

BBC















EYFS: *Playtime!*

Autumn term with Andy Day

Age 3 - 5

EYFS: Playtime! Autumn term with Andy Day

Contents

		Page	
	Introduction	3	
	1. Sock	5	 DOWNLOAD
	2. Apple	6	 DOWNLOAD
	3. Cat	7	 DOWNLOAD
	4. Toothbrush	8	 DOWNLOAD
	5. Mitten	9	 DOWNLOAD
	6. Button	10	 DOWNLOAD
	7. Present	11	 DOWNLOAD
	8. Boot	12	 DOWNLOAD
	9. Raindrop	13	 DOWNLOAD
	10. Robin	14	 DOWNLOAD

Introduction

Aims of the series:

Playtime is an interactive, classroom-based programme for pre-school and reception children.

Playtime aims to provide:

- a grounding in the creative arts, including dance, drama and music
- the opportunity to develop listening skills and concentration
- development of language skills
- lively interactive audio
- material from a wide range of cultural backgrounds
- stories that are specially-written for the age group
- a range of songs, poems, and finger rhymes to learn and enjoy

The presenter:

The programmes are presented by Andy Day and Steven Kynman, who you may know from CBeebies. The presenters lead the children through the movement, listening and singing activities.

Using the series:

Playtime can be used in nurseries, playgroups and reception classes, as well as at home with a parent or carer:

- the programmes are designed to be used at a pace appropriate to you and your children. The programmes can be listened to straight through, or you can pause the programme and repeat sections or return to them on other occasions
- each programme is self-contained
- each programme is based around a different object suitable for the age-range (have an example of the object present while you listen to the programme - you may also wish to display an image using the weblinks provided in these notes)
- the series is an interactive resource with a lively mixture of 'doing' and 'listening'

- there are sections in each programme where the movement theme is developed and the children are encouraged to join in
- the activities are all suitable for classroom use in a story corner or small cleared space
- the programmes end calmly with a repeat of the song
- because the programmes are designed to be used in a small space and are not wholly movement-based, there is no formal warm-up (the warm-up is incorporated into the movement itself by starting with small movements and progressing to larger, more extended movements - you may also like to warm up the children before the programme begins by inviting them to shake out body parts; likewise, they could stretch and cool down after the programme)
- you are the link between the programmes and the children - only you can interpret their particular needs
- it is a good idea to use the programmes when the children are not too tired - they need to be alert enough to listen and do

Playtime and special needs:

Playtime is designed to be used by children in various groupings. For children with special needs it may be preferable to use the programmes in small groups with a teacher or classroom assistant and to use small sections of the programme at a time, moving on to the next activity in another session.

Programme content:

Each programme is self-contained and has a blend of activities, including stories, rhymes, poems, action songs, finger games and suitable accompanying music.

There is also a movement activity in which the children are encouraged to join in with Steven as he helps them to develop and explore a range of simple movements. As stated, the movements will be relatively small and will not require 'travelling around' or lots of space.

Teacher's Notes:

The content of each programme is outlined in these notes, together with suggestions for discussion before the programme begins. The notes include a list of the key movement language used in each programme. They also indicate which parts of the body will be used in the main movement activity and give a clear description of the movements that the children will be asked to perform.

The words of any songs or rhymes are printed where possible (subject to copyright), together with a brief synopsis of the programme's story.

Finally, these notes include several suggestions for further reinforcement activities after the programme, together with a list of additional resources.

Before the programme:

Before each programme, it is suggested that you draw the children's attention to a 'focus object' (either an online picture or object) that will help the children to visualise the main subject of the programme, or that can be used as a stimulus for follow-up activities.

Further ideas for helping the children to concentrate are suggested in these notes. You may also like to introduce vocabulary that will be used in the programme.

Download the audio!

These programmes are available to *download* as an mp3 file for playback from a computer or mobile device such as a smart phone. Acquiring the audio as a download gives you complete peace of mind that the audio will play without 'buffering'.

