

Listen and Play



Cat Sandion presents *Listen and Play*

Age: 3-5

Downloads: These programmes are available to download from the School Radio pages of the BBC Teach website.

Listen and Play on bbc.co.uk/teach/schoolradio

These Teacher's Notes are primarily intended for print. The content - with additional features - can also be found on the *Listen and Play* pages of the School Radio website on BBC Teach.

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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.

Listening for individual sounds:

Now that children are orientated to the setting, discriminating individual sounds should be easier. Cat then provides a 'voiced' version of the sound (eg snake: sssssssss). 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 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

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 story-telling 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 (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. Minibeasts

Introduction

Key vocabulary: minibeast, worms, slugs, beetles, bees, caterpillar, butterfly.

Sound discrimination: Cat invites the listeners to guess the sounds: bees buzzing and grasshoppers chirping. She then invites the children to think about the minibeasts which don't make a sound - worms, butterflies, spiders, slugs and snails - and to think about how they move.

Rhyme time – Wiggly Woo

*There's a worm at the bottom of my garden
And his name is Wiggly Woo
There's a worm at the bottom of my garden
And all that he can do
Is wiggle all night
And wiggle all day
He's wiggling his life away
There's a worm at the bottom of my garden
And his name is Wiggly Woo.*

Encourage the children to listen and hear the **rhyming words – woo /do, day /away**. When the rhyme is repeated, encourage the children to join in with the appropriate actions.

Repeat the rhyme with 'wiggly' actions.

Story time: *Susie's surprise*

Once upon a garden time...

To hold attention and help engage the children you can show pictures, images, puppets or toys to represent Susie and the birds, flowers, trees, caterpillar, chrysalis, butterfly, jar, twigs, lettuce, leaves etc... On second listening, encourage the children to retell the story using the props to help with the story sequence.

Final rhyme - Two little caterpillars

*Two little caterpillars wriggling on a branch
One named Betty
One named Blanche
Wriggle away Betty
Wriggle away Blanche
Come back Betty
Come back Blanche*



You can mime or sign actions to the words with wiggly fingers and body movements.

Follow-up ideas

Create a minibeast-themed small world area (if possible both indoors and out) supply props and pictures to provide a visual support for core language.

Consolidate key vocabulary - eg minibeasts, bees, crickets, caterpillars, chrysalis, butterflies.

Sequencing and ordering: caterpillar, chrysalis, butterfly.

Outdoor focus: Create a wild flower area to encourage bees and other pollinators.

Discuss caring for the environment.

Go for a minibeast hunt:

- Can you hunt for spiders and their webs? What else can you find? Explore the outdoor environment, provide magnifying glasses and pooters, clipboards, paper, pencils, information books.
- Can you make a minibeast investigation station?
- How many different creatures can you find? Worms, slugs, snails, caterpillars, beetles, ants, woodlice, ladybirds - make a simple graph to record your findings
- Can you make a minibeast hotel or a bug box?

Place large sheets of white paper, or plastic under trees, shrubs or bushes and shake gently, collect anything that falls. The white background makes bugs easier to spot and examine more closely.

To create a minibeast habitat gather logs, wooded pallets, house bricks, plant pots, bamboo, hollow tubes, leaves, grasses, sticks pebbles. If possible, site in a sheltered spot close to vegetation or to catch the morning sun. Add any minibeasts you have collected.

Ask open questions to encourage the children to give more information – What? Why? Where? Who?

Enhance your water play provision with plastic bugs, e.g. you could add plastic spiders and tubes to scaffold the 'Incy, Wincy Spider' minibeast rhyme.

Activities to support Letters and Sounds - General Sound Discrimination

Phase 1- Environmental sounds - Tuning into sounds: go for a Listening Walk outdoors. Can you hear the birds singing? Can you hear the bees buzzing?



Phase 1- Aspect 5 – Alliteration: developing the ability to 'tune in' to speech sounds, eg 'I spy' a creeping caterpillar, a wiggly worm, a buzzing bumble bee etc... Can you make up some 'Silly sentences' or 'Tongue twisters'? - eg 'busy bees and beautiful butterflies are buzzing and bobbing by. '

Other related rhymes and songs

Underneath a stone where the soil was firm

(One hand makes a 'fist' stone)

I found a wiggly, wiggly worm

(Tip the fist stone to reveal a wriggling finger from the other hand)

'Good morning' I said, and 'How are you today?'

(Talk to wriggling finger)

But the wiggly worm just wriggled away.

(Finger wriggles behind back)

If I was a minibeast

Guess what I would be?

I'd like to be a beetle

(Insert different minibeast names)

And this is what you'd see...

ME! Going...

Scuttle and stop, scuttle and stop, scuttle and stop.

Alternative verses might include; butterfly - flutter and fly; worm - wriggle and slide; snail – creep and crawl. Invite children to make additional suggestions.

Additional rhymes

'Incy wincy spider'

'Here is the bee hive, where are the bees?'

'Little Arabella Millar found a furry caterpillar'

Related picture books

Incy Wincy Spider by Keith Chapman (Little Tiger Press)

Snail Trail by Ruth Brown (Andersen Press Ltd)

Yucky Worms by Vivian French (Nature Storybooks)

The Very Hungry Caterpillar by Eric Carle (Picture Puffin)

The Bad Tempered Ladybird by Eric Carle (Picture Puffin)

Aaaarrgghh Spider! by Lydia Monks (Egmont)

The Very Busy Spider by Eric Carle (Puffin)

Spinderella by Julia Donaldson and Liz Pichan (Egmont)

2. Pirates

Introduction

Key vocabulary: sea, land, sail, captain, crew, pirate, treasure, chest, map, telescope, parrot, etc...

Sound discrimination: Cat invites the listeners to identify individual sounds: sea-gulls, waves on the sea, wind blowing, waves crashing, storm at sea. She then invites the listeners to imagine that they are on a pirate ship in a rough sea and to lean this way, that way, forwards, backwards!

Rhyme time – When I was One I sucked my thumb!

