



Listen and Play - Traditional Tales



Cat Sandion - presents *Listen and Play*

Age: 3-5

Downloads / Podcasts:

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Audio on demand:

These programmes are also available as audio on demand from the BBC iPlayer Radio.

Hyperlinks used in these notes:

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

The nursery songs used in this series:

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

Listen and Play on bbc.co.uk/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.











The [website pages](#) include details of all episodes available as well as online versions of focus images, which can be displayed on your IWB or computer while listening.

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Listen and Play

Traditional Tales

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Introduction

Why is *listening* important?

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

Children with poor listening skills find it hard to:

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

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

How to use the programmes and notes

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

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

Section 1: Introduction and sound discrimination games

Title song:

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

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



Hello:

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

Listen all around:

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

Listening for individual sounds:

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

Section 2: Songs and rhymes

Some of the songs and rhymes are traditional, others have been specially composed or adapted, but all employ simple, repetitive, rhythmic, patterned language. Many of the songs are simple enough for children to begin to join in on first hearing, and the tunes have been specially designed to be accessible for young voices.

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

Section 3: Story time

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

On first hearing of a story, don't encourage children to join in with sound effects or choruses too much, as this can distract from their listening and ability to follow the story. However, on subsequent hearings, encourage as much participation as possible. Model this participation by joining in yourself. Then, once children have got the idea, go silent and leave it to them.



All the stories offer plenty of leads for dramatisation, art and role-play. These activities give opportunities to use the story vocabulary and help develop children's understanding, so they are more able to appreciate the story on a second hearing. Play each story at least twice. Ask which stories the children would like to hear again, and allow as many repeat hearings as they wish. Some children may soon be able to recite their favourites – offer them the opportunity to sit in a 'storyteller's chair' while they tell their story to a group of friends. Encourage and celebrate storytelling as much as possible. A child who can tell a story will one day be good at writing them.

Section 4: Song and goodbye

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

Follow-up ideas

Ensure that the follow-up to the programmes is very active, and be sure to include as many opportunities as possible for the children's interest and new vocabulary to be carried into their self-initiated learning (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.

We would like to thank the following contributors for their help creating this term's programmes:

Rita Bannon
Rosa Weygang
Toby Mackey
Sonny Crook-Field

1 The House of the Bears



DOWNLOAD

Introduction:

Listen all around: woodland sounds.

Individual sounds: wind in the trees, birds singing, bears growling, crunching footsteps.

Encourage 'good listening' for individual sounds and joining in with growls.

Cat invites the listeners to guess the sounds.

Rhyme time – Teddy Bear, Teddy Bear, Turn Around

*Teddy bear, Teddy bear, turn around,
(turn around once)
Teddy bear, Teddy bear, touch the ground,
(touch the ground every one)
Teddy bear, teddy bear, show your shoe,
(point to shoe)
Teddy bear, teddy bear, that will do.
(everyone sit down)*

(additional verses for subsequent listening and extension activities)

*Teddy bear, Teddy bear, touch your nose,
Teddy bear, Teddy bear, touch your toes,
Teddy bear, teddy bear, touch the ground,
Teddy bear, teddy bear, turn around.*

*Teddy bear, teddy bear, climb the stairs,
Teddy bear, Teddy bear, say your prayers,
Teddy bear, Teddy bear, turn off the light,
Teddy bear, Teddy bear say Goodnight.*

Encourage the children to listen and hear the rhyming words– around /ground do / shoe. When the rhyme is repeated encourage the children to join in with the appropriate actions.

Repeat with actions

Story time: Goldilocks and the Three Bears

Once upon a woodland time...

To hold attention, show pictures, puppets or toys to represent Goldilocks and the bears, bowls, chairs, beds etc... On second listening, encourage the children to join in



with the refrains..."Who's been eating my porridge".

Once the story is familiar, you could make simple masks for children to act it out.

Final song - When Goldilocks went to The House of the Bears

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

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

A bowl that was huge, a bowl that was small,

(arms wide apart, bring hands together)

A bowl that was tiny, and that was all,

(make a tiny shape with fingers, then open hands palms up)

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

When Goldilocks went to the house of the bears,

Oh what did her two eyes see?

A chair that was huge, a chair that was small,

A chair that was tiny, and that was all,

She counted them 1, 2, 3

When Goldilocks went to the house of the bears,

Oh what did her two eyes see?

A bed that was huge, a bed that was small,

A bed that was tiny, and that was all,

She counted them 1, 2, 3

When Goldilocks ran from the house of the bears,

Oh what did her two eyes see?

A bear that was huge, a bear that was small,

A bear that was tiny, and that was all,

They growled at her, Grrr, grrr, grrrrrrrr

You can mime or sign actions to the words with wide, medium and tiny movements to indicate large, medium, small bowls, chairs and beds.

On a subsequent listening (or your own singing) help children to act it out:

1: tramping through the woods in time to the rhythm.

2: chasing / Goldilocks (running) in time to the rhythm.

Follow-up ideas:

Create a Three Bears-themed role play area (if possible both indoors and out) and supply props and pictures to provide a visual support for core language. Consolidate key vocabulary e.g. the vocabulary of size and positional language.



