

Listen and Play - Nursery rhymes 1



1. On the farm



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6. Dr Foster



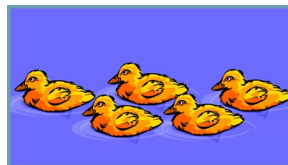
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2. The animal fair



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7. Five little ducks



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3. Beside the sea



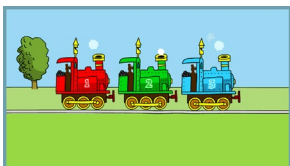
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8. The house that Jack built



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4. Down at the station



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9. Pat a cake



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5. The wheels on the bus



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10. Twinkle twinkle



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Age: 3-5

Listen and Play is available to download at any time. You can use the download links on this page or on the individual pages of the website. Episodes also available from BBC Teach.

Titles [in blue](#) have been hyperlinked to the relevant pages of the website for easy navigation.

Most of the nursery songs and rhymes used in this series are available online as videos in our collection of [Nursery Songs and Rhymes](#). Each of the videos includes the words of the song on screen, making it an ideal resource for getting your group singing along.

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Introduction

Why is *listening* important?

Listening is the foundation block for learning language. Language is the foundation block of learning in school. Children need help to learn listening skills.

Children with poor listening skills find it hard to:

- Understand language - eg follow instructions, learn new vocabulary, perform different activities independently
- Use language - formulate sentences, sequence ideas, produce clear speech
- Develop socially - have conversations, play with others
- Make progress in literacy - eg listening for the sounds that make up words

These *Listen and Play* episodes are intended to support and develop children's listening and attention skills. They help children to become active listeners. The programmes support the acquisition of these key skills in a fun, active and developmentally appropriate way.

How to use the programmes and notes

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.



Hello:

Encourage listeners to join in with the children's voices. The 'hellos' are a good starting point for modelling how to do this.

Listen all around:

The presenter, Cat, invites children to guess which sounds they are listening to. They are invited to respond, but you need to ensure plenty of listening time first of all.

Listening for individual sounds:

Now that children are orientated to the setting, discriminating individual sounds should be easier. Cat then draws attention to the various sounds and sometimes provides a 'voiced' version of the sound (eg bear: grrrrr). Use these voiced versions later when talking about the programme.

Section 2: Songs and rhymes

Some of the songs and rhymes are traditional, others have been specially composed or adapted, but all employ simple, repetitive, rhythmic, patterned language. 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 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

The stories have all been specially written to provide repetitive, patterned language with plenty of language play (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, go 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 usually provides opportunities for movement: clapping, swaying, skipping, dancing, and 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.

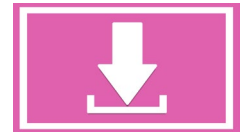
Follow-up ideas

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 On the farm



Introduction

Listen all around: farmyard sounds
Individual sounds: cow, pig, sheep

Song: I went to visit a farm one day

I saw a cow across the way
And what do you think I heard it say?
Moo moo moo
Moo moo moo

I saw a sheep across the way (Baa baa baa)...

I saw a pig across the way (Oink oink oink)...

Once children are familiar with the song, add actions (eg cow: use hands to suggest horns; sheep: hand movements around body to suggest wool; pig: move hand around nose for the snout).

Rhyme time

Little Piggywig on the farm close by,
All by himself ran away from the sty,
The cows said MOO!
The sheep said BAA!
Little Piggywig began to cry
And as fast as he could, he ran back to the sty.

Say this again to the children after they've listened to the episode and help them to act it out: one group is the cows; another group acts out the sheep; volunteers take it in turn to be Piggywig.

Story time: Farmer Guy and the wiggly pigs

Once upon a farmyard time...

To hold attention show pictures, puppets or toys to illustrate the pigs, cows and sheep. On second listening, just use fingers as pigs to wriggle whenever the pigs speak or Farmer Guy refers to their wriggling. Once the story is familiar, you could make simple animal masks for children to act it out.