*When I was one, I sucked my thumb
The day I went to sea!
I climbed a-board a pirate ship,
And the captain said to me
We're going this way, that way, forward and backward, over the Irish Sea
We're going this way, that way, forward and backward, that's the life for me!*

*When I was two, I buckled my shoe
The day I went to sea!
I climbed a-board a pirate ship,
And the captain said to me
'We're going this way, that way, forward and backward, over the Irish Sea
We're going this way, that way, forward and backward, that's the life for me!'*

*When I was three, I bashed my knee
The day I went to sea!
I climbed a-board a pirate ship,
And the captain said to me
'We're going this way, that way, forward and backward, over the Irish Sea
We're going this way, that way, forward and backward, that's the life for me!'*

*When I was four, I knocked on the door
The day I went to sea!
I climbed a-board a pirate ship,
And the captain said to me
'We're going this way, that way, forward and backward, over the Irish Sea
We're going this way, that way, forward and backward, that's the life for me!'*

*When I was five, I learned to dive
The day I went to sea!
I climbed a-board a pirate ship,
And the captain said to me
'We're going this way, that way, forward and backward, over the Irish Sea
We're going this way, that way, forward and backward, that's the life for me!'*



Children can listen the first time and then join in with the actions when the rhyme is repeated.

Story time: *Captain Whitebeard's birthday*

To help focus the children's attention you can use props such as play-people, toys and puppets to represent the characters - eg a pirate, a cat, a parrot, a 'secret' book, a cook's hat, a bowl, a spoon, a 'treasure chest' containing balloons, party hats, birthday cards and a birthday cake.

On second listening, encourage the children to retell the story using the props to help with the story sequence.

Final time – I'm a pirate (tune: Frère Jacques)

***I'm a pirate,
I'm a pirate
Yo ho ho!
Yo ho ho!***

***I can sail the ocean,
I can sail the ocean*** (make a wave motion with hands)
***Yo ho ho!
Yo ho ho!***
(Repeat)

***I'm a pirate,
I'm a pirate
Yo ho ho!
Yo ho ho!***

***I can dig for treasure,
I can dig for treasure*** (pretend to dig)
***Yo ho ho!
Yo ho ho!***
(Repeat)

***I'm a pirate,
I'm a pirate
Yo ho ho!
Yo ho ho!***

***I can wear my eye patch!
I can wear my eye patch!*** (point to eye)
***Yo ho ho!
Yo ho ho!***
(Repeat)



Follow-up ideas

Create a pirate map: provide differently-sized pieces of paper and a selection of markers, felt tip pens, crayons and pencils. Encourage the children to work collaboratively on large rolls of paper on the floor.

Make a pirate dressing up box, including stripy t-shirts, curtain ring earrings, hats, eye patches, telescopes, a treasure chest, jewels, maps, pirate flags, etc. These props can be used to provoke story telling.

You can make your water tray into a pirate sailing experience with a selection of boats. Encourage the children to make their own boats, model pirates, fish and other sea creatures.

Make a 'feely treasure box'. Place different items into the box for children to touch and discover. Encourage the children to use a wide range of vocabulary to describe what they can feel. Suitable treasure could include a pine cone, a smooth stone, a shaky egg, a piece of velvet, a feather, a wooden brick and a small sponge.

Activities to support Letters and Sounds – Aspect 4

Listen to the Beat (Beat Competency)

Keeping a steady beat? Moving in time to the beat? Fast, slow, skipping, marching. Keep body percussion skills simple at first such as marching and stamping like a pirate?

Rhythm and Rhyme - Singing Pirate Shanties - Yo Ho Yo Ho!

Yo, Ho, Yo, Ho! (sound out/ emphasise alliteration) this is ideal outside or in a large space like the hall where the children can really move around.

Other related rhymes, songs and games

*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.*

'I spy with my little eye...treasure beginning with...'

Pirate song: 'Wind the treasure up' (tune - 'Wind the bobbin up').

Related picture books

Treasure Hunt by Nick Butterworth (Harper Collins Children's Books),

The Night Pirates by Peter Harris (Egmont)

Peter Pan by JM Barrie (Puffin Chalk)

On a Pirate Ship by Anna Millbourne, Benji Davies (Usborne Picture Books)

3. In my little garden

Introduction

Key vocabulary: garden, grass, soil, plant, shoots, vegetables, seeds, flowers, water, rain, puddles, mud, wellies, contrary, grumble.

Sound discrimination: garden sounds, birds singing, wind blowing through the trees. Cat invites the listeners to guess the sounds: rain, squelching of feet in puddles, splashing, tinkling bells.

Cat then invites the listeners to imagine that they are holding a bell and shaking it along to the sounds as they join in with 'Mary, Mary, quite contrary.'

Song – Mary, Mary, quite contrary

*Mary, Mary, quite contrary
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.*

Help children to keep in time with a steady beat as they 'shake their imaginary bells.'

Story time: Mary, Mary

Once upon gardening time...

To help the children focus and maintain attention, provide a watering can, bells, shells, flowers, a girl puppet or doll and use these items (along with pictures) to illustrate the story. These resources can also be used later as prompts to help retell and sequence the story.

Cat encourages the children to pretend to water plants with their watering cans and to imagine that their plant is growing pea pods.

Final rhyme – Five little peas

Five little peas

In a pea pod pressed, (*curl fingers of one hand closed to make a pea pod shape*)

One grew, two grew, (*open up fingers one at a time*)

And so did all the rest. (*uncurl all fingers*)

They grew and grew (*point fingers, hand and arm upwards*)

And did not stop,

Until one day

The peapod popped! (*clap hands together*)

Cat repeats the rhyme and encourages the children to join in with some actions as they listen.



Follow-up ideas

Go for a walk in the rain, wearing waterproof clothes and wellies to splash in the puddles.

Germinate mustard and cress seeds on damp cotton wool to make a mini garden in a shallow tray.

Small group discussion: why was Mary contrary? Why is it important to be helpful? What would you have done if you were Mary? Talk about being helpful, recap how did Mary help her mum? What can you do to be helpful? At school? At home?