Programmes are also available as *audio on demand* from the website or the BBC iPlayer Radio. The audio on demand is a reliable service that allows you to listen to the programme 'streamed' over the internet. You can play the programme:

- direct from a computer

- from a hifi by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality)
- from the computer via a white-board

Using the audio on demand service is just as flexible as using a download of the programmes. You are able to pause the programme whenever you wish and also scroll forwards and backwards through a programme to locate other sections or to listen to sections again.

Feedback:

Please send your comments to:

BBC School Radio
3rd Floor Bridge House
MediaCity UK
Manchester M50 2BH



Click to download the audio
as an mp3 file.



Before listening

- During the course of the programme the children will be asked to participate with movement, poems and songs while at the same time listening to the presenter, who cannot be seen.
- Tell the children that today's theme is socks. Where do we put them on our bodies? Are they easy to put on? How many make a pair? Have they ever lost one sock from a pair? A collection of various types of socks (adult/children, short/long, different colours) can be made prior to the programme and displayed on an interest table.

Movement language

The following vocabulary will be used in the programme: *pair, stretch, wiggle, push, pull, take off, stand, wobble, peg*. You might wish to acquaint the children with any of these and introduce awareness of the feet, ankles and toes.

Movement content

Actions will be based on putting on socks, making sure they fit properly. The children will then stand up and pretend to take their socks off - standing on one leg, without wobbling.

Song - 'Rub a dub dub' (traditional rhyme with new words)

*Rub a dub dub
Dirty socks in a tub
Red and yellow and blue and green
With a hole in the toes and a hole in the heel
Wash them all till they're fresh and clean.*

*Rub a dub dub
Clean socks in a tub
Hang them out in a row to dry
With a hole in the toes and a hole in the heel
Watch them bounce on the line up high.*

The children will join in with washing sock movements, wiggling fingers through the holes in the socks and then pegging them out on a washing line.

Story - Delila's football socks

Delila believes she can only score goals when she's wearing her lucky football socks - until she loses them!

Suggestions for further activities

- When you have finished listening look at the types of socks that have been collected. Discuss with the children their length, size, colour and texture and who might wear them.
- The above activity can be extended into a matching/sorting game. The children can match all the pairs of socks and then sort them into, say, dark or light colours.
- Cut out paper sock shapes and ask the children to colour a pair the same as their own. The finished socks can be pegged up on a line.
- Talk about the clothes worn by different cultures worldwide. Look to see if they wear socks.



Click to download the audio
as an mp3 file.



Before listening

- Introduce today's theme of apples to the children. Where do apples grow? Do the children and their carers buy their apples from a street market, a fruit shop or a supermarket? Maybe they grow in their gardens?
- Ask the group to bring in one apple each. These can provide the basis of a nature table for the children to experience the differences within one type of fruit. Encourage use of the senses to explore differences between the fruit.

Movement language

The following vocabulary will be used in the programme, which teachers/carers might wish to explore with the children before listening to it: *crunchy, shiny, pick, juicy, stretch, bend, polish.*

Movement content

Actions will be based on picking apples from a tree: stretching up high into the branches and bending down low to place the fruit in a basket. The sequence will end with a polish and bite of the crunchy apple.

Song - 'Five little apples'

*FIVE little apples so red and bright
Were dancing about on a tree one night
The wind came rustling through the town
One little apple came tumbling down...*

FOUR... / THREE... / TWO... / ONE...

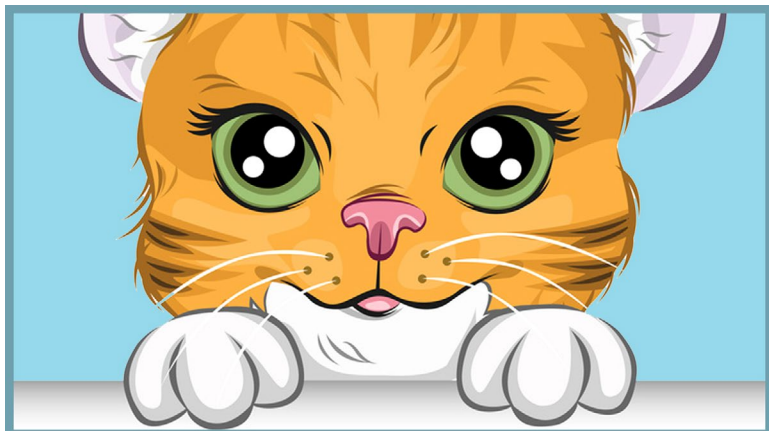
The children will use fingers to represent apples and blow through cupped hands to make the noise of the wind.