Sequence and sort resources by size, matching bears, bowls, spoons, chairs, beds, counting 1,2,3 (and beyond).

Can you make a bed for Baby Bear? Mummy Bear? Daddy Bear?

Hot seat Goldilocks – Why did you go into the bear's house? Why did you eat the porridge? How did you feel when the chair broke?

Make some porridge. Make some honey sandwiches.

Outdoor focus: Create a wild flower area to encourage bees and other pollinators. Discuss caring for the environment.

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 crunch through the leaves?

Phase 1- Aspect 5 - Alliteration developing the ability to 'tune in' to speech sounds 'I spy a – big bear, baby bear, big bowl, big bed...

Can you make up some 'Silly Sentences' or 'Tongue Twisters' e.g.' Baby Bear burst his blue balloon.' 'Greedy Goldilocks gobbled gallons of gloop.'

Other related rhymes and songs

The Bear went over the mountain.
I know a Teddy Bear.
In a cottage, in a wood.
The Teddy Bear's Picnic.

Round and round the garden (finger play)

Action rhyme - 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!*

*Round and round the haystack
Went the little mouse,
One step,
Two steps,
In his little house.*



Related picture books

Old Bear by Jane Hissey (Scribblers Books)

The Teddy Robber by Ian Beck (Corgi)

Threadbear by Mick Inkpen (Hodder)

It's the Bear by Jez Alborough (Walker)

Paddington Bear by Michael Bond (Harper Collins)

Peace at Last by Jill Murphy (Macmillan)

Can't you Sleep Little Bear? by Martin Waddell and Barbara Firth (Walker)

This is the Bear and the Bad Little Girl by Sarah Hughes (Walker)

Extension activities to support Letters and Sounds Phase 1 Phonics

We're going on a Bear Hunt by Michael Rosen (Walker)

Learning focus:

- Voice sounds
- Environmental sounds
- Story sequencing and retelling

Body percussion skills could be developed by encouraging the children to add body sounds to the retelling of the story such as stamping feet for walking, rubbing hands together for swishy, swashy grass.

2 Giants and Beans



Introduction:

Identify Individual sounds:

- Cow mooing
- Cow bell
- Goose honking
- Loud footsteps
- Quiet footsteps
- Giant footsteps

Cat invites the listeners to identify the sounds.

Song: Oats and Beans and Barley grow

*Oats and beans and barley grow,
Oats and beans and barley grow,
(Indicate plants growing from ground up)
Not you, nor I nor anyone know,
(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.

Story time: Jack and the Beanstalk

Once upon a growing time...

If possible, to hold attention, use soft toys, puppets or pictures to represent the characters. You could perhaps use a bag containing 'magic beans' and 'golden eggs' (runner beans, or broad beans which have been sprayed gold or silver, wooden eggs – sprayed gold). These can be used to help sequence the story on subsequent retelling.



Final song: Goosey, goosey, goosey

During the song encourage the children to clap along with the rhythm.

Follow-up ideas:

- Make giant pictures and/ or a collection of 'giant' resources such as giant keys, pencils, jewels etc...these can then be used as provocations e.g. Lost 'giant' keys to the castle (perhaps tiny keys...for a fairy castle?) write or receive a 'giant' letter.
- Discuss what you would do if a goose laid a golden egg for you?
- Counting eggs focus: how many eggs do we need for everyone to have one each?
- Growing focus: plant different kinds of beans, broad beans, runner beans, kidney beans and record their development, which grows fastest, tallest? Take photographs to record growth and then make a display of the sequence.

Support Letters and Sounds:

Phase 1: Aspect 3- Body percussion. Encourage the children to explore different ways of making sounds with their bodies. As they move can they copy the sounds and actions.

Aspect 4 – Rhythm and Rhyme 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, stamping like a giant?

Fee, Fi, Fo, Fum (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 and songs and games:

- 5 Little peas
- Pease pudding hot
- Mary, Mary quite contrary
- Goosey, Goosey Gander
- To market, to market

The 'Beans Game' 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, reinforce good listening and following instructions. 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

Related picture books

The Tiny Seed – Eric Carle (Picture Puffin)
Titch – Pat Hutchins (Red Fox),
Ten Seeds – Ruth Brown (Anderson)
Oliver's Vegetables – Vivian French (Hodder)
Jasper's Beanstalk – Nick Butterworth (Hodder)
The Giant Quest – Kate Thompson (Top That Publishing)
Jim and The Beanstalk – Raymond Briggs (Puffin)
Once there were Giants – Martin Wadell and Penny Dale (Walker)
The Smartest Giant in Town – Julia Donaldson (Macmillan)



3 Pumpkins and Magic



Introduction:

Listen all around:

- kitchen sounds

Individual sounds:

- mop splashing
- broom sweeping
- water running
- crockery
- washing machine
- magic wand

Cat invites the listeners to guess the sounds.

Song: We like magic (tune: 'Frere Jacques')

*We like magic,
We like magic,
Yes we do,
Yes we do.*

*I can make some magic,
I can make some magic,
So can you,
So can you.*

Help children to tap with a steady beat as they wave their 'magic wands'- also to consolidate 'moving into writing' actions (see extension activities).