Final song

*A farmer went trotting upon his grey mare,
Bumpety, bumpety bump!
With his daughter behind him so rosy and fair,
Lumpety lumpety lump.
A pig cried OINK! and they all tumbled down!
Bumpety, bumpety bump!
The horse galloped off and went through the town.
Lumpety lumpety lump.*

*A farmer went chasing his naughty grey mare,
Bumpety, bumpety bump!
And vowed he would stop it reaching the square.
Lumpety lumpety lump.
A farmer went catching his naughty grey mare,
Bumpety, bumpety bump!
He rode back to the farm and tethered it there.
Lumpety lumpety lump.*

Encourage the children to move to the rhythm. On a subsequent listening (or your own singing), this song is ideal for movement:

- 1: trotting in time to the rhythm
- 2: tumbling down
- 3: chasing (running) in time to the rhythm
- 4: trotting back

Follow-up ideas

- Make farm pictures or a collage
- Make a farm role-play area with picture labels for animal pens
- Visit a city/local farm
- Discuss caring for animals.

Other related rhymes and songs

- [Old MacDonald](#)
- [Baa baa black sheep](#)
- [Little Bo Peep](#)
- [Mary had a little lamb](#)
- [Little Boy Blue](#)



Singing game

1. *The farmer's in the dell,
The farmer's in the dell,
Eee, eye, ee, eye, oh!
The farmer's in the dell.*

Hold hands to make a circle and walk around: one child (the farmer) is in the middle.

2. *The farmer wants a wife...*

At the end of the verse, the farmer points to a wife who joins him in the circle.

3. *The wife wants a child...*

In the same way, she chooses a child.

4. *The child wants a nurse...*

Who chooses a nurse...

5. *The nurse wants a dog...*

Etc.

6. *We all pat the dog...*

Everyone pats the dog.

Related picture books

- *If you were a sheep* by Emily Bolam (Campbell Books)
- *Old MacDonald had a farm* by Jane Chapman (Walker)
- *Rosie's walk* by Pat Hutchins (Red Fox)



2 The animal fair



Introduction

Listen all around: jungle sounds

Individual sounds: snake, elephant, monkey

Song: 'Five little monkeys jumping on the bed'

Five (four, three, two, one) little monkeys jumping on the bed,

One fell off and bumped his head.

Mother called the doctor and the doctor said:

No more jumping on the bed!

Use fingers to demonstrate downward counting. Once children are familiar with the song they can act it out as you say the rhyme: three children as monkeys (one falling down and rubbing head each time); mother to ring the doctor; doctor to wag finger and say final line.

Rhyme time: 'The animal fair'

I went to the animal fair,

The birds and the beasts were there

The big baboon by the light of the moon

Was combing his golden hair.

The monkey fell out of his bunk,

And slid down the elephant's trunk,

The elephant sneezed and fell on her knees,

And what became of the monkey, monkey, monkey...

Story time: Maisie's so lazy she drives us crazy

Once upon a jungly time...

If possible, to hold attention, show appropriate pictures of the animals. Or bring in a bag and produce a soft toy of each animal (remembering that the lion needs a tie!). A real coconut and log to illustrate what elephant juggles with would be even better.

When children have had a chance to sing (and hopefully learn) the song, return to the story. Encourage the children to mime the actions: baboon singing Pavarotti-style; elephant juggling; monkey sleeping.



Final song

Same words as 'Animal fair' rhyme, except this time 'We' went to the animal fair.

Encourage the children to clap along with the rhythm. When the tune is familiar, this is a good rhyme for developing a simple dance - children join hands to walk round in a circle for the opening lines, then drop hands and move (using ideas from miming activities) to the song and music.

Follow-up ideas

- Make jungle pictures or a jungle collage (eg cut out leaves and creepers)
- Small world play with jungle animals
- Jungle role-play area (expand the freeze to make a green canopy, with hanging creepers)
- Practise moving like different animals (eg snakes slither, elephants plod, tigers creep)
- Make your own concert, with children choosing how or what they will perform
- Make an 'animal fair' frieze.
-

Other related rhymes and songs

- Nellie the Elephant
- [Down in the jungle where nobody goes](#)
- The animal boogie (see books below)
- I'm the king of the swingers (from Disney's Jungle Book)

An elephant action rhyme

The elephant goes like this and that

[Pat knees; lift each foot heavily]

He's terribly big and he's terribly fat

[Hands high; hands wide]

He has no fingers, and he has no toes

[Wiggle fingers, touch toes]

But goodness gracious – what a nose!

