

Listen and Play

Spring 2012



Early Years Foundation Stage resources for children aged 3-5

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Teacher's Notes written by Sue Palmer

Listen and Play songs:

Many of the songs from this series can now be listened to / watched at any time by going to the Nursery Songs and Rhymes collection on the School Radio website. On these pages you'll also find the words to each song in printable files using child-friendly lettering.



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Introduction**1 The billy goats gruff**

Podcast / AOD begins 10/01/2012

2 The little red hen

Podcast / AOD begins 17/01/2012

3 The enormous turnip

Podcast / AOD begins 24/01/2012

4 The magic porridge pot

Podcast / AOD begins 31/01/2012

5 The elves and the shoemaker

Podcast / AOD begins 07/02/2012

6 Tiddilick

Podcast / AOD begins 21/02/2012

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Podcast / AOD begins 28/02/2012

8 The rabbits and the crocodile

Podcast / AOD begins 06/03/2012

9 Who's in Hippo's house?

Podcast / AOD begins 13/03/2012

10 The bear and the bee tree

Podcast / AOD begins 20/03/2012

Introduction**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, Liz, invites children to guess where the programme is set (some settings are easier to guess than others). They are invited to respond, but you need to ensure plenty of listening time first of all. When Liz says 'Listen', make a shh action for a count of 3–5 seconds to ensure that everyone gets to hear before anyone calls out.



- Listening for individual sounds

Now that children are orientated to the setting, discriminating individual sounds should be easier. Liz then provides a 'voiced' version of the sound (e.g. snake: ssssssss). 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 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, just 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 (e.g. dramatisation, making actions, dancing), they should be easy to memorize – 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 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 (e.g. 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. The billy goats gruff

Introduction:

Listen all around: outdoor countryside sounds
Individual sounds: stream, hooves, goats bleating

Song:

*The goats came marching one by one,
Hurrah, hurrah
The goats came marching one by one,
Hurrah, hurrah
The goats came marching one by one –
The little one stopped, to bask in the sun,
Then they all came marching,
Over the rickety bridge.*

*The goats came marching two by two,
Hurrah, hurrah
The little one stopped, to look at the view.
The goats came marching three by three,
Hurrah, hurrah
The little one stopped, to sit by a tree,
Then they all came marching,
Over the rickety bridge.*

Once children are familiar with the song, use it as a marching song – it's ideal for outdoor marching, or for transporting groups around the building (e.g. going to/from lunch). Extend the song to cover numbers to ten by helping children to make up further rhymes for four by four, and so on.

Rhyme time:

*Trippety-trip went Little Billy Goat
Over the rickety bridge.
Trottity-trot went Middle Billy Goat
Over the rickety bridge.
Trampety-tramp went Big Billy Goat
Over the rickety bridge.*

After the programme, say this rhyme again and help children to act it out: small dainty movements for Little Billy Goat; more pronounced for Middle Billy Goat, big stamping movements for Big Billy Goat.

Story time: *The Three Billy Goats Gruff*

Once upon a summertime...

Once the story is familiar, make simple masks for children to act it out. Then as you listen, add key words (e.g. 'Big Brave Billy Goat Gruff' or connectives (e.g. 'Next', 'But' and 'Now').

Use the map to demonstrate how to join in with the story, until you are practically reciting it – and encourage children to join in.

Small group discussion:

- the lesson of the story (greed and naughtiness do not pay)
- what is a troll? (compare to other make-believe monsters, e.g. giants, ogres, wolves)
- 'Should the troll have let the goats across the bridge?'
- how many other stories do children know where characters come in threes (three bears, three pigs, three sons)?

Draw three sizes of goat: small, medium and large. Add on other animals and discuss what baby animals are called (e.g. calf, foal, cub, puppy, kitten).