Discussion: encourage the children to talk about gardens, growing and helping. Play 'word tag' - eg 'In my garden I planted some...roses.' Then continue and tag the new words on, daffodils, cabbages, potatoes, etc...encouraging the children to remember the correct order as they participate.

Play 'The beans game.' As a warm-up activity, ask the children to 'stomp' and 'stamp' around the hall like Mary in her garden. (This is ideally played in the hall or a large space as it provides great opportunities for lots of action and movement). Children initially run, skip or hop around. Children make different shapes and movements as each bean is named:

- String beans – stand up tall and thin.
- Broad beans – stand up in a wide star shape.
- Runner beans - run around.
- Jumping beans – jump around.
- Chilli beans – shiver and shake.
- Jelly beans – wobble.
- Baked beans – star shape but flat on the floor.

Other related rhymes and songs and games

Oats and beans and barley grow,

Oats and beans and barley grow,

(Indicate plants growing from ground up)

Not you, nor I, nor anyone knows,

(Point to own chest, and to others)

How oats and beans and barley grow.



First the farmer sows the seed, (*Scatter seeds around*)
Then he stands and takes his ease,
 (*Stands with hands on hips and legs apart*)
Stamps his feet and claps his hand,
And turns around to view the land.
 (*turn around, shading eyes with hand*)

Children can listen the first time and then join in with the actions when the rhyme is repeated.

I hear thunder (Tune - Frère Jacques)

I hear thunder, I hear thunder (*Bang hands on knees or feet on the floor*)
Hark, don't you? Hark, don't you? (*Hand to ear, pretend to listen*)
Pitter patter rain drops
Pitter patter rain drops (*Indicate rain falling with fingers*)
I'm wet through. So are you! (*Point to self, then to others*)

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

Round and round the garden (finger play)

This action-rhyme is very useful for developing hand-eye coordination and the muscles of the fingers.

Round and round the garden
Like a teddy bear;
One step, two step,
Tickle you under there!

Additional rhymes

'Rain, rain go away'
 'I hear thunder'
 'It's raining, it's pouring'
 'Doctor Foster'

Related storybooks

Titch by Pat Hutchins (Red Fox)
The Tiny Seed by Eric Carle (Picture Puffins)
Billy's Sunflower by Nicola Moon (little Hippo)
Inch by Inch: The Garden Song by David Mallet (Harper Collins)
Ants in your Pants by Sue Boyle (Scholastic)
Contrary Mary by Anita Jeram (Walker Books)

4. Down in the Jungle

Introduction

Key vocabulary: jungle, monkey, elephant, lion.

Sound discrimination: Cat invites the listeners to guess the sounds of an elephant trumpeting, a lion roaring and a monkey chattering. She also encourages children to make the appropriate actions.

Cat introduces the song **Five little monkeys** and she invites the listeners to listen and then join in with the song.

Song – Five little monkeys

*Five little monkeys swinging from a tree,
Teasing Mr Crocodile: you can't catch me!
Along came Mr Crocodile as quietly as can be and
SNAP! went the crocodile and then there were...*

*Four little monkeys swinging from a tree,
Teasing Mr Crocodile: you can't catch me!
Along came Mr Crocodile as quietly as can be and
SNAP! went the crocodile and then there were...*

*Three little monkeys swinging from a tree,
Teasing Mr Crocodile: you can't catch me!
Along came Mr Crocodile as quietly as can be and
SNAP! went the crocodile and then there were...*

*Two little monkeys swinging from a tree,
Teasing Mr Crocodile: you can't catch me!
Along came Mr Crocodile as quietly as can be and
SNAP! went the crocodile and then there was...*

*One little monkey swinging from a tree,
Teasing Mr Crocodile: you can't catch me!
Along came Mr Crocodile as quietly as can be and
SNAP! went the crocodile and then there were...*

No little monkeys swinging from a tree...Oh no!

Help children join in with the song and the sound effects.
Use fingers to demonstrate downward counting 5, 4, and 3, 2, 1, 0.

This song can later be used for a counting activity.



Children can use percussion instruments to represent the 'SNAP!'

Story time: *Jungle friends*

Once upon a jungle time...

If possible, to hold attention, provide props to support the story - eg a drum and puppets or soft toys of an elephant, a lion, and a monkey.

Links to Letters and Sounds Phase 1 - Aspect 6: Voice Sounds

On subsequent listening, encourage children to imitate some of the sounds they hear or hear about - eg snoring, yawning, animals 'chattering', squelchy mud, water splashing, bubbling and dripping. Simple percussion instruments can be used to recreate other sound effects - eg rain sticks to represent water dripping, drums for the jungle sound. Encourage the children to share their suggestions too.

Final Song - Down in the jungle

***Down in the jungle, where nobody goes,
There's a little baby elephant
Washing his clothes
With a rub-a-dub here
And a rub-a-dub there
That's the way he washes his clothes...***

(elephant actions imitate a trunk waving - children wave their arm up and down above their head)

***Down in the jungle, where nobody goes,
There's a little baby lion
Washing his clothes
With a rub-a-dub here
And a rub-a-dub there
That's the way he washes his clothes...***

(lion actions - growling, making a fierce face and claw like fingers)

***Down in the jungle, where nobody goes,
There's a little baby monkey
Washing his clothes
With a rub-a-dub here
And a rub-a-dub there
That's the way he washes his clothes...***

(monkey actions - scratch under your arms with both hands and make a monkey face as you wash and rub your clothes)



Cat encourages the children to listen and respond with actions to the 'Down in the jungle' song.

On subsequent listening, encourage children to suggest different actions to go with the song and sound effects (eg elephants stamping and trumpeting, children miming washing and rubbing their clothes, lions clawing and growling, monkeys scratching and hopping from foot to foot whilst making a monkey face and washing clothes).

Cat invites the children to say goodbye to the animals in the jungle: 'Goodbye elephant!', 'Goodbye lion!', 'Goodbye monkey!'

Follow-up ideas

Can you change the volume? Whisper quietly, shout it out loud.