[Make a trunk with arm/hand: swing it!]

Related picture books

- *Hug* by Jez Alborough (Walker)
- *Dear Zoo* by Rod Campbell (Puffin)
- *Animal surprise* by Christopher Gunson (Corgi)
- *The animal boogie* by Debbie Harter (Barefoot)
- *Elmer and Wilbur* by David McKee (Red Fox)



3 Beside the sea



Introduction

Listen all around: seaside sounds

Individual sounds: waves, dog barking, seagulls

Song: 'The big ship sails'

*The big ship sails on the alley-alley-oh
The alley alley oh, the alley-alley-oh
The big ship sails on the alley-alley-oh
On the last day of September.*

The captain said it will never, never do...

The big ship sank to the bottom of the sea...

Help children to clap with a steady beat. Once they are familiar with the song, they could try the traditional game (it works best if adults are Arch and Leader).

- *Verse 1:* they hold hands in a long line. The child at the end (Arch) holds one hand against a wall to make an arch; the child at the other end is Leader. As they sing the first verse (repeating as often as necessary), Leader leads the line through the Arch. When Arch goes under his or her own arm, he or she twists round with arms crossed. Leader then takes the line through the arch formed between Arch and his or her partner, and so on. This continues until all children have twisted round and crossed arms. Leader then crosses arms and joins hands with Arch to form a ring.
- *Verse 2:* everyone shakes their head.
- *Verse 3:* everyone slowly bends knees and sinks to the floor, ending up falling flat.

Rhyme time

*Sammy Seagull was a happy gull,
And a happy seagull was he.
He flapped and he flew to the sandy shore
Then he floated back over the sea.
See Sammy Seagull flap and fly!
See Sammy Seagull dip and dive!
Over the sea he soars so high,
With outstretched wings sailing into the sky.*

Demonstrate to the children how to use their arms (or indeed whole bodies) to show Sammy's actions.



Story time: The greedy seagull

To hold attention, provide a tray with sand, a seaside bucket of water, some pebbles and the ingredients of the picnic, and use these real items (along with a picture of a seagull) to illustrate the story.

Final song: 'A sailor went to sea, sea, sea'

*A sailor went to sea sea sea
To see what he could see see see
And all that he could see see see
Was the bottom of the deep blue sea sea sea.*

Encourage children to clap on 'sea sea sea' each time.

Follow-up ideas

- Seaside pictures
- A seaside corner or outdoor play area with sand, pebbles, beach toys and environmental print (eg Beach Café, Ice cream, Danger, Lifeguard)
- Making and eating a picnic (an opportunity for stressing healthy food).

Related rhymes and songs

- Oh I do like to be beside the seaside
- Teddy bears' picnic
- I saw a ship a-sailing
- The Owl and the Pussycat
- [One two three four five, once I caught a fish alive](#)
- I'm Popeye the sailor man
- Dip dip dip - my blue ship

Tongue-twister

'She sells seashells on the seashore'

Seaside action song

Here is the sea, the wavy sea,
[Make wave movements with hands]
Here is the boat, and here is me.
[Cup one hand for the boat; put one finger in it]
All the little fishes down below,
[Put hands down low]
Wriggle their tails, and away they go
[Wriggle fingers; put hands behind back]



Sandwich action song

Slice, slice, the bread looks nice,

[Pretend to slice loaf with side of hand]

Spread, spread the butter on the bread,

[One hand is the bread, spread with the other]

Put cheese on top, or fish or meat,

[Pretend to place filling on bread]

Now it's ready for us to eat!