Final song:

*Slip, slap, slip, slap
The river's sliding by,
But the naughty troll
Under the bridge
Never opens an eye.
Trip, trap, trip, trap
Three goats are tripping by,
Now the naughty troll
Under the bridge
Calls out with a terrible cry:
WHO'S THAT GOING OVER MY BRIDGE?
But the goats go tripping on by.*

Encourage the children to sway with the rhythm and make up appropriate actions for each verse. Freeze when the troll is mentioned.

Follow-up ideas

- Hot seat the troll – why do you hide under the bridge? How did you feel when...?
- Hot seat the three goats – why did you want to cross the bridge?
- Make a rickety bridge (e.g. a plank balanced on bricks) for children to walk along.
- Go for a walk to look for bridges in your local environment.
- Make pictures of different sorts of bridges or try different ways of building bridges with materials (e.g. building blocks, card, straws) Whose bridge is the least rickety?



Related picture books:

The Three Billy Goats Gruff by Henriette Barkow (Mantra)

Related singing game:

*London Bridge is falling down,
falling down,
falling down,
London Bridge is falling down,
my fair lady.*

Two children join hands (raised above the head) to make a bridge; the others line up to go under the bridge as everyone sings. On the word 'lady' the bridge falls to trap whoever is beneath. That child is 'out' and watches the game, until only one player remains.

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVC: goat, hoof

CCVC: trip, trap, slip, slop, flip, flop

CVCC: munch

2: Little red hen

Introduction:

Listen all around: farmyard

Individual farmyard sounds: cat, goose, hen

Song:

*Hickety pickety my red hen,
She lays eggs for Farmer Ben.
Farmer Ben comes every day,
To count how many eggs lie in the hay.
Pop pop pop pop pop.*

When children know the song, use it as a counting game, giving each child the opportunity to make the 'pops', and to say how many eggs they have 'laid'.

Rhyme time:

*Chook chook chook,
Good morning Mrs Hen,
How many chickens have you got?
Madam, I have ten,
Four of them are yellow,
Four of them are brown,
And two of them are speckled red,
The nicest in the town.*

Before reading the poem again, cut out ten chicken shapes and help children split them into 4, 4, 2.

Story time: *The Little Red Hen*

Once upon a farmyard time...

At the appropriate moments of first hearing, produce pictures of the animals and stages in the process of grain to loaf (if possible, bring in grains of wheat, etc. and produce them from a covered basket). When retelling the story, use props (e.g. watering can to water the corn) or actions, and encourage children to join in with the children on the CD. Draw a map using arrows to show the order of events – add in key words. Act out the story in small groups, with one child as the hen.

Small group discussion:

- the lesson of the story (laziness doesn't get you a reward but hard work does)
- discuss 'Why were the animals unhelpful?' and 'Who should have shared?'
- discuss being helpful at home and school
- can children remember all the stages?

**Final song:**

*This is the way we plant the seed, plant the seed,
plant the seed,*

*This is the way we plant the seed,
To bake our bread in the morning.*

This is the way we cut the wheat...

This is the way we grind the wheat...

This is the way we knead the dough...

Encourage the children to stand up and move with the rhythm, making up appropriate actions.

Follow-up ideas:

- Make a picture timeline showing the sequence of events from grain to loaf
- if possible, make bread with the children – if not, bring in examples of different loaves, rolls, buns
- make loaves and buns from play-dough to sell in a role-play baker's shop (with labels, prices, receipts, opening hours, etc.)
- use the map-and-arrows technique (see Story time notes) for ordering other sequences (e.g. draw a picture map of Rosie's Walk - see booklist below - using arrows to show each event).