Phase 1 Aspect 1- Environmental sounds

- Elephants trumpeting
- Lions roaring
- Monkeys chattering
- Drumming

Listening and remembering sounds – main purpose: to listen and appreciate the difference between sounds. Can you identify the animals by the sounds they make? Which animals are scary? Can you identify the instrument sounds?

Large class activity: Monkeys and lions. This activity requires some space, ideally in a large hall, or in the playground as it provides great opportunities for lots of action and movement. Children can initially run, skip or hop around, reinforce good listening and following instructions.

In a large space, choose one child to be the lion and stand alone in the middle. The other children are the monkeys and they are at the side of the room. The teacher asks 'Lion, are you ready?' The lion responds with lion roars and gestures. The teacher asks 'Monkeys, are you ready?' The monkeys respond with 'We're not afraid!' and then dance around and make noises like monkeys. The teacher and monkeys say '1, 2, 3...lion, lion you can't catch me!' The monkeys dance and move around and try not to get caught by the lion as they try to get to the opposite side of the room. If the lion touches a monkey, that monkey becomes a lion and the lions hold hands.

Continue playing until all of the monkeys become lions or have reached the other side of the room. As the line of lions gets longer, there is less space for the monkeys to get past. It also gets more difficult for the lions to move as quickly.



Jungle expedition: can you imagine going on a trip to the jungle? What would you need? What would you put in your backpack for the expedition? A map, a camera, notebooks, a jungle hat, camouflage clothes, a jeep, books about jungle animals, magnifying glasses, binoculars?

Phase 1 - Aspect 1: General sound discrimination

Drum outdoors: take it outside and give each child a beater. Encourage the children to explore the outdoor area and discover how different sounds are made by tapping, banging or stroking, with their beaters on the floor, upturned pots, the wire fence, a wooden door, drainpipes, the brick wall. Encourage the children to drum along to familiar songs and rhymes, provide upturned buckets, bins and bowls, wooden spoon beaters. Encourage children to enjoy experimenting with the sounds different objects can make. Can you make a drum, floor, drum, floor sequence?

Phase 1 - Aspect 4: Rhythm and rhyme

Listen to the beat: use a variety of instruments to play different rhythms. Remind children to use their listening ears and move in time to the beat: fast, slow, skipping, marching, etc. Introduce vocabulary that helps children discriminate and contrast sounds, for example:

- Slow/fast
- Quiet/loud
- Long/short
- Type of sound (click, stamp, etc)
- Type of movement (rock, march, skip, etc)
- Start with simple opposites that are obviously different (eg loud, quiet)

Listen to what the children have to say about the sounds they hear and then build on and expand their contributions and ideas.

Other related rhymes and songs and games

The elephant goes like this, like that

(crawl like an elephant)

He's terribly big

(stand tall)

He's terribly fat

(stand wide, arms out)

He has no fingers

(hide fingers)

He has no toes

(wiggle toes)

But goodness gracious...what a nose!

(point to nose)



'Row, row, row your boat down the jungle stream
If you see a crocodile don't forget to scream'

Related storybooks

We're Going on a Lion Hunt by David Axtell (Macmillan's Children's Books)

Rumble in the Jungle by Giles Andreae and David Wojtowycz (Orchard Books)

Monkey Puzzle by Julia Donaldson and Axel Scheffler (Pan Macmillan)

Doing the Animal Bop by Jan Ormerod (Oxford University Press)

Walking through the Jungle by Julie Lacome (Walker Books)

Elmer by David McKee (Red Fox)

The Tiger Who Came to Tea by Judith Kerr (Harper Collins)

Dear Zoo by Rod Campbell (Macmillan Children's Books)

We all went on a Safari: A Counting Journey Through Tanzania by Laurie Krebs, Julia Cairns (Barefoot Books Ltd)

Handa's Hen by Eileen Browne (Walker Books)

One Child, One Seed: A South African Counting Book by Kathryn Cave (Frances Lincoln)

5. Under the sea

Introduction

Key vocabulary: sea, ocean, jellyfish, octopus, coral, mermaid, seahorse, dolphin, seaweed, diver, fish, reeds.

Sound discrimination: splashing sounds, water glugging, bubbling, various sea sounds. Cat invites listeners to join us on our imaginary journey diving 'Under the sea.' Children are prompted to imagine diving down, down under the sea. Cat encourages them to close their eyes and imagine what they might see: jellyfish, octopus, coral, lots of fish and then listen to the song and join in with the words if known.

Song – A sailor went to sea, sea, sea

A sailor went to sea, sea, sea

(move hands like a wave on the sea)

To see what he could see, see, see

(put hands up to your eyes as if looking into the distance)

But all that he could see, see, see

(keep looking...)

Was the bottom of the deep blue sea, sea, sea.

(Move hand like a wave again)

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

Repeat the song 'A sailor went to sea, sea, sea' this time with actions.

Story time: *Under the sea*

Once upon a watery time...

If possible provide a selection of resources – photographs or images, soft toys or puppets – to help focus attention, sequencing and retelling the story: bubbles, fish, seaweed, mermaid, seahorses, dolphins.

When the story is familiar ask children to help retell it using the props to help retell and sequence. Blow bubbles when the children hear the bubbles sound, for example.

Ask open and closed questions such as: 'Who did Colin meet first? Who was next? How do you think Colin felt when he was late?'



Final Song – There's a hole in the bottom of the sea

Cat encourages the children to listen very carefully for a log, a branch and a frog!

There's a hole in the bottom of the sea

There's a hole in the bottom of the sea

There's a hole

There's a hole

There's a hole in the bottom of the sea

There's a log on the hole in the bottom of the sea

There's a log on the hole in the bottom of the sea

There's a hole

There's a hole

There's a hole in the bottom of the sea

There's a branch on the log in the hole in the bottom of the sea

There's a branch on the log in the hole in the bottom of the sea

There's a hole

There's a hole

There's a hole in the bottom of the sea

There's a frog on the branch on the log in the hole in the bottom of the sea

There's a frog on the branch on the log in the hole in the bottom of the sea

There's a hole

There's a hole

There's a hole in the bottom of the sea

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



Follow-up ideas

Small group discussion: is it important to help? Who tried to help Colin on his journey to school? How did he get there in the end? What other creatures might he have met? Whale? Shark? Octopus?