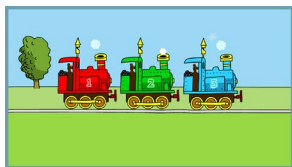
[Put hands together to make a sandwich; pretend to eat]

Related storybooks

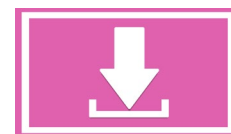
- *Commotion in the ocean* by Giles Andreae and David Wojtowyc (Orchard)
- *The lighthouse keeper's lunch* by Rhonda and David Armitage (Puffin)
- *The very hungry caterpillar* by Eric Carle (Puffin)

Extension: moving into writing

Use Sammy Seagull's movements to describe the three main handwriting movements: swooping round (c), diving down and flicking up (l), head down, wing up (r). Choose appropriate music and make a sequence of the movements, doing them first from the shoulder, with the whole arm, and then from the elbow, with a finger in the air. Help children get used to the three basic movements, so they can do them fluently in the correct direction.



4 Down at the station



Introduction

Listen all around: country station (careful listening required)

Individual sounds: steam train; whistle: train on track

Liz invites the listeners to copy her making railway sounds:

- the sound of the steam
- the whistle
- the sound of the train puffing
- the train on the tracks.

Song: 'Down at the station'

Down at the station, early in the morning,

See the little puffer trains all in a row.

Here comes the driver to start up the engine:

Puff puff, peep peep, off we go.

Puff puff, peep peep, off we go.

Puff puff, peep peep, off we go.

Chuff chuff, toot toot, off we go...

Clickety-clack, clickety-clack, off we go...

Help children join in with the sound effects. This song is repeated at the end of the programme.

Rhyme time

Clickety-clack, clickety-clack,

Over the hill, the train's on the track.

Chuffing and puffing it goes along,

Making its very own train song!

Puffety-puff, chuffety-chuff,

The train makes a cloud of white stuff.

Puffing and chuffing it leaves a trail,

As it grinds up the hill as slow as a snail.

This poem can later be used for a movement activity. Children form a 'train', holding each other's waists, and follow you moving to the rhythm. Say the first verse briskly and the second slowly, moving appropriately.



Story time: King Jolly goes on holiday

If possible, provide an appropriate bag to become King Jolly's bag, and a bucket/spade, royal sun crown and teddy bear to put in the bag as the story goes along.

Follow-up ideas

- Practise chugging in a line - stopping, starting, speeding up and slowing down (one train guard blows a whistle to stop and gives two blasts to start!)
- Make train pictures, adding on one carriage each; make a railway role-play area, with station (ticket office, platform) train (eg boxes or chairs) and environmental print (platform signs, posters, tickets).

Other related rhymes and songs

- She'll be coming round the mountain
- Faster than fairies...witches (from *A child's garden of verse*)
- We're all going on a summer holiday
- Ipper dipper dation

Three train rhymes

*Engine engine, number nine
Running on the Western Line;
When she's polished, she will shine
Engine engine, number nine.*

*Piggy on the railway picking up stones,
[Pretend to pick up stones]
Along came the train and broke piggy's bones,
[Mime train, moving arms as pistons]
'Ouch!' said Piggy. 'That's not fair!'
[Hands on hips, speaking indignantly]
'Huh,' said the engine driver, 'I don't care!'
[Stick bottom out, and hit with hands in time to 'I don't care!']*

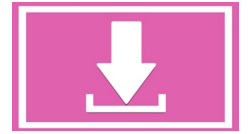
*A peanut sat on the railroad track: his heart was all a-flutter,
Along came the train - the ten-fifteen:
Toot-toot - peanut butter!*

Related storybooks

- *Thomas the Tank Engine series* by Revd W Awdry
- *The train ride* by June Crebbin (Walker) Introduction



5 The wheels on the bus



Introduction

Listen all around: traffic noises in town

Individual sounds: car, plane, bell on bus

Liz invites listeners to join in making the different traffic sounds.

Song (To the same tune and basic words as 'I went to visit a farm one day' in Episode 1)

1. *I went to visit the town one day
I saw a car along the way
And what do you think I heard it say?
Brrrm brrrm brm!*

2. *Plane: neow neow!*

3. *Bus: ding ding ding!*

Help children join in with the sound effects. Before a second listening, invent actions to go with the sounds effects (eg hands to steering wheel, arms outstretched, dinging bell).