Act out this counting rhyme, choosing children to exchange a penny for each real or pretend bun:

*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.*

Related picture books:

Rosie's walk by Pat Hutchins (Red Fox)
Zed's bread by Mick Manning and Brita Granstrom, (Walker)
The Cock, the Mouse and the Little Red Hen by Graham Percy (Walker)
One potato, two potato: silly rhymes about food by Jessica Souhami (Frances Lincoln)

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVC: red, hen, Ben, ten, chick, cat, duck, g-oo-se, s-ee-d, bun

CCVC: grain, bread

3: The enormous turnip

Introduction:

Listen all around: field with tractor
Individual sounds: tractor, digging, watering seed

Song:

*'Oh, I have a field to plough!
Said busy Farmer Ben,
So he drove his tractor up the field,
And he drove it down again.
And when he was up, he was up,
And when he was down, he was down,
And when he was only half way up,
He was neither up nor down.
'Oh, I have some seeds to sow!'*

This makes a good marching song. Give children instruments to play (e.g. drums, shakers) and go outdoors to march, sing and play.

Rhyme time:

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

Followed by:

*The bows do shake and the bells do ring,
So merrily comes our harvest in.
We've ploughed, we've sowed,
We've reaped, we've mowed,
We've got our harvest in.*

Story time: *The enormous turnip*

Once upon a harvest time...
Appoint children to take the parts in the story, holding each other around the middle to pull.
Help children innovate the story by retelling it with a different vegetable and different characters – use people the children know.

Small group discussion:

- the lesson of the story (cooperation works – everyone pulling together)
- vegetables that grow underground (e.g. potato, carrot, onion, parsnip) and how/ where other vegetables grow.

Final song:

*One man went to grow,
Went to grow a turnip,
One man and his dog, WOOF WOOF
Went to grow a turnip.*

*One man went to plant,
Went to plant a turnip...*

*One man went to dig,
Went to dig a turnip...*

One man went to grow...

Encourage children to stand up and move with the rhythm, making up appropriate actions and barking with the dog.

Follow-up ideas:

- Plant bean seeds and watch their development; bring in a turnip (and some other vegetables) to look at and make soup
- display vegetables and make play-dough replicas to sell in a class greengrocer's shop (with labels, prices, opening hours, shopping lists, receipts)
- make a wall display of labelled pictures of tiny, small, large and enormous turnips, to show increasing size
- practise actions in open space – tugging, pulling, puffing, panting
- use vegetable slices for simple printing of patterns.

Children suggest vegetables for the soup in the rhyme below, then mime the actions (crying for onions, scraping at the carrots, chopping very hard for turnips, etc.):

*Chop, chop, choppity chop,
Cut off the bottom and cut off the top.
What there is left, we will put in the pot,
Chop, chop, choppity chop.*

Related picture books:

Dig, dig, digging by Margaret Mayo and Alex Ayliffe (Orchard)
Meg's veg by Jan Pienkowski (Puffin)
The gigantic turnip by Aleksei Tolstoy and Niamh Sharkey (Barefoot)



Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVC: Ben, dig, dog, cat, s-ee-d, s-ou-p, chop, shop, pot, cut, b-ea-n

CCVC: plant

4: The magic porridge pot

Introduction:

Listen all around: outdoor woodland scene
Individual sounds: knocking on door; eating from a bowl with a spoon; porridge bubbling in a pan

Song:

*Bubble bubble bubble,
Bubble bubble bubble,
Porridge in the pot.
Bubble bubble bubble,
Bubble bubble bubble,
Stir it piping hot.
Split splat splot,
Split splat splot,
Magic porridge pot.
Plip plap plop,
Plip plap plop,
Stir it, never stop.
Bubble bubble bubble...
Eat it piping hot.*

Once children are familiar with the song, turn it into a 'porridge dance'. As they sing, they act the part of the bubbles in the porridge – swaying and moving arms for 'bubble bubble' and jumping in time to the 'split splat splot', and so on.

Rhyme time:

*Porridge is bubbling, bubbling hot,
Stir it round and round in the pot.
The bubbles plip, the bubbles plop,
The bubbles split splat splot –
It's ready to eat, all bubbling hot.
Porridge in a pot –
Stir it quickly keep it hot.
Put it in a bowl,
Then eat the lot!*

Story time: *The magic porridge pot*

Once upon a hungry time...