What would you have done to help? Use the props to help the children retell and sequence the story.

Letters and sounds

Phase 1- Aspect 4: Rhythm and Rhyme

Recap the words from the song 'There's a hole at the bottom of the sea.' Draw attention to the rhyming words - 'frog' and 'log.' Can you find some more rhyming pairs - eg bump, jump, fish, dish, clock, rock. Encourage children to recognise words that rhyme.

Play rhyming bingo: provide each child with a small group of three rhyming objects (or pictures), hide duplicates in a 'feely bag' and invite the children to call out when they see an object that rhymes with theirs.

Other related rhymes and songs

'1, 2, 3, 4, 5, once I caught a fish alive'

'1, 2, 3, 4, 5 once I caught a shark alive'

'Down in the meadow'

'Dance to your Daddy'

'My Bonnie lies over the ocean'

'Dip dip dip – my blue ship'

I'm a little fish – (tune - 'I'm a little teapot')

I'm a little fish

And I can swim

Here's my tail

And here's my fin.

When I want to dive down

I begin

Then I wiggle my tail

And splash right in!



Two little fishes – (tune - 'Two little dicky birds')

Two little fishes

Swimming in a tank

(Hands together thumbs up)

One named Freddie

(Wiggle one thumb)

One named Frank

(Wiggle the other thumb)

Swim away Freddie

(Swim one thumb behind back)

Swim away Frank

(Swim other thumb behind back)

Come back Freddie

(Bring back one thumb)

Come back Frank

(Bring back other thumb)

Related storybooks

The Rainbow Fish by Marcus Pfister (North South Books)

The Fish who could Wish by John Blush (Oxford University Press)

The Snail and the Whale by Julia Donaldson (Macmillan Children's Books)

One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss (Harper Collins)

Commotion in the Ocean by Giles Andreae and David Wojtowycz (Orchard Books).

6. Rockets and spaceships

Introduction

Key vocabulary: space, rockets, planets, stars, spaceship, spaceman, astronaut, solar system, meteor, aliens, the Milky Way.

Sound discrimination: rocket boosters and a count down sequence, Blast Off! 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0. Listen and Play – Count down - BLAST OFF! Children can join in with actions as they mime blasting off with their rocket arms.

Cat invites the children to listen carefully and imagine that they have blasted-off in a rocket. They are travelling through the dark sky surrounded by planets and twinkly stars.

Song – Twinkle, twinkle little star

Twinkle, twinkle little star

(Hold hands up about shoulder height. Open and close hands)

How I wonder what you are

(Raise shoulders and hold hands out)

Up above the world so high

(Raise hands high and make a round shape)

Like a diamond in the sky

(Form forefinger and thumb from each hand in a diamond shape)

Twinkle, twinkle little star

(Hold hands up about shoulder height. Open and close hands)

How I wonder what you are.

(Raise shoulders and hold hands out)

Twinkle, twinkle little star

(Hold hands up about shoulder height and wriggle fingers)

How I wonder what you are

(Raise shoulders and hold hands out)

Up above the world so high

(Raise hands high and make a round shape)

Like a diamond in the sky

(Form forefinger and thumb from each hand in a diamond shape)



Twinkle, twinkle little star

(Hold hands up about shoulder height and wriggle fingers)

How I wonder what you are

(Raise shoulders and hold hands out)

Help the children to join in and follow the actions as they sing the rhyme.

For subsequent hearings you can introduce additional actions:

Line 1: twinkling fingers

Line 2: point to head, looking puzzled

Line 3: point up to sky

Line 4: make a diamond shape with fingers of both hands

Line 5: as line 1

Line 6: as line 2

Story time: *The space dog*

Once upon a starry time...

Use pictures or real items to introduce a rocket, the globe, stars, astronaut, numerals zero to ten and help the children to sequence and remember. Use these items later when retelling and sequencing the story.

Cat recaps on the *Space dog* story and then introduces the final song 'Five little men in a flying saucer'. Cat describes the actions to accompany the song and encourages the children to join in with the song and actions.

Final song – Five little men in a flying saucer

Five little men in a flying saucer

(hold up hand to show five digits)

Flew round the world one day

(flat hand spinning around in a circle shape)

They looked left and right

(children look from side to side)

But they didn't like the sight

(children shake heads)

So one little man flew away

Weeeeeeeeeeeeeee!!!!



**Four little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one little man flew away
Weeeeeeeeeeeeeeeee!!!**

(repeat actions)

**Three little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one little man flew away
Weeeeeeeeeeeeeeeee!!!**

(repeat actions)

**Two little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one little man flew away**

(repeat actions)

**One little man in a flying saucer
Flew round the world one day
He looked left and right
But he didn't like the sight
So one man flew away!**

(repeat actions)

Final Count down - Blast-off and goodbye!



Follow-up ideas

Discuss night time, the sky and space.

Make a space station in the role play area and encourage children to make artefacts to support this, space helmets – cardboard boxes are useful for this, large plastic water bottles taped together make lightweight oxygen cylinders and rocket back-packs.

Make moon boots with large sponges: cut a section in the sponge that fits snugly around a child's foot or shoe and slip onto feet to create moon boots.
Use large construction crates and cardboard boxes to make a space rocket/ space station.

Creative workshop: make telescopes, rockets and spaceships, use cardboard tubes, cone shaped paper cups, foil, and glitter. Make glow-in-the-dark creations using fluorescent or glow-in-the-dark paints and dark paper to make night and space scenes.

Play the 'Blast-off' game: children count backwards from 10 to 0 and then whoosh off like a rocket. Add large numerals for children to sequence from 0 to 10 and then 10 to 0.