Story time: Cinderella

To help maintain attention, provide a wand, fairy wings, a pumpkin, a fancy shoe, any relevant puppets, soft toys or dolls e.g. a girl puppet 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.

Final song: Cinders put the kettle on

*Cinders put the kettle on,
Cinders put the kettle on,
Cinders put the kettle on,
We'll all have tea.*

*Cinders take it off again,
Cinders take it off again,
Cinders take it off again,
They've all gone away.*

Encourage children to clap with a steady beat as they sing the song.

Follow-up ideas:

- Discussion; Encourage the children to talk about Fairy Godmothers and magic wishes, discuss what their magic wish would be?
- Make 'magic potions' (opportunity to discuss medicine safety) and magic wands.
- Make a collection of different sorts of shoes: high heels, trainers, sandals, babies booties - discuss pairs, sizes, fastenings (velcro, laces, buckles), heels. Whose shoes could they be? Where might you wear them?
- Make some pumpkin soup.
- Related rhymes and songs:
- Cobbler, cobbler mend my shoe; 1 2 Buckle my shoe;
- Horsey, Horsey don't you stop; Peter, Peter Pumpkin Eater; Hickory, Dickory Dock.

Related storybooks:

The Princess and the Wizard by Julia Donaldson (Macmillian)
Prince Cinders by Babette Cole (Puffin)
Mr. Magnolia (has only one shoe) by Quentin Blake (Red Fox)
Cinderella's Rat by Susan Meddaugh (Houghton Mifflin)
Freddie and the Fairy by Julia Donaldson (MacMillian)
Pumpkin Soup by Helen Cooper (Corgi)

Extension – moving into writing:

Repeat 'We like magic' song.

Use 'Magic wand' movements to describe the three main handwriting movements:

- Curling round (C),
- Whooshing down and whizzing up (L),
- Wand down, wand up (R).

Choose appropriate music and make a sequence of the movements, doing them first from the shoulder, with the whole arm, and then from the elbow, with a finger in the air.

Help children get used to the three basic movements, so they can do them fluently in the correct direction.

4 Fairies and Sausages



Introduction:

Listen to individual sounds:

- Knocking on a wooden door
- Tummy rumbling
- Sizzling sausages

Cat invites the listeners to guess the sounds.

Cat introduces the song 'Five Fat Sausages' and demonstrates the 'pop' sound with her mouth and the 'bang' sound with her hands.

She invites the listeners to make the sounds 'pop' and 'bang' as they listen to and join in with the song.

Song – Five Fat Sausages

*5 Fat Sausages sizzling in the pan;
One went "POP!" and another went, "BANG!"
4 Fat Sausages sizzling in the pan;
One went "POP!" and another went, "BANG!"
3 Fat Sausages sizzling in the pan;
One went "POP!" and another went, "BANG!"
2 Fat Sausages sizzling in the pan;
One went "POP!" and another went, "BANG!"
1 Fat Sausage sizzling in the pan;
It went "POP!" but it didn't go, "BANG!"*

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

This song can later be used for a counting activity.

Children can use percussion instruments to represent the "POP!", "BANG!", "SIZZLING!"

Story time: The Three Wishes

Once upon a magic time...

If possible, to hold attention, provide props to support the story e.g. puppets of man and a woman for the main characters, some toy sausages and a pan.



On subsequent listening simple percussion instruments can be used to recreate the sound effects wood blocks or wooden claves to recreate door knocking, rain sticks to represent sizzling sausages, sleigh bells, triangles (twinkly magic sounds), encourage the children to share their suggestions.

Final Song- When you want to make a spell (tune 'Skip to my Lou')

*When you want to make a spell,
When you want to make a spell,
When you want to make a spell,
This is how you do it
(point and shake index finger)*

*First you get a Magic Wand,
First you get a Magic Wand,
First you get a Magic Wand,
And you wave it slowly
(wave imaginary wand slowly)*

*Then you get some Fairy Dust,
Then you get some Fairy Dust,
Then you get some Fairy Dust,
And you sprinkle safely
(rubbing fingers together)*

*Next you chant the magic words,
Next you chant the magic words,
Next you chant the magic words,
And you say them softly
(put finger to lips)*

*Now you've made your magic spell,
Now you've made your magic spell,
Now you've made your magic spell,
Wait and watch and wonder
(point to eyes, tap side of head as if thinking)*

On subsequent listening encourage children to invent different actions to go with the song and sound effects (e.g. waving wands in zigzags, sprinkling fairy dust up high, down low).

Abracadabra

Cat encourages the children to listen and respond to the magic word 'Abracadabra' change the volume - whisper quietly, shout it out loud – supports L&S 'voice sounds' and 'adjust the volume.'



Follow-up ideas:

Use percussion instruments to represent 'magical sounds.'

Letters and Sounds

Phase 1 Aspect 2- Instrumental sounds

- Sleigh bells
- Triangle
- Indian bells

Listening and remembering sounds – Main purpose

To listen and appreciate the difference between sounds made with instruments. Encourage children to correctly name and identify a selection of simple percussion instruments which are initially visible and then hidden.