Use the techniques described in previous programmes to help children learn the story. Use drama activities to familiarise children with the story before they hear it again (e.g. practise moving around in an open space, stopping and starting, flowing, moving slowly, spreading out (use a 'clap' or magical command to stop and start). Hot seat the characters in the story: how did you feel when...? Ask children in groups of three to act out the story.



Small group discussion:

- the lessons of the story (you can have too much of a good thing; make sure you know how to work things before messing with them)
- discuss the fact that some people don't have food to eat; magic words (e.g. abracadabra, open sesame; hocus-pocus; Izzy Wizzy, let's get busy)
- use a repeating phrase to innovate (e.g. 'In my magic pot I found – a silver coin. In my magic pot I found – a baby dragon...').

Final song:

*Near a cottage in a wood
A little boy in the forest stood,
Saw an old lady passing by
With a magic pot.
Bubble, bubble, porridge pot,
Make me porridge, make a lot,
Don't forget the magic words:
No more, that's the lot.
Near a cottage in a wood
A little boy in the forest stood,
The magic pot was bubbling hot,
Spilling over the path.
Magic porridge cooking pot,
Save me, save me, save me, stop!
Stop this magic porridge pot,
No more, that's the lot!
No more, that's the lot!*

Children stand and sway to the music. On a subsequent hearing, they could move around with the sounds – and mime the final verse.

Follow-up ideas:

- Bring in a packet of porridge oats and make some porridge with the children – with honey and milk, it would make a good breaktime snack.

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVC: rap, pot, hot, lot

CCVC: stop, plip, plop, spill

5: The elves and the shoemaker

Introduction:

Listen all around: town street

Individual sounds: footsteps, brushing sound, hammering nails

Song:

*Cobbler, cobbler, mend my shoe,
(Mime hammering in nails)
Get it done by half past two,
Stitch it up and stitch it down,
(Mime stitching)
Then I'll walk around the town.
(Drum feet on the ground as if walking)*

*Cobbler, cobbler, mend my boot,
(Hammering nails)
Mend it well to fit my foot.*

*Cobbler, cobbler, buckle my shoe...
(Fastening a buckle)*

*Cobbler, cobbler, lace my shoe...
(Tying a lace)*

The song can be sung as an action song, while children are either sitting or walking round the room (clap and count to ten) between each verse.

Rhyme time:

*One two, buckle my shoe,
Three four, knock the door,
Five six, pick up sticks,
Seven eight, lay them straight,
Nine ten, a big fat hen.*

For children who are counting to 20, the second verse of this action rhyme is:

*11, 12 dig and delve,
13, 14 maids a-courting,
15, 16, maids in the kitchen,
17, 18 maids a-waiting,
19, 20 my plate's empty.*

*I can tie my shoelace,
I can comb my hair,
I can wash my hands and face
And dry myself with care.*

**Story time:** *The elves and the shoemaker*

Once upon a fairytale time...

To hold children's attention on first hearing, show appropriate pictures for the shoemaker, the fine pair of shoes and the little elves. After listening, you could make footprints by drawing round feet and then cutting them out. Make a row of pictures from the story along a wall, with the footprints leading from one picture to the next.

Get children to practise tapping, cutting and sewing movements – also working quietly so as not to be heard!

Small group discussion:

- the lessons of the story (one good turn deserves another; kindness is a virtue)
- what are elves?
- other make-believe fairy folk (e.g. fairies, leprechauns)
- some children may be about to join Brownies.

Final song:

*One nail, one hammer, keep moving,
One nail, one hammer, keep moving,
One nail, one hammer, keep moving,
We'll all be merry and bright.*

*One needle, one thread, keep moving...
One buckle, one shoe, keep moving...
One toe, one heel, keep moving...
One ankle, one foot, keep moving...*

Help the children devise a dance to go with this song, using the shoemaking actions that you have practised and devising actions for the other verses.