Make some 'Space' play-dough:

Basic long-life play-dough

2 cups of plain flour

1 cup of salt

2 cups of water

2 tablespoons of vegetable oil

2 teaspoons of cream of tartar

Add food colouring, flavoured essences and glitter to make 'space' play-dough and use this to make play-dough stars and planets.

Put all the ingredients in a saucepan and cook over a medium heat.

Stir the mixture until it comes away from the side of the pan.

Allow to cool, and then knead well.

Store in an airtight container, for best results keep in the fridge.

You can also place all the ingredients in a microwave dish and cook for about 3.5 minutes, stirring after each minute.



Other related rhymes and songs

Star light, star bright

First star I see tonight

I wish I may, I wish I might

Have the wish I wish tonight.

(Then ask the children to each make a wish!)

'Hey diddle diddle the cat and the fiddle'

'I see the moon and the moon sees me'

'The man in the moon'

'Aikendrum'

*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!*

Related storybooks

Whatever Next? by Jill Murphy (Macmillan's Children's Books)

Nora's Stars by Satomi Ichikawa (PaperStar Book)

How to Catch a Star by Oliver Jeffers (Harper Collins)

Aliens Love Underpants by Claire Freedman (Simon and Schuster Children's)

Aliens in Underpants Save the World by Claire Freedman (Simon and Schuster)

On the Moon by Anna Milbourne (Usborne Picture Books)

The Solar System by Emily Bone (Usborne Beginners)

Space Poems by Gaby Morgan (Macmillan)

7. Dinosaurs

Introduction

Key vocabulary: dinosaurs, Triceratops, Stegosaurus, Diplodocus, Velociraptor, Tyrannosaurus Rex, Spinosaurus, Brontosaurus, prehistoric, swamp, egg, extinct, bones, ancient.

Sound discrimination: Cat encourages the listeners to listen carefully and to recognise and identify various sounds: jungle sounds, dinosaurs roaring, stomping sounds. Cat then invites the listeners to join in with stomping, stamping dinosaur actions and loud roaring sounds, chomping dinosaur teeth as we listen or sing along.

Song – The big dinosaurs go stamp (Tune – ‘The wheels on the bus’)

*The big dinosaurs go stamp, stamp, stamp,
Stamp, stamp, stamp,
Stamp, stamp, stamp,
The big dinosaurs go
Stamp, stamp, stamp,
All day long*

*The fierce dinosaurs go roar, roar, roar,
Roar, roar, roar,
Roar, roar, roar,
The fierce dinosaurs go
Roar, roar, roar,
All day long*

*The baby dinosaurs go stomp, stomp, stomp,
Stomp, stomp, stomp,
Stomp, stomp, stomp,
The baby dinosaurs go
Stomp, stomp, stomp,
All day long*



*The hungry dinosaurs go chomp, chomp, chomp,
Chomp, chomp, chomp,
Chomp, chomp, chomp,
The hungry dinosaurs go
Chomp, chomp, chomp,
All day long*

Story time: *The very frightened dinosaur*

Once upon a prehistoric time...

Cat introduces the story about a baby dinosaur that is too afraid to come out of her egg. Cat encourages the listeners to listen carefully and find out what changes her mind...

Use props such as pictures, puppets or toys to introduce the characters - eg six eggs, six small dinosaurs, one big dinosaur.

On retelling, encourage the children to make the dinosaur sounds, stomping and growling, chomping on food, splashing and cheering.

Cat encourages the children to curl up like a ball and imagine that they are curled up tightly inside an egg. They then slowly move one arm to push the eggshell and crack the egg open, a little more and a little more. Until finally they can burst out of their egg and sing the dinosaur song once more.

Final song – *The big dinosaurs go stamp* (repeat)

*The big dinosaurs go stamp, stamp, stamp,
Stamp, stamp, stamp,
Stamp, stamp, stamp,
The big dinosaurs go
Stamp, stamp, stamp,
All day long*

*The fierce dinosaurs go roar, roar, roar,
Roar, roar, roar,
Roar, roar, roar,
The fierce dinosaurs go
Roar, roar, roar,
All day long*



*The baby dinosaurs go stomp, stomp, stomp,
Stomp, stomp, stomp,
Stomp, stomp, stomp,
The baby dinosaurs go
Stomp, stomp, stomp,
All day long*

*The hungry dinosaurs go chomp, chomp, chomp,
Chomp, chomp, chomp,
Chomp, chomp, chomp,
The hungry dinosaurs go
Chomp, chomp, chomp,
All day long*

The children can act out this song, with individuals taking turns to be the dinosaurs, stamping, roaring and chomping.

And goodbye to:

The big dinosaur: stomp stomp!

The fierce dinosaur: roar roar!

The hungry dinosaur: chomp chomp!

Follow-up ideas

Have some fun with long words. Can you name some dinosaurs?

- Triceratops
- Stegosaurus
- Diplodocus
- Velociraptor
- Tyrannosaurus Rex
- Brontosaurus

Play 'Kim's game' with a selection of dinosaurs. Encourage children to name the dinosaurs and identify them: Tyrannosaurus Rex, Diplodocus, Stegosaurus, Triceratops, Brontosaurus, etc. Cover with a cloth and remove one dinosaur each time. Can the children identify which dinosaur has been removed?



Think about dinosaur words and actions, such as big, noisy, scary, fierce, roar, growl, stamp, stomp, chomp. Can you make up a dinosaur dance?

Small world play: create a dinosaur landscape, make a prehistoric land with small rocks and pebbles a selection of toy dinosaurs, dinosaur story and information books, sorting dinosaurs.

Water play: make a dinosaur swamp.

Dressing up: dinosaur and explorers outfits.

Creative and malleable materials: make green jelly and brown gloop for dinosaurs to walk through.

Make and paint clay dinosaurs: make large models of dinosaurs using junk materials and paper maché. Make dinosaur masks using a variety of collage materials.

Ideas for outdoors

Large construction: build a hideout, use camouflage to cover climbing frame and build a cave, make a jeep/tour bus with large bricks.

Large trays: fill with wet sand and dinosaurs to make footprints.

Garden area: digging for fossils. Look at some rocks / fossils with magnifying glasses.