Make your own simple instruments such as shakers - e.g. plastic pots and containers with lids filled with rice, lentils etc...

Support Letters and Sounds:

Phase 1 – Aspect 5: Alliteration

Judy and Joseph are in the story 'The 3 Wishes.'

Can you play 'I spy' and find more 'J' words or make up silly sentences or tongue twisters? e.g. Judy's jewellery jingled and jangled or Jolly Joseph jogged, jumped and juggled.

Small group discussion:

- The lesson of the story (be careful what you wish for)
- If you were granted 3 magic wishes what would you choose?

Can you make up more verses for the 'make a spell' song?

Use sequins, glitter to make magic fairy dust

Make some play-dough (see recipe);

Make play-dough sausages, thick, thin, long, short.

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

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 and a half minutes, stirring after each minute.

You can also add food colouring and glitter to make 'magic' play-dough.

Other related stories, rhymes and songs

- Faster than fairies...witches (from a child's garden of verse)
- Aladdin and the Magic lamp
- Rumpelstiltskin.

Related storybooks

The Enchanted Wood - Enid Blyton (Dean and son)

I Wish by Nick Ward (Souham)

The Three Wishes by Joanna Harrison (Harper Collins)

Sausages! By Jessica Frances (Lincoln)

Aladdin and the Magic Lamp - Arabian Nights

The Wishing Chair by Enid Blyton (Dean and son)



5 Some fine new clothes



Introduction:

Listen all around:

- Animal sounds

Individual sounds:

- Cat meowing
- Mouse squeaking
- Scissors snipping

Cat invites listeners to join in making the different animal sounds.
Cat Draws attention to the rhyming words.

Rhyme time – Six Little Mice

*Six little mice sat down to spin;
Pussy passed by and she peeped in.
"What are you doing, my little men?"
"Weaving coats for gentlemen."*

*"Shall I come in and cut off your threads?"
"No, no, Mistress Pussy, you'd bite off our heads."
"Oh, no, I'll not; I'll help you to spin."
"That may be so, but you don't come in."*

Help children recognise the rhyming words.

Cat consolidates rhyming words 'spin' 'in' and 'threads' 'heads.'

Story time: The Emperor's New Clothes

Once upon a royal time...

Selection of props to help focus attention and aid sequencing and retelling the story: tailor's large scissors, selection of fabric, crown, cloak, mirror, selection of dressing up items. When the story is familiar, get children to help you create a 'Fabulous Outfit' by providing a selection of dressing up clothes, fabric, scarves etc...



Final Song - The Emperor has some fine new clothes (tune 'Old Mc Donald')

*The Emperor had some brand new clothes,
Snip, snip, snip, snip, snip
The Emperor had some brand new clothes,
Snip, snip, snip*

*With a snip snip here and a snip snip there,
Here a snip, there a snip, everywhere a snip snip.
The Emperor had some brand new clothes,
Snip, snip, snip*

*The Emperor had some special shoes,
Sew, sew, sew
The Emperor had some brand new shoes,
Sew, sew, sew*

*With a sew, sew here and a sew, sew there,
Here a sew, there a sew, everywhere a sew sew.
The Emperor had some brand new shoes,
Sew, sew, sew*

*The Emperor had some brand new clothes,
Snip, snip, snip
The Emperor had some brand new clothes,
Snip, snip, snip*

*With a snip snip here, and a snip snip there,
Here a snip, there a snip, everywhere a snip snip.
The Emperor had some brand new clothes,
Snip, snip, snip*

Help children to invent 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 tell the truth? What would you have done if you were the little boy?
- Can the children design and make some fabulous new clothes for the Emperor? Make a collection of fabric. Sort and discuss a variety of materials such as: wool, cotton, velvet, silk, satin. Make pictures or a collage using a selection of different fabrics.



- Set up a dressing up role-play area, with hats, bags, etc., and make a fashion show. Integrate appropriate environmental print, e.g. posters, appointments book for measuring, bills and receipts; role-play special clothes for parties, work, special occasions. Sorting clothes by size: babies clothes, dolls clothes, sort scarves for length, socks into pairs.

Support Letters and Sounds:

Phase 1- Aspect 2: General sound discrimination.

Tuning into sounds. New words to old songs. Can they make up some new verses?
e.g. a new shirt, new trousers, a new cloak.

Phase 1- Aspect 4: Rhythm and Rhyme Can you find some more rhyming pairs, e.g. cat, hat, mat, bat? Encourage children to recognise words that rhyme, play Rhyming Bingo: provide each child with a small group of 3 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

- Tinker, Tailor
- In The Mirror
- Wee Willy Winkie
- Hey Diddle Dumpling
- 1, 2 Buckle my Shoe

Related picture books

Little Red Riding Hood (Ladybird)

The Tailor of Gloucester- by Beatrix Potter (Frederick Warne)

The Elves and the Shoe Maker (Ladybird)

The Queen's Knickers by Nicholas Allan (Red Fox)

Mrs. Mopple's Washing Line by Anita Hewett and Robert Broomfield (Red Fox)

The Smartest Giant in Town by Julia Donaldson (Macmillan)



6 Wicked Fairies and Special Spells



Introduction:

Listen all around:

- Baby sounds

Individual sounds:

- Baby giggling
- Babbling
- Crying
- Gurgling

Cat invites the children to listen carefully and to guess the sounds:

Rhyme time - Rock-a-Bye, Baby

*Rock-a-bye, baby,
On the tree top,
When the wind blows
The cradle will rock;
When the bough breaks
The cradle will fall,
Down will come baby,
Cradle, and all.*

Help the children to join in and 'rock their babies' gently.