Follow-up ideas:

- Collect different sorts of shoes (e.g. Wellington boots, ballet shoes, football boots) and talk about where you would wear them.
- Collect shoes of different sizes and ask children to put them in order of size. Set up a shoemaker's shop, with a window display and appropriate environmental print (opening hours, bills and receipts, pay here, etc.). Can all the children tie their shoelaces? Ask those who can to help the others learn to do it for themselves.
- Make a simple graph of favourite colours of footwear in the class.

Related picture books:

New shoes, red shoes by Susan Rolling (Orchard)
One shoe, two shoes by Jeanne Willis

Related nursery rhymes:

'There was an old woman who lived in a shoe'
'Cockadoodle doo, my dame has lost her shoe'

Dancing song: (to the tune of 'Twinkle twinkle little star')

*Let us dance and let us sing,
Dancing in a fairy ring,
We'll be fairies on the green,
Dancing round our fairy queen.*

*Let us dance and let us sing,
Dancing in a fairy ring.
Faster, faster, round we go,
While our cheeks with roses glow,*

*Free as birds upon the wing,
Dancing in a fairy ring.
Faster, faster, round we go,
While our cheeks with roses glow.*

This might be the dance the elves went off to do. Children join hands and skip in a ring (perhaps one child acting as Fairy Queen in the middle); slowly for the first verse, faster for the second.

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVC: tap, fit

CCVC: brush

6: Tiddilick

Introduction:

Listen all around: Australian didgeridoo sounds.
Individual sounds: lake water, kookaburra, frogs croaking.

Song:

*Five little speckled frogs,
Sat on a speckled log
Eating some most delicious bugs (Yum, yum!)
One jumped into the pool
Where it was nice and cool,
Then there were four speckled frogs. (Glug, glug!)*

The song can be acted out by children, can be performed as a finger rhyme, or you can create five speckled frog stick puppets by cutting out pictures and sticking them on to wooden sticks.

Rhyme time:

*Over on the lake, in the water and the sun
Lived a little mother frog, and her baby frog one,
"Croak," said the mother,
"I croak," said the one
So they croaked and they croaked on the lake in
the sun.*

*Over in the bush, on the grass near a tree
Lived a little mother snake and her baby snakes
three
"Hiss," said the mother,
"We hiss," said the three
And they hissed and the hissed on the grass by
the tree.*

Followed by:

*Old Jumpety-Bumpety-Hop-and-Go-One
Was lying asleep on his side in the sun
This old kangaroo, he was whisking the flies
With his glossy tail from his ears and his eyes
Jumpety-Bumpety-Hop-and-Go-One
Was lying asleep on his side in the sun,
Jumpety-Bumpety-Hop!*

Work out a movement sequence for Jumpety-Bumpety-Hop-and-Go-One, which the children can do as you say the words.

Story time: *Tiddilick and the kookaburra*

Once upon an Australian time...

To hold attention on first hearing, show the appropriate pictures for the animals. Ask children in groups of four to act out the story.

Small group discussion:

- What do the children know about Australia and Australian wildlife? What do they think of Tiddilick's behaviour? Was he a nice frog? Why/why not?

Follow-up ideas:

- Make an Australian small world scene in a tray, with a blue paper lake, sandy shore, trees. Make play-dough frogs, snakes, kangaroo and kookaburra.
- Use 'frog movements' to develop finger muscles for handwriting: when the frog swims move the thumb and first finger together making the shape of a frog's legs swimming (good for pencil grip). Rest these fingers on the third finger when the frog is resting!