Rhyme time

*A man called Gus drove a fabulous bus
And he went on a fabulous ride.
He met lots of animals along the way
And told them to step inside.
Ding ding went the bell
Brrm brrm went the bus
And they all went off for a ride with Gus!*

Story time: Gus and his fabulous bus

Once upon a noisy time...

Once the story is familiar get children to help you create a 'Fabulous Bus' by positioning chairs appropriately and decorating them. Make masks for them to role-play the story.



Final song: 'The wheels on the bus'

*The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round
All day long.*

The bell on the bus goes ding ding ding...

The wipers on the bus go swish, swish swish...

The driver on the bus says 'Any more fares?'...

Help children to invent actions to go with each verse. Once they know the words and tune, turn it into a dance, doing the actions and singing the song as they move about.

Follow-up ideas

- Discuss road safety
- Set up a garage role-play area, with tools, funnels, etc, and (weather permitting) a car-wash - integrate appropriate environmental print: eg posters, appointments book, bills and receipts
- Role-play bus journeys, sitting together in a row with a bus conductor taking tickets (practise moving quickly, slowing down, stopping, starting, speeding up, controlling moving round)
- Set up an obstacle course for large toys.

Other related rhymes and songs

- Further verses of this rhyme: eg *Down at the garage / See all the buses / Rumble, rumble, off they go / Down at the airport / See all the aeroplanes / Zoomety, zoomety, off they go*
- I am driving in my car
- Here comes a big red bus

Two transport playground rhymes

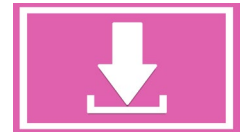
*Twinkle twinkle chocolate bar
Our dad drives a rusty car.
Press the starter, pull the choke
Off we go in a cloud of smoke!*

Related picture books

- *The wheels on the bus* by Andy Cooke (Walker Books)
- *The Big Red Bus* by Judy Hindley and William Benedict (Walker)
- *Duck in the Truck* by Jez Alborough (Collins)
- *Mr Gumpy's Motorcar* by John Burningham (Puffin)
- *Amazing Aeroplanes* Tony Mitton (Kingfisher)



6 Dr Foster



Introduction

Listen all around: a stormy, rainy day
Individual sounds: rain, thunder, wind

Song: 'I hear thunder' (To the tune 'Frere Jacques'):

*I hear thunder, I hear thunder.
Hark, don't you? Hark, don't you?
Pitter patter rain drops
Pitter patter rain drops
I'm wet through. So are you!*

Sing the first half of the line then get children to join in on its repeat. When they can sing the song, introduce actions:

Line 1: drum feet on the floor
Line 2: hand to ear, pretending to listen
Line 3: indicate rain coming down with your fingers
Line 4: shake body vigorously; then point to a neighbour.

Rhyme time: Dr Foster went to Gloucester

*Doctor Foster went to Gloucester
In a shower of rain.
He fell in a puddle, right up to his middle
And never went there again.*

Story time: Doctor Foster and the muddy puddles

Use pictures or real clothing to introduce Dr Foster and the various items of clothing he soaks. If possible, peg these out on a washing line.

Final song: 'We're marching in our wellingtons'

*We're marching in our wellingtons
Tramp tramp tramp
We're marching in our wellingtons
We won't get damp.
[Verse 2: Stamp stamp stamp...]*



Children can either march to this rhyme or, more sedately, bang out the marching rhythm on their knees, using alternate hands. A more difficult but satisfying rendition can be achieved if one group chants 'Tramp Tramp Tramp' all the way through the poem.

Follow-up ideas

- Go for a walk in the rain dressed appropriately
- Collect pictures or actual items of clothing to hang on a washing line
- Draw a chalk circle round a puddle and see how it gets smaller when the sun comes out
- Collect rain in a bucket to see how much has rained
- Practise marching, walking tiptoeing, stamping, stomping.