For subsequent hearings you can introduce additional actions and action rhymes, which are very useful for developing hand-eye coordination and the muscles of the fingers.

Line 1: cradling baby movements

Line 2: point up to sky

Line 3: wave fingers to indicate wind

Line 4: as line 1

Line 5: snapping motion with hands

Line 6: both hands move down together

Line 7: cradling baby movements



Story time: Sleeping Beauty

Once upon a sleepy time...

Use pictures or real items to introduce Sleeping Beauty and help the children sequence and remember - a baby doll, selection of baby clothes and resources such as a bottle, blanket and various items such as crown, wand. If possible. Use these items later when retelling and sequencing the story.

Final song - Rock the Royal Baby (tune 'Bobby Shafto')

*A Royal Baby in a cradle,
Rock the cradle when you're able,
Royal Baby in a cradle,
Rock the Royal Baby (hold arms as though rocking a baby)*

*The Royal Baby's fast asleep,
We can't hear a Royal peep
The Royal Baby's fast asleep (hold finger to lips to indicate quiet)
Rock the Royal Baby*

*The Royal Baby's waking now,
All the special guests will bow,
The Royal Baby's waking now, (rub eyes to indicate waking)
Rock the Royal Baby*

*The wicked fairy cast her spell,
The Royal Baby couldn't tell,
The wicked fairy cast her spell, (wave hands to cast a spell)
Rock the Royal Baby*

*The Royal Baby in the cradle,
Rock the cradle when you're able,
The Royal Baby in the cradle,
Rock the Royal Baby (hold arms as though rocking a baby)*

Children can also clap to this song or, more sedately, tap out the rhythm on their knees, using alternate hands.

Follow-up ideas:

Discuss bedtime routines for dolls, etc. in the home corner and encourage children to put them to bed.

Make a bedtime frieze with pictures of all the things children do before going to bed.



Ask the children to make a collection of good bedtime stories for borrowing.

If possible, use the topic to encourage parents to read bedtime stories rather than allowing children to watch a video before sleep.

Other related rhymes and songs:

- Wee Willie Winkie
- Diddle Diddle Dumpling, My Son John
- Bye Baby Bunting
- Rock-a-bye Baby
- Early to Bed and Early to Rise
- To Bed, to Bed says Sleepy Head
- Ten in the Bed
- Five Little Spacemen

Other bedtime rhyme:

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

There was a princess long ago

*There was a princess long ago,
Long ago, long ago,
There was a princess long ago,
Long, long ago.*

*And she lived in a big high tower,
A big high tower, a big high tower,
And she lived in a big high tower
Long, long ago.*

*A wicked fairy cast a spell,
Cast a spell, cast a spell,
A wicked fairy cast a spell,
Long, long ago.*

*The princess slept for a hundred years,
A hundred years, a hundred years,
She fell asleep for a hundred years,
Long, long ago.*

*A great big forest grew around,
Grew around, grew around,
A great big forest grew around,
Long, long ago.*

*A handsome prince came galloping by,
Galloping by, galloping by,
A handsome prince came galloping by,
Long, long ago.*

*He took his sword to cut it down,
Cut it down, cut it down,
He took his sword to cut it down,
Long, long ago.*

*He took her hand to wake her up,
Wake her up, wake her up,
He took her hand to wake her up,
Long, long ago.*

*So everybody's happy now,
Happy now, happy now,
So everybody's happy now,
Long, long ago.*

Actions:

- 1st verse – Princess stands in the centre of the ring of children.
- 2nd verse – The children raised their joined hand to make a circle.
- 3rd verse – one child, chosen as the fairy, waves her arm over the princess.
- 4th verse – The princess lies down and closes her eyes.
- 5th verse – The children wave their arms as trees.
- 6th verse – One child, chosen as the prince, gallops around the outside of the ring.
- 7th verse – He pretends to cut down the trees.
- 8th verse – He wakes up the princess by holding her hand.
- 9th verse – Children claps their hands and can skip around.

Related picture books:

- Shh! Don't wake the Royal baby* by Ada Grey (Bloomsbury)
- The Royal Baby* by Tony Bradman (Oxford University Press)
- Ten in a Bed* by Penny Dale (Walker)
- 15 Ways To Go To Bed* by Kathy Henderson (Frances Lincoln)
- The Little Princess* by Tony Ross (Harper Collins)
- Princess Smarty-pants* by Babette Cole (Puffin)
- The Paperbag Princess* by Robert Munsch (Annick Press Ltd)
- The Princess and the wizard* by Julia Donaldson (Macmillan)

7 Baking and Making



Introduction:

Listen all around:

- Kitchen sounds
- Baking sounds

Individual sounds:

- Egg breaking in a bowl
- Sugar being poured
- Mixing sounds
- Oven sounds and oven timer

Cat invites the listeners to guess the sounds.