Related picture books:

The Big Wide-Mouthed Frog by Ana Martin Larranaga (Walker)

I love you, Blue Kangaroo by Emma Chichester Clark (Collins)

Australian song – 'Waltzing Matilda':

*Once a jolly swagman camped by a billabong
Under the shade of a coolbar tree
And he sang as he watched and he waited till his
billy boiled
Who'll come a waltzing Matilda with me?
Waltzing Matilda, waltzing Matilda,
Who'll come a waltzing Matilda with me?
And he sang as he watched and he waited till his
billy boiled
Who'll come a waltzing Matilda with me?*

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVCs: hop, log, bug, yum, hiss, gum, hot, sun

CCVCs: frog, glug,

CVCCs: jump

7. The Rajah's Secret

Introduction:

Listen all around: Indian music
Individual sounds: tabla drum, flute, sitar

Song:

*Oh, I can play the tabla drum
And this is the way I play it –
BOOM DI YA BOOM
Goes the tabla drum
And that's the way I play it.*

*Oh, I can play the wooden flute
And this is the way I play it –
TOOT TOOTLE TOOT
Goes the wooden flute
And that's the way I play it.*

*Oh, I can play the big sitar
And this is the way I play it –
ZING ZANGLE ZING
Goes the big sitar
And that's the way I play it.*

*Oh, I can play the tambourine
And this is the way I play it –
RATTLE SWISH BOOM
Goes the tambourine
And that's the way I play it.*

Once children are familiar with this rhyme, devise a sequence of mime and movement, preferably accompanied by the actual instruments, or something similar.

Rhyme time:

*Toot tootle toot goes the wooden flute.
Boom di ya boom goes the tabla drum.
Zing zangle zing goes the big sitar.
Rattle swish boom goes the tambourine.*

*In the forest there grew a very tall tree.
One day the Rajah made a decree
"This tree is too tall, it makes the forest dark as night.
We'll cut it down and then we'll have light."
So along came the woodcutter with his axe
Chop chop chop, he didn't stop
Until...creeaaak....whoosh!
The tree toppled down with a huge big crash.*

Recite the poem while the children mime: a tall tree; the Rajah decreeing; the woodcutter chopping; the tree falling to the ground.

Story time: *The Rajah's Secret*

Once upon an Indian time...

To hold attention on first hearing, show the appropriate pictures for the Rajah, Gopal, the three instruments. Use a story map, drama, hot-seating, etc to familiarise children with the story, then listen to it a few times, helping them to join in.

Small group discussion:

- What do the children know about India?
- What colour hair do people you know have?
- Was Gopal right to tell the tree about the Rajah's hair? Why/why not?
- Invent silly secrets using a repeating phrase, e.g. I saw a cloud giggling. I saw a kettle singing to itself. I saw a purple cat running down the lane.

Final song:

*The Rajah had a secret – he had green hair
So he always wore a hat so no one would stare.
No one knew his secret in all the land
Except his barber who said it looked grand.
Gopal never told a soul for many a year
So, he went to the forest out of fear.
He told the tallest tree, "Please, you must believe me
The Rajah wears a hat to hide his bright green hair."*

*Next day the Rajah made a decree
For in the forest there grew a great tree
"This tree is too tall, it makes the forest dark as night.
We'll cut it down and then we'll have light."
So along came the woodcutter with his axe
Chop, chop, chop, he didn't stop
Until...creeaaak....whoosh!
The tree toppled down with a huge big crash.*

*Then the Rajah had a feast for his birthday,
He invited some musicians to come and play.
Boom di yah boom sang the tabla drum
The rajah has a secret – he has green hair.
Toot tootle toot sang the wooden flute
The rajah has a secret – he has green hair.
Zing zangle zing sang the big sitar
The rajah has a secret – he has green hair.*



*But Gopal the barber didn't dare
Tell of the Rajah's bright green hair.*

Encourage children to move rhythmically to the music. When it is familiar, devise a dance, integrating the movements and mimes practiced earlier.