Story - The rolling red apple

A story about a boy who goes to the supermarket and finds himself chasing an apple that won't stop rolling down the aisles past all the different groceries.

Suggestions for further activities

- After you have finished listening make a simple pictogram of the different coloured apples that have been collected in the group.
- Have a break with apples and milk. Prepare the apples with the children, talking about hygiene and safety. Discuss with the children how the apples grow and count the seeds from the core. Encourage new language throughout the exercise.
- Cut apples in different ways. What do the children notice? Leave the apples on a plate and what do they notice now? Experiment with lemon juice or cover with cling film after cutting. Now what happens if the apples are left for a while?



Before listening

- Talk about cats. Be aware that within some cultures cats are thought to be unlucky.
- If the children have cats, who feeds and cares for them? Who cares for them if they become ill?
- Make an interest table about cats. Collect soft toys, ceramics or pictures of cats.

Movement language

The following vocabulary will be used in the programme: *asleep, curl, paw, uncurl, wake, lick, wash, whiskers, scratch*

Song - 'I have a little kitten' (to the tune 'Sing a song of sixpence'):

*I have a furry kitten
He's black and white and grey
When I try to cuddle him
He always wants to play
So I drag a piece of string
Across the kitchen floor*

*He thinks it is a little mouse
To chase out of the door.*

The children use their hands to show the wriggling string and the kitten's paw.

Movement content

Actions are based on a cat who is asleep, wakes, stretches and cleans itself. Use of the upper body, back and arms from a kneeling position.

Story - Mr Tong's song

A rhyming story about a cat's quest to form a band.

Suggestions for further activities

- Talk to the children. Have they seen cats wake up, stretch and clean themselves as in the movement session?
- Make a collection of books, pictures and photographs of cats and allow the children to examine them. Talk about what they notice, the similarities and differences.
- Cut out cats in different positions and, with the children, make textured collage cats for a frieze.
- Turn the home corner into a vet's surgery or a pet shop for role-play.



Click to download the audio
as an mp3 file.



Before listening

- Today's theme will relate to dental care and hygiene. Ask for the children's experiences of visiting the dentist. Who takes them? Do they go with their brothers and sisters?
- Do they receive stickers from the dentist or nurse? Ask the children what they need to keep their teeth clean.

Movement language

You may wish to explore the following vocabulary included in the programme:
brush, squeeze, squiggle, up, down, jump, forwards, backwards.

Movement content

Children will be asked to do the actions involved in cleaning teeth: opening wide and brushing up and down, back and front. Then they become the toothbrush themselves, jumping up and down landing on toes with bendy knees.

Song - 'Brush your teeth' (to the tune 'Jingle bells')

*Brush your teeth, brush your teeth
Give them all a treat
Brush up and down and all around
To keep them clean and neat.
In the morning and at night
Clean them twice a day
Brush up and down and all around
Keep fillings well away.*

More toothbrush actions for the children to join in with - to keep the dentist happy!

Story - Mrs Featherduster's toothbrush

A story about a magic toothbrush!

Suggestions for further activities

- Talk about food that is good for teeth and food that is bad for them.
- Find pictures of different foods and make a collage under the two headings: 'Bad food' and 'Good food'.
- Using old toothbrushes, experiment with splatter painting using various colours.
- Compare shapes of teeth. Look at the teeth of different animals in reference books.
- Make a chart of the toothpaste the children use, collecting packets or advertisements to remind them. With the younger children use the colour of their toothbrush as a basis for a chart.