Song - I am the Baker Man (tune 'I am the Music Man')

*I am the Baker Man,
I come from Far Away and I can bake,
What can you bake?
I can bake biscuits.*

*Crunchy, crunchy, crunchy, crunch,
Crunchy, crunch,
Crunchy, crunch,
Crunchy, crunchy, crunchy, crunch,
Crunchy, crunchy, crunch*

*I am the Baker Man,
I come from Far Away and I can bake,
What can you bake?
I can bake cakes*

*Yummy, yummy, yummy, yum,
Yummy, yum
Yummy, yum,
Yummy, yummy, yummy, yum
Yummy, yummy, yum*

*I am the Baker Man,
I come from Far Away and I can bake,
What can you bake?
I can bake cookies.*

*Chewy, chewy, chewy, chew,
Chewy, chew,
Chewy, chew
Chewy, chewy, chewy, chew,
Chewy, chewy, chew*

Story time focus:

Listen all around:

- Animal sounds

Individual sounds:

- Chickens
- Pigs
- Cow

Cat encourages the listeners to listen for these animals during the story.

Story time: The Gingerbread Man

Once upon a baking time...

Use pictures, puppets or soft toys to introduce people and the animal characters. Sequence from left to right and encourage the children to listen carefully for these animals as they are introduced in the story.

On retelling encourage the children to make the animal sounds, and join in with the repeated refrain 'Run, run, as fast as you can, You can't catch me, I'm the Gingerbread Man.'

Rhyme time- Pat-a-cake, Pat-a-cake

Listen carefully for the rhyming words

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

Repeat the rhyme focus on the rhyming words 'man', 'can', 'B', 'me.'

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



When the rhyme is familiar, substitute different children's initials for the B, e.g. -
Pat it and prick it and mark it with P
And put it in the oven for Peter and me

Final song – Five Currant Buns

*Five currant buns in a Baker's shop,
Warm and sweet with icing on the top.
Along came a boy with a penny one day
He bought a currant bun and took it away.*

*Four currant buns in a Baker's shop,
Warm and sweet with icing on the top.
Along came a girl with a penny one day
She bought a currant bun and took it away.*

*Three currant buns in a Baker's shop,
Warm and sweet with icing on the top.
Along came a boy with a penny one day
He bought a currant bun and took it away.*

*Two currant buns in a Baker's shop,
Warm and sweet with icing on the top.
Along came a girl with a penny one day
She bought a currant bun and took it away.*

*One currant bun in a Baker's shop,
Warm and sweet with icing on the top.
Along came a boy with a penny one day
He bought the currant bun and took it away.*

The children can act out this song; with individuals taking turns to be the customers and the bakers, as they exchange a penny for a bun it is a great way to introduce money, counting and subtraction.

Follow-up ideas:

Play 'Kim's Game' with a selection of baking resources e.g. an apron, a large bowl, a wooden spoon, a whisk, eggs, flour, sugar, a cookery book (encourage children to name the items and identify them) cover with a cloth and remove one item each time. Can the children identify which object has been removed?

Make a cake or some currant buns; create a baker's shop role-play corner and making a range of play dough cakes and buns to sell (include role-play print such as labels and prices, receipts, shop sign).



Other related rhymes and songs:

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

Skipping rhyme: salt, mustard, vinegar, pepper.

Other Cooking action rhyme:

*Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake-
Catch it if you can!*

Related picture books:

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

Extension: Storytime

Supports Letters and Sounds Phase 1- Aspect 4: Rhythm and Rhyme

Rhyming Books

Encourage the children to join in with the repetitive phrase 'Run, run, as fast as you can, You can't catch me, I'm the Gingerbread Man.' Also read other stories with this repetitive structure such as 'The Runaway Pancake.'

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 cow mooing, the pig snorting, squealing. Add sounds to other stories such as The 3 Billy Goats Gruff.

Extension:

Pre-writing activity:

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

8 Rainbows and Gold



DOWNLOAD

Introduction:

Listen all around:

- Weather sounds

Individual sounds:

- Rain
- Thunder
- Lightening
- Wind

Cat invites the listeners to guess the sounds.

Song – I can sing a rainbow (Arthur Hamilton)

*Red and Yellow and Pink and Green,
Purple and Orange and Blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.*

*Listen with your eyes, (point to ears)
Listen with your eyes, (point to eyes)
And sing everything you see,
You can sing a rainbow,
Sing a rainbow,
Sing along with me.*

*Red and Yellow and Pink and Green,
Purple and Orange and Blue,
Now you can sing a rainbow,
Sing a rainbow,
Sing a rainbow too!*

Children can reach up high to make a rainbow shape with their hands. They can use alternate hands for each colour.

Story time: Pot of Gold

Once upon a rainbow time...

To engage the children, provide a large cooking pot or cauldron.

Use pictures to introduce the rainbow, selection of colours, fabric, crayons, pot, cauldron, selection of golden items, coins.

Final song – 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.