Supports Letters and Sounds Phase 1 - Aspect 6: Voice sounds

Animal sounds: encourage the children to retell the story and use their voices to add sound effects such as the dinosaur roaring, chomping, stamping, stomping and stamping.

Other related rhymes and songs and activities:

'The Diplodocus Rap, from *Andy's Dinosaur Adventures* BBC CBeebies

Dinosaur Rap action rhyme:

*Stamp, Stamp
Stampety CLAP
Can you do the
Dinosaur RAP?*

*Stomp Stomp
Stompety TAP
You can do the
Dinosaur Rap!*



(repeat)

Can you see the dinosaurs? (Tune - 'Pop goes the weasel')

*Can you see the dinosaurs?
Can hear them roaring?*

*See Tyrannosaurus Rex
Can you hear him snoring?*

*Can you see the dinosaurs?
Can you see them stomping?*

*See the Diplodocus eat
Can you hear him chomping?*

Related storybooks:

Meg's Eggs by Helen Nicoll and Jan Pienkowski (Puffin)

Harry and the Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds (Puffin)

Stomp, Chomp, Big Roars! Here Come the Dinosaurs! by Kaye Umansky and Nick Sharratt (Puffin)

8. My busy body

Introduction

Key vocabulary: body, head, shoulders, knees, toes, eyes, mouth, ears, nose, hands, clap, nod, stamp, sniff.

Sound discrimination: Cat invites the listeners to identify the sounds: nose sniffing, hands clapping, feet stamping. The children are encouraged to respond and join in with the actions.

Song – I've got a body

**I've got a body, a very busy body,
And it goes everywhere with me.
And on that body I've got a nose
And it goes everywhere with me.
With a sniff, sniff here, sniff, sniff there,
Sniff, sniff, sniff, sniff everywhere.
I've got a body, a very busy body,
And it goes everywhere with me.**
(sniff with their nose)

**I've got a body, a very busy body,
And it goes everywhere with me.
And on that 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.**
(clap from side to side and all around with their hands)

**I've got a body, a very busy body,
And it goes everywhere with me.
And on that body I've got some feet
And they go everywhere with me.**



**With a stamp, stamp here, stamp, stamp there,
Stamp, stamp, stamp, stamp everywhere.**

**I've got a body, a very busy body,
And it goes everywhere with me.**

(stand up and stamp feet)

Children can join in with the actions and sniff, clap and stamp along as they sing.

Story time: *Helping hands*

Once upon a helpful time...

To engage the children, provide images and resources from the story: a shopping bag with a loaf of bread, crisps, toilet rolls, bin bags, peas, eggs, a purse with a £1 coin. Children can use these items to sequence the story on subsequent retelling.

Busy body activity

Cat explains that we have been thinking about our busy bodies. Children are encouraged to stand up and place their hands on their heads, shoulders, knees and toes, then to point to their face, eyes, ears, mouth and nose.

Final song – Head, shoulders, knees and toes

Head *(point to head)*
shoulders *(point to shoulders)*
knees *(point to knees)*
and toes *(point to toes)*
knees and toes.

Head, shoulders, knees and toes.
Knees and toes.
And eyes *(point to eyes)*
and ears *(point to ears)*
and mouth *(point to mouth)*
and nose *(point to nose)*
Head, shoulders, knees and toes.
Knees and toes.
(x 3)

Repeat and sing with actions but this time miss out key words, still pointing to the relevant body part.



Use our mouths to smile and our hands to wave goodbye!

Follow-up ideas

Small group discussion: Alice had helpful hands, what did she do that was helpful? When have you used your hands to help someone?

Why did Alice wear a special hearing aid? What sounds could Alice hear in the supermarket? Recap on trolley wheels squeaking, cash registers beeping, piped music, clapping and laughing. Which items dropped on the floor? What did Alice catch? (the eggs). What reward did Alice get for being helpful?

Using our senses:

Use our eyes/sight: go for a colour-hunt in your indoor and outdoor environment. Provide colour strips or swatches (available from DIY stores) and encourage the children to look carefully and see if they can find items to match. A selection of shades of greens, browns, greys, etc are useful for the outdoor focus.

Can the children reproduce the shades when colour-mixing using various media such as paints, pastels, crayons, etc?

Use our hands: touching/holding to mark-make. It is also useful to investigate mark-making and colour-mixing in non-permanent ways such as chalking, coloured sand (in salt cellars), wipe clean boards and markers.

These activities involving small scale movements will also help to develop fine-motor control and support early writing.

Using our ears – listen/ hear - Support Letters and Sounds: Phase 1

Aspect 3: Body Percussion

Identify body sounds: feet running, stamping, hands clapping, slapping, fingers clicking, drumming.

Rhyme time – Two little hands go clap, clap, clap

*Two little hands go clap, clap, clap
Two little feet go tap, tap, tap
Two little legs go jump, jump, jump
One little body turns around
And one little child sits quietly down.*



Aspect 4: Rhythm and Rhyme

Try encouraging nonsense rhymes and adding additional verses to familiar rhymes. These are a good way for children to generate and produce rhyme. Keep the songs slow to emphasise the rhyming patterns.

Other related rhymes and songs

'Tommy Thumb'

'One finger, one thumb keep moving'

'The Hokey Cokey'

Hands Rhyme

My hands can help,

My hands can share,

My hands can give,

My hands can care

If you're happy and you know it

If you're happy and you know it, clap your hands

If you're happy and you know it, clap your hands

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

If you're happy and you know it, stamp your feet

If you're happy and you know it, stamp your feet

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, stamp your feet.

If you're happy and you know it, shout 'Hurray!'

If you're happy and you know it, shout 'Hurray!'

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!'

If you're happy and you know it, do all three

If you're happy and you know it, do all three

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.

Children join in with the appropriate actions



Encourage the children's word-play and invent new verses for 'If you're happy and you know it' - eg nod your head, smile a smile.