Before listening

- The theme this time is gloves and mittens, which the children may start to wear as the weather gets colder. A collection of different types of hand-wear can be displayed on an interest table with relevant resource books and photographs of people wearing gloves.
- Talk about other types of gloves that may be worn for other reasons than weather conditions. For example, oven-gloves, gardening gloves or other protective gloves. Have they seen adults wearing any of these types of gloves?

Movement language

Make the children aware of fingers and hands and what you can do to make cold hands warmer: *blowing into cupped hands, rubbing hands together.*

Movement content

The actions will be based on warming up the children's hands and then stamping up and down to warm the feet.

Song - 'The mitten hokey cokey' (a variation on the familiar party dance)

*You put your right mitten in
You take your right mitten out
You put your right mitten in
And you shake it all about
You wriggle and you wobble
And you turn yourself around
That's what this song's about.
Oi!*

There are a lot of actions in the song, following Andy's instructions and finishing with a wriggly wobbly jelly action and a turn around on the spot.

Story - The lost mitten

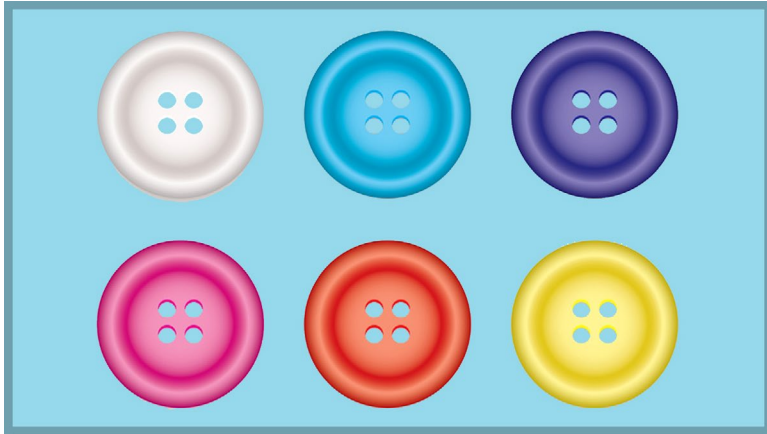
Maya loses one of her mittens at the park but thanks to a succession of creatures it turns up on her doorstep.

Suggestions for further activities

- Ask the children about their own gloves. When do they wear them? How do they prevent them from getting lost. Are they attached to their coats in any way?
- Help the children to draw round their hands with open fingers for gloves or closed fingers and thumb out for mittens. Cut out and colour.
- Make a collection of gloves, hats and scarves for the dressing-up box.



Click to download the audio
as an mp3 file.



Before listening

- Introduce today's theme of buttons to the children. Ask them if they know anyone with a button box. Why do people have button boxes?
- Make an interest table of buttons incorporating the various sizes, shapes, colours and the different materials they are made of.
- Ensure that the size of the buttons is appropriate and that they are presented as things not to be put in the mouth or up the nose!

Movement language

Make the children aware of how they dress themselves/are dressed and the sequence of doing up buttons and undoing them.

Movement content

The actions will be based on standing up and putting on coats, then a sequence of buttoning from top to bottom. When Max the Friendly Giant arrives, the children help him with his buttons stretching up as tall as they can and pushing his enormous buttons into their holes.

Poem - 'Five little buttons'

*FIVE little buttons on the coat that I wore
Dad buttoned the red one, then there were four
FOUR little buttons, two by two you see
Mum buttoned the orange one then there were three
THREE little buttons and before I knew
My brother buttoned a yellow one then there were two
TWO little buttons, oh what fun
My sister buttoned a green one then there was one
ONE little button, blue and undone
I buttoned it myself and then there were none.*

Children can count along with the poem and do the button actions. Dad, Mum, Brother and Sister could be substituted by the names of children in your group, letting them remove the button of the appropriate colour:

Story - a story of stories!

When Poppy loses the button from her coat her Mum shows her a special drawer where buttons are kept. Each one has a story.

Suggestions for further activities

- What do children think should have happened at the end of the story?
- A button box could be sorted into size, shape, colour, texture or number of holes.
- The group could try a threading activity with various buttons or, with the help of the children, stitch a large button onto a felt sample with a blunt darning needle.
- Simply allow children to experiment doing up and undoing buttons and toggles on clothes in the dressing-up box.
- Make pictures and collages using buttons.