Follow-up ideas:

- Make an Indian display with fabrics, artefacts, pictures; look for suitable instruments to try and make Indian music and dances.
- Play a sound game: hide instruments behind a cloth; everyone is silent, a child is chosen to play instrument and some has to guess which one. Use instruments to practise listening to and repeating patterns.
- Listening game. Play 'Good morning, oh Rajah'. One child is chosen to be Rajah and sits blindfolded on a 'throne' out front. Point to a child who steps up and says 'Good morning, oh Rajah' (in a disguised voice). If the Rajah can guess who it is, they stay in the seat for another turn. If they get it wrong, then they swap places.

Related picture books:

The Tiger Child by Joanna Troughton (Puffin)
The Emperor's New Clothes by Hans Christian Andersen (Walker)

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVCs: cut, chop, boom, toot, zing

CCVCs: drum, flute (split digraph)

8. The Rabbits and the Crocodile

Introduction:

Listen all around: Traditional African drums.
Individual sounds: river water, baby crocodiles, fire burning.

Song: (to the tune of 'London's burning')

*Fire is burning, fire is burning
Crickle crackle, crickle crackle
Fire, fire! Fire, fire!
Pour on water, pour on water!*

Sing as an action rhyme (making hand or body movements for the fire burning, miming shouting then pouring on water). Divide the children into four groups to sing one line each while everyone makes the actions. More able children may be able to sing the song as a round.

Rhyme time:

*If you should meet a crocodile,
Don't take a stick and poke him,
Ignore the welcome in his smile,
Be careful not to stroke him;
For as he sleeps upon the Nile
He thinner grows and thinner,
And where'er you meet a crocodile
He's ready for his dinner!*

Followed by:

*How does the little crocodile
Improve his shining tail
And pour the waters of the Nile
On every golden scale?
How cheerfully he seems to grin,
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws.*

Story time: *The rabbits and the crocodile*

Once upon an African time...

To hold attention on first hearing, show appropriate pictures for the animals.
Make simple card masks for rabbits and crocodile, for children to act out the story.

Useful activity for strengthening finger muscles:
use a lamp to create simple shadow on a wall
– make crocodile jaws by using hands to make jaws, use fingers to make rabbit head and ears.
Perform the story as a shadow play.

Practise moving like a rabbit or crocodile – bunny hops and slithers.

Small group discussion:

- Africa – do the children know anything about it?
- What do they know about crocodiles?

Final song:

*Look at the sneaky crocodile
I-oh, I-oh, I-oh
He's swimming down the River Nile
I-oh, I-oh, I-oh.*

*The crocodile has a swishing tail
I-oh, I-oh, I-oh
He swims along and leaves a trail
I-oh, I-oh, I-oh.*

*The crocodile has great big jaws
I-oh, I-oh, I-oh
The crocodile has great big claws
I-oh, I-oh, I-oh.*

*See his jaws are open wide
I-oh, I-oh, I-oh
A little fish is swimming inside
I-oh, I-oh, I-o...
Oh no, he's not...he's gone the other way!*

Encourage children to snap their hands together for I-oh, and sway with the rhythm. On subsequent hearings, encourage them to move around the room, being the crocodile (and snapping disappointedly at the end).

Follow-up ideas:

- Make an African display with fabric, artefacts, pictures
- make a crocodile from painted egg boxes stapled together and two lidded cardboard eyes
- Display a large crocodile on the wall and label various parts – jaws, tail, teeth, etc.
- Draw and make a wall display of pairs of animals that are very different in size and nature, e.g. worm and elephant (then discuss: which would you rather be and why?)

9. Who's in Hippo's house?

Related picture books:

Over in the Grasslands by Anna Wilson and Alison Bartlett (MacMillan)

Bringing the rain to Kapiti Plain by Verna Aardama (MacMillan)

'The enormous crocodile' by Roald Dahl

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVC: hiss, fish,

CCVC: spit, spat, stick, trick, swim

Introduction:

Listen all around: Traditional African drums, sounds of insects

Individual sounds: tree frogs, lion, hippopotamus

Song:

*One big hippo balancing,
Step by step on a slippery log.
He thought it such tremendous fun
He called for another hippo to come.*

*Two big hippos balancing,
Step by step on a slippery log.
They thought it such tremendous fun
They called for another hippo to come.*

*Three big hippos balancing...
...Four big hippos balancing...*

*Five big hippos balancing,
Step by step on a slippery rock;
But all of a sudden, they fell in the mud
And down came all the hippos with a great big thud!*

Count on fingers and move hand to show the hippos balancing. When the song is familiar, practise miming a hippo balancing on a rock, then put children in groups of five and let them act it out while singing.