Related storybooks

The Tooth Fairy by Peter Collinwood (Red Fox)

Hands Are Not for Hitting by Martine Agassi, Marieka Heinlen (A&C Black Publishers)

Feet Are Not for Kicking by Elizabeth Verdick, Marieka Heinlen (A&C Black Publishers)

My Five Senses by Alik

My First Signs by Annie Kubler (Child's Play)

My First Book Of Sign Language by Joan Hubb (Scholastic).

9. Pets

Introduction

Key vocabulary: cat, miaow, purr, dog, bark, mouse, squeaking, gerbil, mice, hamsters, guinea pigs, hutch.

Cat invites the listeners to identify the sounds: cat, dog, squeaking animal.

Story time: *The Guinea pig that lost its squeak*

Once upon a furry time...

If possible, have a selection of photographs, images or use soft toys or puppets to represent the characters and to aid later retelling and sequencing activities - eg

Guinea pig, hutch.

Song – Ringo

*There was a boy, who had a pet,
And Ringo was his name – O!*

*R-I-N-G-O
R-I-N-G-O
R-I-N-G-O*

And Ringo was his name – O!

*There was a boy, who had a pet,
And Ringo was his name – O!*

*R-I-N-G-O
R-I-N-G-O
R-I-N-G-O*

And Ringo was his name – O!

Follow-up ideas

Discuss being kind to animals and looking after our pets. What are their needs? Food, water, bed, exercise, love, toys? Why do we need to take care of our pets?

Make a pet shop role-play, think about animals homes, dog/kennel, rabbit/hutch, fish/bowl.



Make an animal hospital/vets role-play.

Provide a selection of information books about pets and animals.

Make some animal masks to help retell or act out the story and rhymes.

Provide pictures of the story sequence for children to order, they could be pegged on to a 'story string' in the order they appear in the story.

Create a small world scene to help retell the story.

Play animal 'word tag': 'My cat is...lazy, lovely, little, long' - possibly encouraging alliteration linked to **Aspect 5 Phase 1 phonics** to support Letters and sounds.

Matching/naming game: cats/kittens, dogs/puppies, rabbits/kits, fish/fry.

Small group discussion: Can you identify the animal sound?

Ask open questions to encourage the children to give more information: What? Why? Where? Who?

Other related rhymes and songs

'Pussy cat, Pussy cat'

'Hickory Dickory Dock'

'Ding Dong Bell'

'Three Blind Mice'

'Old Mother Hubbard'

'I love little pussy'

'Old Mac Donald had a farm'

Related storybooks

Pat them Gently by Melanie O'Brien (Baby Piggy Toes)

The Great Pet Sale by Mick Inkpen (Hodder Children's Books)

I want a Pet by Lauren Child (Frances Lincoln Children's Books)

My Perfect Pet by Stuart Trotter (Rockpool Children's Books)

I want a Cat by Tony Ross (Andersen Press Ltd)

Funny Bones: The Pet Shop by Allan Ahlberg (Puffin)

Mog – The Forgetful Cat by Judith Kerr (Harper Collins Children's Books)

Spot by Eric Hill (Warne)

10. By the Seaside

Introduction

Key vocabulary: sea, beach, waves, seagulls, sun cream, sandcastle, moat, bucket, spade, ice-cream, fish and chips, t-shirt, shorts, sandals, funfair, donkeys.

Sound discrimination: traffic sounds, horns honking, watery sounds, waves crashing, beach sounds, seagull screeching, digging sounds. Cat invites the listeners to identify where they can hear the sounds? Cat then encourages the children to imagine that it is a beautiful day at the seaside and that they are applying suncream, digging in the sand, making sandcastles and eating ice-cream.

Rhyme – 1, 2, 3, 4, 5, once I caught a fish alive!

1, 2, 3, 4, 5, once I caught a fish alive...

6, 7, 8, 9, 10, then I let him go again.

Why did you let him go?

Because he bit my finger so

Which finger did he bite?

This little finger on my right

Story time: *At the seaside*

Once upon a holiday time...

If possible have a suitcase with some holiday items, sandals, t-shirt shorts, sun cream, sun hat, bucket, spade, to aid vocabulary and focus attention. These will also aid any additional retelling and sequencing activities.

Perhaps you will see a big ship at the seaside?

Final Song – The big ship sails on the ally ally-oh

The big ship sails on the ally ally-oh

The ally ally-oh

The ally ally-oh

The big ship sails on the ally ally-oh

On the last day of September



Climb the rigging!

Climb the rigging!

Climb the rigging!

Climb the rigging!

The captain said it would never never do

Never never do

The captain said it would never never do

On the last day of September

Salute the captain!

Salute the captain!

Salute the captain!

Atteeeeeention!

The big ship sank to the bottom of the sea

The bottom of the sea

The bottom of the sea

The big ship sank to the bottom of the sea

On the last day of September

We all dip our heads in the deep blue sea

The deep blue sea

The deep blue sea

We all dip our heads in the deep blue sea

On the last day of September

Help the 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 the 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.

Other related rhymes and songs

'A sailor went to sea, sea, sea'

'Oh I do like to be beside the seaside'

'She sells seashells on the sea shore'

Follow up ideas

Make a small-world scene in the sand tray to help retell the story and rhymes.

Provide a selection of information books about the seaside and holidays.

Provide pictures of the Seaside story and artefacts for children to order and sequence.

Small group discussion:

What was the boy in the story called? (Tom)

What was Tom's donkey called? (Daisy)

What happened to Tom's ice-cream?

What else did they eat at the seaside?

What was your favourite part of the story? Why?

Ask open questions to encourage the children to give more information – What? Why? Where? Who?

Play 'Kim's holiday game': fill a suitcase with holiday items, such as sunglasses, flip-flops, sun hat, sun cream, towel, beach ball, cover with a cloth and remove one item each time. Can the children identify which item has been removed?



Extension – moving into writing

Use 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.

Related storybooks

Sharing a Shell by Julia Donaldson

Sunshine by Jan Ormerod (Picture Puffin)

The Wind and the Sun – Traditional

Ice-Cream Bear by Jez Alborough (Walker Books)

Stay away from the Water Shirley by John Burningham