Other related rhymes and songs

- [Rain rain, go away](#)
- [It's raining, it's pouring](#)
- [Incy Wincy Spider](#) (good for developing hand-eye coordination and the muscles of the fingers)

Two rhymes about rain

*Rain on the green grass
Rain on the tree
Rain on the house top
But not on me!*

*It's raining, it's pouring,
The old man is snoring!
He went to bed and bumped his head
And couldn't get up in the morning!*

Related picture books

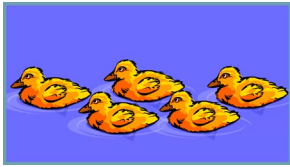
- *Pants* by Giles Andreae and Nick Sharratt (Picture Corgi)
- *Elmer's Weather* by David McKee (Andersen Press)
- *Mr Wolf's Week* by Colin Hawkins (Picture Lions)
- *Postman Pat's Rainy Day* by John Cunliffe (Hippo)

Extension: storytime

Just as the Doctor Foster story is built around the nursery rhyme, can children help you make up a story around 'It's raining, it's pouring'?

Extension: music, movement and memory

With more able children try teaching 'I hear thunder' as a round.



7 Five little ducks



Introduction

Listen all around: a park (but you'll have to listen very carefully!)
Individual sounds: bicycle bell and bicycle, rowing boat, ducks.

Song: 'Five little ducks went swimming one day'

*Five (four, three, two, one) little ducks went swimming one day,
Over the hill and far away,
Mother duck said: 'Quack quack quack quack!'
And only four little ducks came back.
[Final verse:] And all her five little ducks came back!*

Count on fingers or with five little duck stick puppets. Or children could act the rhyme.

Rhyme time

*There once was a man called Jake
Who rowed his boat on the lake
One day he came back
And met a duck called Zak
Who'd lost his quack by mistake.*

Story time: The Duck called Zak who lost his quack

Use pictures to introduce the animal characters. Encourage children to make sad faces to mirror Zak's unhappy expression and, later, Froggle's similar face. On a later hearing, encourage them to row across the lake with Jake, joining in with the Splish Splosh chorus.

Final song: 'Row, row, row your boat'

*Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.
[Last verse: If you see a crocodile
Don't forget to scream!]*

When the song is familiar try more complex actions than simple rowing. Two children sit on the floor facing each other and holding hands. They rock first towards one child, then towards the other. At the end, they scream, leave go of each other's hands and fall down.



Follow-up ideas

- Make your own pond in the water tray, with lily pads cut out from green plastic bags, yellow bathtime ducks, and toy frogs. Use for counting games and water play.

Other related rhymes and songs

- Five little speckled frogs
- Froggie went a-courting
- There once was an ugly duckling

Counting rhyme involving frogs (Sing to the tune 'Ten Green Bottles'):

*Five little froggies sitting on a well
One looked up and down he fell
Froggies jumped high, froggies jumped low
And four little froggies searched high and low
[Speak the last line]
But they couldn't find him!
[Last verse: No little froggies sitting on the well,
They'd all looked up and down they fell.
Their mother jumped high, their mother jumped low
And the mother frog searched high and low...
And she found all of them!*

Another rowing rhyme

*Row, boys, row
As up the stream we go
With a long pull and a strong pull,
Row, boys, row!*

Related story books

- *Mr Gumpy's Outing* by John Burningham (Red Fox)
- *The Park in the Dark* by Martin Waddell and Barbara Firth (Walker)
- *One Snowy Night* by Nick Butterworth (Collins)

Extension

Developing finger muscles for pencil grip and control. Make up more stories about the Zak the duck and Froggle the frog. When the duck speaks open and close fingers like a beak, which is a good shape for learning to pick up a pencil. When the frog swims move the thumb and first finger together making the shape of a frog's legs swimming, which is good for pencil grip. Rest these fingers on the third finger when the frog is resting!



8 The house that Jack built



Introduction

Listen all around: building site

Individual sounds: lorry, saw, hammer

Song: 'This is the way...' (Tune: 'Here we go round the mulberry bush')

*This is the way we lay the bricks
To make the walls strong and thick.
This is the way we lay the bricks
All day long.*

*This is the way we saw the wood
Strong and good, strong and good...*

*This is the way we hammer a nail
Hammer a nail, hammer a nail...*

*This is the way we clean the glass
Clean the glass, very fast...*

Help children mime each action as they join in with the song.