Click to download the audio
as an mp3 file.



Before listening

- Today's theme is about boxes and, in particular, surprises and presents. All children will have shared this experience one way or another, big or small, but be aware that some religions/cultures do not celebrate birthdays.
- Talk to the children about the day they were born on and how this birthday is celebrated. Do they receive presents? Make a selection of boxes and containers with the children that can be wrapped up for pretend parcels and presents.

Movement language

The programme will contain references to wrapping, unwrapping and tying a bow: *smoothing, crinkly, wrapping, folding, edges, tear, rip.*

Movement content

It's Andy's birthday and the children wrap him up a pretend present. Then an enormous teddy bear needs wrapping up with one very long sheet of paper - walking round and round bending low to start at its feet and getting higher before ending with a big bow on the top of its head.

Poem - 'Here is a box'

*Here is a box, it has a big lid
I wonder whatever inside is hid
Why it's a (SOUND EFFECT) without any doubt
Open the box and let it come out.*

The children will be invited to respond to different sound effects - the clues as to what is in a series of presents.

Story - The best present of all

Finlay doesn't know what to give his new baby sister when she comes home from the hospital.

Suggestions for further activities

- Discuss the children's own experiences of giving and receiving presents - they don't have to be big!
- With the group, design wrapping paper with various types of printing.
- Let the children experiment wrapping up boxes with different types of paper. Talk about the properties of the paper used - strong, flimsy, tears easily, soft and so on.
- Talk with the children about festivals and times for giving and receiving.



Click to download the audio as an mp3 file.



Before listening

- This time the theme is Wellington boots. Talk to the children about times when they may wear boots: in the rain, on muddy paths, in the snow.
- Encourage the children to bring their boots into the group to use in movement sessions. A display of boots, including adults and baby-sized ones, with appropriate resource books and pictures can be a focal point for discussion.

Movement language

Familiarise the children with vocabulary, such as *balance*, *lift*, *stamp*, *march* and *swing*, which will be included in the programme. Also, rainy words such as *splash*, *soggy*, *puddles* and *soaking*.

Movement content

The actions are based on marching through puddles: swinging arms, lifting knees and standing up straight. The children will balance on one leg to tug off each of their Wellingtons.

Song (to the tune of 'The Grand Old Duke of York')

*On a damp and rainy day
I pull on my pair of boots
I march around on the soggy ground
Through the puddles I salute
I am splashing here and there
I am splashing everywhere
And when I am wet, I am soaking wet
And everybody stares.*

The children can join in by marching their feet up and down in front of them while they sit, adding a smart soldier salute on the appropriate line.

Story - Ipek's wellies

A girl who lives by the sea gets stuck in the mud on a beach walk and comes home with just one boot.

Suggestions for further activities

- Talk about the collection of boots you have assembled referring to their size, colour and different treads. Talk about the different uses boots may have.
- Use the treads of old wellies dipped in paint to make a roll frieze. Try charity shops for a cheap supply.
- Examine the materials which are used to manufacture boots and the different properties of each, ie fur fabric for warmth inside, waterproof rubber outside.



Click to download the audio
as an mp3 file.



Before listening

- This episode can be used as an extension of the previous one about Wellington boots and rainy days.
- Encourage a discussion about the different weather types we experience at this time of year.
- Make a nature table about rain and water. How does it rain? Where does the rain go? Explain to the children how important rainwater is to humans and to plant and animal life.

Movement language

Words associated with different types of rain will be used in the programme: *spitting, drizzling, pouring*. The children will be asked to work in pairs using arms, hands and fingers from high to low in a standing position.

Movement content

Children will express the various types of rainfall using their fingers and hands. Once they have made the actions solo, they will work with a partner standing up to make their raindrops fall at same speed and level as their partner - mirroring movements.