Rhyme time:

*A zebra makes a very strange sound
Whoop whoop whoop whoop
As it crosses the ground
Its body is striped black and white
A zebra is a very strange sight.*

Invent further verses, e.g.

*An elephant makes a very strange sound
Trumpet, trumpet
As it crosses the ground
Its body is big and its skin is grey
And it swings its trunk all night and day.*

*A hippo likes to splish and splash
He wades in the mud and wallows in his bath
He can walk underwater along the river bed
With water above and over his head*

*He really is an amazing fellow
All day long he loves to wallow.*

Story time: *Who's in Hippo's house?*

Once upon an African time...

To hold attention on first hearing, show appropriate pictures for the animals. Use art, drama, hot-seating to familiarise children with the story. Make up actions to use on repeated hearings and encourage them to join in until they can retell it.

Small group discussion:

- Africa – what do the children know/remember about it?
- What do they know about hippos, zebras, lions?
- What do they know about different animals' "houses" (habitats) – who lives underground, in water, up trees, in caves, in forests?

Final song: (to the tune of 'Three little fishes')

*Down at the waterhole, splish splosh splash
There's a great big hippo having a bath
With a splish splosh splash and and splish splosh splash,
A great big hippo, having a bath.*

*Splish splosh splish splosh
Splashy splash!
Splish splosh splish splosh
Splashy splash!
Splish splosh splish splosh
Splashy splash!
A great big hippo, having a bath.*

*Down at the waterhole, splish splosh splash
There's a frog and a hippo having a bath...*

Encourage children to join in with the chorus and sway with the rhythm. On subsequent hearings, encourage them to move to the music, using arms to signify splashing. They could dance individually for the first verse, then work with a partner, 'splashing' each other for the second.

Follow-up ideas:

- Continue the African display, focusing more on African animals
- practise moving like different animals, e.g. snakes slither, hippos wallow, elephants plod; create your own 'Hippo's House' and simple animal masks for children to act out the story; collect drums (or make from empty biscuit tins, etc) and try making African music.
- Game: cut the class in half and at playtime give each child an animal sound to make – they have to find the others in their group.

Related picture books:

The leopard's drum by Jessica Southami (Frances Lincoln)

Tortoise's dream by Joanna Trougton (Puffin)

My home by Roderick Hunt (Oxford University Press)

Hippo song:

Children love the Flanders and Swan Hippopotamus song!

Traditional rhyme: (suitable for action/mime)

*Someone came knocking at my wee, small door
Someone came knocking and I'm sure, sure, sure
I listened, I opened, I looked to left and right
But nothing was a-stirring in the still dark night.*

Tuning into sounds:

Words from this programme that can be used in word-building activities:

CVC: big, rock, fun, bath, mud

CCVC: step, frog

**Bear hide and seek game:**

*There's a great big bear
Sleeping over there;
Who's going to hide his honey?
Wake up Mr/Mrs Bear
Go and find your honey.*

One child lies with back to the others, being the sleeping bear, with a jam jar beside him/her. The others take turns to creep up, steal the honey pot and hide it (this must be done very quickly, or the others get restive). Mr/Mrs Bear then has to find it, while the rest of the group call 'warm, warmer', etc.

Tuning into sounds:

Words from this programme that can be used in word-building activities:
CVC: top, mess, wing (/ng/ is a single phoneme).
CCVC: swim, sweet, brown, slam, cross
CVCC: honk, went, help.