Rhyme time

*Ivor the driver brings bricks up the hill
The bricks for the house of Jack and Jill.
Jack lays bricks to build a wall,
Jill mixes cement to make it tall,
Ivor brings tiles and stacks them in piles.
They make the roof to keep out the rain
Until the sun comes out again.*

Story time: Jack and Jill build a house on the hill

Use pictures to introduce the lorry, bricks, wood, tiles for roof, glass window. Encourage children to mime the actions to go with the sound effects.

Final song

Repeat of 'This is the way we build a house'



Follow-up ideas

- Create a building site role play area with off-cuts of wood, boxes, polystyrene 'blocks' and furnish with tools and hard hats (include role-play print materials)
- Encourage use of play building resources
- Use building actions in movement activities, eg tapping, sawing, laying one brick on top of another, stirring, digging, etc

Other related rhymes and songs

- The house that Jack built
- Jack and Jill
- There was a crooked man
- Home Sweet Home
- [When Goldilocks went to the house of the bears](#)
- Peter works with one hammer

Two action songs about houses and building

My little house won't stand up straight

[Make a roof by touching fingertips of both hands and sway from side to side]

My little house has lost its gate

[Drop both little fingers]

My little house bends up and down

[Rock hands violently from side to side]

My little house is the oldest in the town

Here comes the wind to blow and blow again

[Blow through your thumbs]

Down falls my little house. Oh what a shame!

[Drop hands and shake head.]

Build a house with five bricks

[Clenched fists for bricks]

One two three four five

[Put one on top of the other, five times]

Put a roof on top

[Raise arms above head, touch fingers]

And a chimney too

[Straighten arms]

Where the wind blows through...Whooo Whoooo!

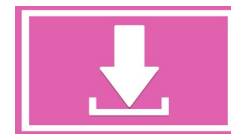
[Blow hard or whistle!]

Related picture books

- *Dig Dig Digging* by Margart Mayo and Alex Aycliffe (Orchard)
- *Ben Biggins House* by Judith Nichols (Longman Book Project)
- *Bob the Builder* books



9 Pat a cake



Introduction

Listen all around: kitchen sounds

Individual sounds: water from tap, washing up, food mixer

Song (Tune: based on 'The farmer's in his den')

*We're stirring in the flour,
We're stirring in the flour,
Sloshity, sloshity, sloshity, slosh
We're stirring in the flour.*

*We're breaking in the eggs,
Crackity crackity crackity crack...*

*We're mixing it in the bowl
Sludgity sludgity sludgity sludge...*

*We're pouring it in the tin,
Sloppity sloppity sloppity slop...*

*We're baking it in the oven,
Until it's crispy golden brown...*

Help children join in with the sound effects, making actions for each verse.

Rhyme time

*Pat a cake pat a cake baker's man
Make me a cake as fast as you can
Pat it and prick it and mark it with B
And put it in the oven for baby and me!*

Teach a simple sequence of pat-a-cake clapping actions to accompany the rhyme. Children stand opposite each other and clap own hands together once, then clap both against their partners hands, and so on. Once children have got the hang of this, try introducing cross-over claps (left-hand to left hand, right hand to right hand).

When the rhyme is familiar, substitute different children's initials for the B - eg

*Pat it and prick it and mark it with P
And put it in the oven for Paula and me!*

**Story time: Stop Baking, Betty!**

If possible, bring in three large buns to illustrate the story and help with the counting.

Final song: 'Five currant buns'

*Five currant buns in a baker's shop,
Round and fat with a cherry on top.
Along came a boy with a penny one day
Bought a currant bun and took it away.
[Four currant buns...three...two...one.]*

Follow-up ideas

- Make a cake or some currant buns
- Create a baker's shop role-play corner and make a range of playdough cakes and buns to sell
- Make models of Betty's amazing mixing machine.