Follow-up ideas:

Small group discussion:

- What did Heather see in the pot?
- Was it better than gold?
- Why? What did she learn?
- What do the children think is best? Why?

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

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

Colour-mixing activities initially using primary colours: to create different shades add white, black paint, provide different sized brushes.



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.

Other related rhymes and songs:

- Little Boy Blue
- Scarlet Ribbons
- Baa, Baa, Black Sheep
- I hear thunder
- It's raining, It's pouring
- Rain rain, go away
- I know a man called Michael Finnigan

'What is Pink?' by Christina Rossetti (*Young Puffin Book of Verse*)

'The Wind' by James Reeves (*Young Puffin Book of Verse*)

Hailstones and Halibut Bones - Adventures in Colour by Mary O'Neill (Doubleday)

Encourage the children's word-play and invent new verses for 'If you're Happy and you know it' - e.g. 'Nod your Head, Smile a Smile'.

Letters and Sounds: Phase 1 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.

Hickory, Dickory Dock – Finger Play

*Hickory, Dickory, Dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory, Dickory Dock
Tick, Tock, Tick Tock
Time to stop*

Try these additional verses...

*Hickory, Dickory Dock,
The Mouse ran up the clock
The clock struck 2,
The mouse said Boo!*

*The clock struck 3,
The mouse said Whee!*

*The clock struck 4,
The mouse said 'No more!'*

I Hear Thunder (tune - 'Frere 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)

Extension: Music, movement and memory – with more able children, try teaching 'I Hear Thunder' as a round.

Related picture books:

The Great Blueness and other Predicaments by Arnold Lobel (Harper Collins)
The Rainbow Fish by Marcus Pfister (North South Books)
Mouse Paint by Ellen Stoll Walsh (Voyager Books)
A Colour of his Own by Leo Leoni (Dragonfly Books)
Brown Bear, Brown Bear by Eric Carle (Puffin)
Elmer by David McKee (Andersen)
Elmer and the Rainbow by David McKee (Andersen)

9 Fabulous frogs and Perfect Princes



Introduction:

Listen all around:

- Bouncing ball
- Splashing sounds

Individual sounds:

- Ball bouncing
- Ball splashing in water
- Frog jumping and swimming in the water
- Ribbet sounds
- Croaking.

Cat invites the listeners to guess the sounds.

Rhyme - Froggie Froggie

*Froggie, froggie.
Hoppity-hop!
When you get to the sea
You do not stop. Plop!*

Cat emphasises rhyming words Hop! / Stop! / Plop!

Song time – Five Little Speckled Frogs

*5 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 4 green speckled frogs.
Glub, glub!*

*4 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 3 green speckled frogs.
Glub, glub!*

*3 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 2 green speckled frogs.
Glub, glub!*

*2 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 was 1 green speckled frog.
Glub, glub!*

*1 Little Speckled Frog,
Sat on a speckled log,
Eating some most delicious bugs, Yum, Yum!
He jumped into the pool,
Where it was nice and cool,
Then there were no green speckled frogs.
Glub, glub!*

This song can be acted out by the children or can be performed as a finger rhyme.

Story time: The Frog Prince

Once upon a watery time...

If possible have a frog, ball, bowl of water (for splashy sound effects) or show pictures of the pond, the castle, a crown, use soft toys or puppets to represent the characters and to aid later retelling and sequencing activities.

Follow-up ideas:

- Make a small world pond scene to help retell the story
- Provide a selection of information books about tadpoles and frogs
- Make some frog 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

Small group discussion:

- Discuss keeping our promises
- What do the children think about the princess's behaviour towards the frog?
- What do the children think about the frog's behaviour?



- Was he a good frog? Why?

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

Go for a walk and collect leaves, grasses, moss and make a 'green' collection. Collect shells, sticks, pebble and feathers and encourage the children to make them into patterns, these can be rearranged again and again. Tear, roll, twist and scrunch papers and glue them to a piece of paper or card to make a textured surface. Use these resources to create a small world area add toy frogs, mini-beasts.

Enhance your water play provision with toy frogs, wooden logs, blocks, play-people, table tennis balls and other resources to support retelling the story, songs and rhymes.

Other related rhymes and songs:

5 Little Froggies – A counting rhyme

This is a chant - *can also be sung to the Traditional tune – 10 Green Bottles adapting rhythm to fit the words.*

*5 Little Froggies sitting on a well
One looked over and down he fell!
Froggies jump high,
Froggies jump low;
Now 4 Little Froggies jumping too and fro*

*4 Little Froggies sitting on a well
One looked over and down he fell!
Froggies jump high,
Froggies jump low;
Now 3 Little Froggies jumping too and fro*

*3 Little Froggies sitting on a well
One looked over and down he fell!
Froggies jump high,
Froggies jump low;
Now 2 Little Froggies jumping too and fro*

*2 Little Froggies sitting on a well
One looked over and down he fell!
Froggies jump high,
Froggies jump low;
Now 1 Little Froggies jumping too and fro*

*1 Little Froggy sitting on a well
He looked over and down he fell!
Froggies jump high,
Froggies jump low;
Now no Little Froggies jumping to and fro*

Related picture books

Frog and Toad Stories by Arnold Lobel (Harper Collins)
The Big Wide Mouthed Frog by Ana Martin Larranaga (Walker)
Two Frogs by Christopher Wormell (Red Fox)
Growing Frogs by Vivian French (Walker)
Tadpole's Promise by Jeanne Willis (Andersen)
It's Mine by Leo Leoni (Dragonfly Books)

Extension:

Pre-writing activity:

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

Moving into writing:

Developing finger muscles for pencil grip and control: make up more stories about frogs. Demonstrate 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!