Song - 'I hear thunder'

*I hear thunder, I hear thunder
Hark don't you, hark don't you
Pitter patter raindrops, pitter patter raindrops
I'm wet through, so are you.*

*I see blue skies, I see blue skies
Way up high, way up high
Hurry up the sunshine, hurry up the sunshine
We'll soon dry, we'll soon dry.*

In Verse 1 the children can put hands up to ears to listen to the thunder. In Verse 2 they make the shape of the big round sun with a circle in the air.

Story - Racing raindrops

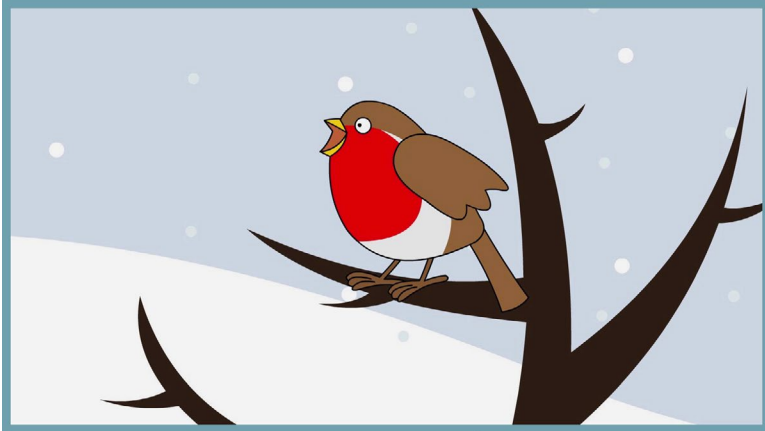
A rhyming story about raindrops racing down a window pane, working together to beat the big, bully raindrop.

Suggestions for further activities

- When the programme has finished, talk about today's weather and the types of clothes the children need for it.
- Melt ice to water for a science activity, observing the changes.
- Collect a variety of ice-cube sizes and shapes and let the children draw on one with a felt-tip pen. Talk about what they notice as they watch what happens.
- Blow runny paint with straws across paper to make a rainy window pane. Or just let the paint drip down the page.
- Paint a pattern and, with a dropper, allow 'raindrops' to fall onto it. Talk about what the children notice.
- Make a weather chart with the children using different colours or materials for different weather types.



Click to download the audio as an mp3 file.



Before listening

- This wintery episode is about the robin. In group discussion, ask the children if they have ever seen this type of bird and how it can be recognised.
- Where have the children seen a robin?
- Robins are particularly associated with Christmas. Investigate with the children the various ways that the robin is depicted at Christmas: on cards, calendars, wrapping paper and decorations. Make a display of these.

Movement language

This episode includes vocabulary associated with the ways in which a robin may move: *hopping, jumping, flapping, pecking*. The children will be made aware of a bird's movements using their whole body.

Movement content

The actions will be based on the various ways a robin moves around a garden or park. The children will be asked to move about in a limited space, jumping up and down in bird hops with feet together, tucking elbows into sides and flapping arms as wings, and making beak actions with hands to gobble up the worms.

Song - 'The north wind doth blow'

*The north wind doth blow (BLOW BLOW)
And we shall have snow (BBBRR, BBBRR)
And what will the robin do then, poor thing?
He'll sit in a barn and keep himself warm
And hide his head under his wing, poor thing.*

*The north wind doth blow (BLOW BLOW)
And we shall have snow (BBBRR, BBBRR)
And what will the robin do then, poor thing?
He'll sit on a twig and we'll feed him some bread
And he'll sing to say thank you my friends, poor thing.*

In Verse 1 the children can join in with the blowing and shivering sounds and tuck their head under their 'wing'. In Verse 2 they will hear the beautiful song of a real robin.

Story - Christmas story

A robin helps Father Christmas in return for a smart red waistcoat.

Suggestions for further activities

- When you have finished listening talk to the children about the story and how they can find out the information needed to be able to feed wild birds correctly.
- Make a feeding block for the birds from wild bird seed and, if location allows, position it near to your playgroup or nursery window. Be sure to keep it out of reach of cats.
- Make textured robin collages or greetings cards with available materials.
- Talk about wild birds in your area, and about nesting, eggs, fledglings and feathers. Be aware that some children have allergies to feathers.