Other related rhymes and songs

- The Queen of Hearts she made some tarts
- Hot Cross Buns
- [Little Jack Horner](#)
- [Sing a song of sixpence](#)
- Simple Simon
- I'm a little teapot
- Jelly on the plate

Cooking action rhyme: 'Mix a pancake'

*Mix a pancake, stir a pancake
Pop it in the pan
Fry the pancake, toss the pancake
Catch it if you can!*

Related picture books

- *Theo's Cheer-up Cake* by Ingrid Godon (Campbell Books)
- *One Potato, Two Potato: Silly Rhymes about Food* by Jessica Souhami (Frances Lincoln)
- *A Piece of Cake* by Jill Murphy (Walker)
- *The Giant Jam Sandwich* by John Vernon Lord (Picture Piper)

Extension: pre-writing activity

Draw circles (cake-shapes) in the sand and paint circles on paper - making sure that the children start at the top and move round in a C shape.



10 Twinkle twinkle



Introduction

Listen all around: domestic sounds, including clock chiming
Individual sounds: bath water, bedclothes, lullaby on music box

Song: 'Sleep, sleep, little one, sleep'

Sleep sleep, little one, sleep
There outside are all the sheep
Lambs are penned up, safe from harm
Sleep my little one, cosy warm
Sleep sleep, little one, sleep
Sleep sleep, little one, sleep.

Sleep sleep, little one, sleep
See the sky is filled with sheep
Like a flock of clouds drift by
Led by a moonlit lullaby
Sleep sleep, little one, sleep
Sleep sleep, little one, sleep.

Encourage the children to rock gently with the music. On a second listening, encourage them to join in, humming gently.

Rhyme time

Here's a body - there's a bed
There's a pillow - here's a head
There's a curtain- here's a light
Now it's dark - and so good night!

Star light, star bright
I wish I may, I wish I might
Have the wish I wish tonight

Story time: Mattie and the star

If possible use pictures to introduce the magical star, the pirate ship and the space rocket. Before listening to the story a second time, talk about bedtime (bedtime routines, teddies, going to sleep, dreams).



Final song: 'Twinkle, twinkle little star'

*Twinkle twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle twinkle little star
How I wonder what you are*

*When the blazing sun is set
When the grass with dew is wet
Then you show your little light
Twinkle twinkle all the night
Twinkle twinkle little star
How I wonder what you are*

Follow-up ideas

- Discuss bedtime routines for dolls etc in the home corner and encourage children to put them to bed
- Make a bedtime frieze with pictures of all the things children do before going to bed
- Ask the children to make a collection of good bedtime stories for borrowing.

Other related rhymes and songs

- Wee Willie Winkie
- [Diddle diddle dumpling, my son John](#)
- Bye Baby Bunting
- [Rock-a-bye baby](#)
- Early to bed and early to rise
- To bed, to bed says Sleepy Head
- [Ten in the bed](#)
- [Five little spacemen](#)
- [Golden Slumbers](#) and other lullabies

A bedtime rhyme

*Up the wooden hill to Bedfordshire
And down Sheet Lane to Blanket Fair.*



A pirate rhyme

*One eyed Jack, the pirate chief
Was a terrible, fearsome ocean thief.
He wore a peg upon one leg;
He wore a hook and a dirty look!
One eyed Jack, the pirate chief
Was a terrible, fearsome ocean thief.*

Related picture books

- *Ten in a Bed* by Penny Dale (Walker)
- *15 Ways To Go To Bed* by Kathy Henderson (Frances Lincoln)
- *The Baby Who Wouldn't Go To Bed* by Helen Cooper (Corgi)
- *Let's Go To Bed* by Pamela Venus (Tamarind)
- *Sleepyhead* by Nicola Smee (Campbell Books)
- *Can't You Sleep Little Bear?* by Martin Waddell (Walker)
- *Nicky's Noisy Night* by Harriet Ziefert (Puffin)

Extension: imaginative innovation

Make up dreams using a repeating phrase: eg

*I dreamed that I saw a pink jelly walking!
I dreamed that I saw a blue carrot dancing...*