists for the party and then go to buy the food for the party, write the invitations, make posters etc.
10. Using lots of 1ps and 2ps fill a tuff tray and add some magnets for the children to explore forces.
11. Put some scales outside in the mud kitchen with lots of fruit and veg for the children to roleplay with – farm shop.
12. Make a play shop with lots of different toys with price tags on up to 5 p – extend if children are more able. Add lots of 1ps and purses and get children to count out the pennys when

they buy something from the shop.

13. Farm shop, flower shop, toy shop, shoe shop etc.

14. Supertato – Use Supertato as a hook...

15. Make your own supertato! Dress him and add features.

16. Put potato mashers in the creative area for children to use as paint stampers to make patterns with.

17. Print with potatoes in the paint – cut different patterns/ letters/ numbers into the potatoes.

18. Have blank speech bubbles for the children to mark make in, what would supertato be saying?

19. Strap lots of vegetables to the table using masking tape, the evil pea had kidnapped all of the vegetables, what will the children do to stop him?! Problem solving!

20. Make some super vegetables using carrots and aubergines etc. add your own eyes, arms, clothes etc.

**Related picture books:**

Don't Forget the bacon by Pat Hutchins

The Shopping Basket by John Burningham

Big book called 'Going Shopping'

Stone Soup by Marcia Brown

Don't put ketchup on your cornflakes by Nick Sharratt

I will never not ever eat a tomato by Lauren Child

Bunny cakes by Rosemary Wells

Supertato by Sue Hendra