Provide buckets and bowls of water with brushes and rollers for 'painting' outside and supporting non-permanent mark-making.

10 A very special Spider



DOWNLOAD

Introduction:

Listen all around:

- Slurping / Watery sounds

Individual sounds:

- Wings flapping
- Squawking
- Drums

Cat invites the listeners to guess the sounds.

Rhyme - I have a little spider

*I have a little spider,
And I'm very fond of him;
He climbs on to my shoulder,
And then up to my chin;
He crawls down my arm,
And then down my leg;
Now he's a tired little spider
So I put him into bed.*

Repeat with actions

Finger Play Actions

One hand 'crawls' up to shoulder,
Then up to chin
Down arm and leg
Put spider to bed in the other cupped hand.

Song - Incy Wincy Spider

Incy Wincy Spider climbed up the water spout,
(Use fingers of both hands to represent a spider climbing up)
Down came the rain and washed the spider out;
(Raise hands and slowly lower them, wiggling fingers to indicate rain)
Out came the sunshine and dried up all the rain,
(Raise hands above the head, move them out and down)
And Incy Wincy Spider climbed up the spout again
(As first line)



Story time: Anansi the spider

Once upon a Spidery time...

If possible have a selection of spiders, pictures, soft toys or puppets to represent the characters and to focus attention. These will also aid any additional retelling and sequencing activities.

Perhaps:

1. Glasses for 'See-Trouble',
2. A car for 'Road Builder'
3. A cup for 'River Drinker'
4. A net for 'Fish Catcher'
5. A pebble for 'Stone Thrower'
6. A cushion for 'Cushion'
7. Largest spider 'Anansi'
8. Fish
9. Some drums
10. An image of 'the moon'.

Final Song – Can you spin a Spider web? (tune 'If you're Happy and You know it')

Can you spin a spider web, spider web?

Can you spin a spider web, spider web?

Can you spin a spider web?

Can you spin it with your leg?

Can you spin a spider web, spider web?

(Children stand and use fingers of both hands to represent spinning a web, and then slowly circle their legs)

Can you cast a spider thread, spider thread?

Can you cast a spider thread, spider thread?

Can you cast a spider thread?

Can you cast it with your head?

Can you cast a spider thread, spider thread?

(Use hands and wiggle fingers to represent the thread, and then circle their heads)

Can you climb a spider's line, spider line?

Can you climb a spider's line, spider line?

Can you climb a spider's line?

Can you climb it just in time?

Can you climb a spider's line, spider line?

(Use fingers of both hands to indicate climbing up a line)

*Can you spin a spider web, spider web?
Can you spin a spider web, spider web?
Can you spin a spider web?
Can you spin it with your leg?
Can you spin a spider web, spider web?
(As first verse)*

Related Rhymes and Songs:

- Incy, Wincy Spider
- There's a Spider in the bath
- Hey Diddle Diddle: Aiken Drum
- Little Arabella Miller
- The Ugly Bug Ball by Burl Ives.

Follow up activities:

- Make a small world scene and some spider masks to help retell the story and rhymes.
- Provide a selection of information books about spiders and mini beasts.
- Provide pictures of the Anansi story for children to order and sequence.

Small group discussion:

- What was special about Anansi's spider sons?
- Who was your favourite? Why?
- How can we work together and help each other?

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

Enhance your water play provision with plastic bugs and mini-beasts frozen in ice.
Add plastic spiders and tubes to scaffold 'Incy, Wincy Spider' rhyme.

Go for a mini beast 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 mini beast 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 mini-beast 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 mini-beast habitat gather logs, wooden pallets, house bricks, plant pots, bamboo, hollow tubes, leaves, grasses, sticks pebbles. If possible site these in a sheltered spot close to vegetation or to catch the morning sun. Add any mini beasts you have collected.

Related picture books

Incy Wincy Spider by Keith Chapman (Little Tiger Press)

Aaaarrgghh Spider! by Lydia Monks (Egmont)

The Very Busy Spider by Eric Carle (Puffin)

Spinderella by Julia Donaldson and Liz Pichan (Egmont)

Anansi and the Pot of Beans

Extension: Letters and Sounds:

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)
- Type of movement (rock, march, skip)
- Start with simple opposites that are obviously different (e.g. 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.



Phase 1- Aspect 4: Rhythm and rhyme

Odd one out

Put out three objects, two with names that rhyme and one with a name that does not. Provide each child with a small group of 3 objects (or pictures) e.g. tin, bin, cat, - man, pan, car. Encourage children to recognise words that rhyme, and invite the children to identify the 'odd one out': the name that does not rhyme. The children will need to be familiar with rhyming word families before they can use them in a game.