























EYFS: *Playtime!*

Spring term with Andy Day

Age 3 - 5

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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



Movement

- The children pretend to put on a favourite jumper, pushing their head through the hole in the neck and each arm through a sleeve. Then they pull the jumper down their bodies.
- Jumping in their jumpers, landing on toes with bendy knees.
- The jumpers are taken off using the above actions in reverse.

Song: (to the tune 'I can sing a rainbow')

*Red and yellow and pink and green
Purple and orange and blue
I can wear a jumper, stripey jumper
Will you wear one too?*

*I put my head in the biggest hole
Out of view, push it through, do
Then I find the right sleeve, now the left sleeve
Can you do that too?*

Story: The rainbow jumper

A story about a fairy who likes to wear clothes that suit the weather.



Movement

- The children pretend to dig up potatoes, bending knees and their back as they push their foot onto the fork. Sound effects reveal if they have been successful.
- Sitting down again, gentle scrubbing and brushing actions are performed to wash the potatoes before cooking.

Chant: 'One potato...two potato'

*One potato, two potato, three potato, four
I made a bowl of boiled potatoes but dropped them on the floor.
Crash. Uh - Oh!
Five potato, six potato, seven potato, eight
I stamped them into mash potato and plopped them on a plate.
Yuk!
Nine potato, ten potato, what a mess I see
No more counting potatoes
I'll have chips for tea. Yummy!*

The children can count the potatoes out loud and on fingers, joining in with the crash, uh- oh, yuk and yummy exclamations.

Story: The potato feast

Sam's potato patch and the different ways his Mum can cook the home- grown potatoes.



Movement

- The children pretend to carry a heavy shopping bag.
- Then they unpack the contents, stretching up high to put light objects onto shelves and stooping down low to put heavy things into cupboards.

Song (to the tune of 'Three blind mice')

*Shopping bag, shopping bag,
Hear what's inside, hear what's inside:
There's bread and apples and jam and cheese,
Soap and toothpaste, potatoes and peas,
Eggs and butter, fish fingers for tea,
That's what's inside.*

In the first and subsequent verses children listen and count the contents. There's a school materials theme to the last verse sung at the end of the programme.

Story: The thoughtful shopping trip

Mum has been shopping and there's something for everyone in her bag.



Movement

- The children curl into a round ball shape, tucking in head, hands and feet like a snail in its shell.
- With slow snail music, they move one knee forward, then the other to crawl with slow, smooth movements.

Song (to the tune 'Hickory dickory dock')

*The snail is moving slowly,
See him slide across the grass,
He leaves a silver path behind,
We all know that he has passed.*

*The snail is never worried,
Though he wanders far and wide,
He carries his house upon his back,
When he's tired he crawls inside.*

The children make snail shapes with their hands, curling one into a fist with two fingers for the snail's horns and the other held flat out for the grass that the snail slides across.

Story: The snail trail

Tommy follows a snail trail through his garden.



Movement

- Children stand up to wind a long scarf round and round their neck - carefully, not too tight!
- Then they make patterns in the air with a different sort of scarf, made from light, floaty material. First a big round shape, then something of their own choosing.

Song (to the tune 'Polly put the kettle on')

*When it's cold and windy out,
I look for my spotted hat.
I pull it down over my ears
It keeps me warm.*

*Then I take my spotted scarf,
And wind it round and round my neck.
My matching scarf and woolly hat,
They keep me warm.*

The children can pretend to dress up in their winter hats and scarves.

Story: Roisin's hats and scarves

Roisin's Grandma is a very good knitter - which is just as well because Roisin is always losing her hat and scarf!.



*Click to download the audio
as an mp3 file.*



Movement

- Peddling actions: knee up, point toe, stretch leg, back to start. Making round shapes in the air with the children's feet.
- Repeat the actions with the other foot.
- With the music, peddling faster and faster.

Song: 'The wheels on my bike'

*The wheels on my bike go round like this,
Round like this, round like this,
The wheels on my bike go round like this,
All day long.*

My feet on the pedals...

My bell when it rings...

The children can draw the shape of the wheels in the air, circle their fists for pedal actions and ring their bells.

Story: Riding without stabilisers

Jack learns to ride Barnaby the Bicycle without Sophie and Sam the stabilisers.



Movement

- The children imagine the biggest piece of paper they have seen. Using pretend pots of paint and brushes they stretch up and bend down to paint sky, grass and a square house with door and windows.

Song: (to the tune 'Do you know the Muffin Man?')

*Can you paint a head that's red, a head that's red, a head that's red?
Reach up high and paint a head with a very smiley face.*

Can you paint a body blue..?

Can you paint some yellow arms...

Follow that with two green legs.

Sitting down, the children can join in with more shape painting.

Story: The brand new paintbox

Molly receives a new paint box for her birthday and her family all have ideas as to what picture she should paint.



Movement

- The children make the shape with their bodies and arms of a big, wide elephant.
- They make big floppy ears and then dangle one arm from their nose like the creature's trunk.
- Using their trunks they stretch up high and twist them round to pluck leaves from the tree.
- Slow plodding steps on the front complete an elephant dance.

Song: 'Elephant' (to the tune 'The animal fair')

*The elephant's big and strong,
With a trunk that's incredibly long,
He's got big floppy ears,
And nothing he fears
As he noisily trumpets his song.*

*He goes to the pool to drink,
In the mud he wishes to sink,
He stomps in with a smash,
And then starts to splash,
Coz Elephants love to crash and bash and crash and bash and crash.*

The children can make the ear and trunk actions as before, slapping their knees and stamping their feet with the music to show the elephant as it crashes and bashes.

Story: Practise makes perfect

On the African plains a baby elephant is learning to use his trunk for the very first time.



Movement

- The children pretend to inflate like a balloon, starting from a tight round ball and getting bigger and bigger with each of the presenter's puffs.
- On the pop sound effect they wriggle to the floor to start again.

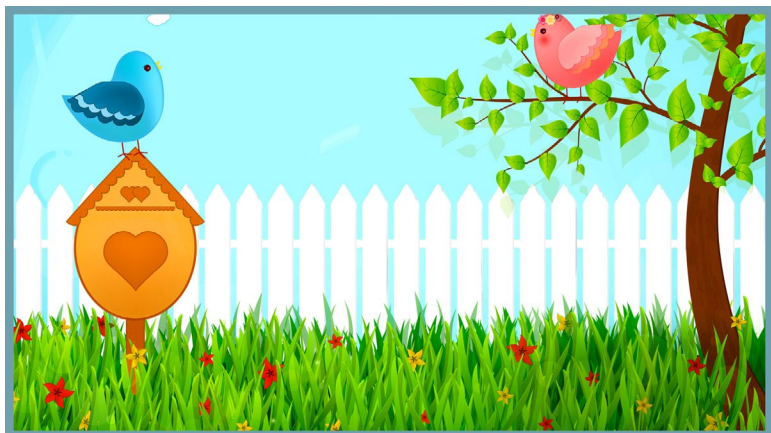
Song (to the tune of 'Mary had a little lamb')

*I have got a red balloon, red balloon, red balloon
I blow and blow and watch it grow
Til it is big and round
Now I tap it in the air
Floating here, floating there
But suddenly it hits the ground and bursts with a loud pop.*

Children can join in with the song's actions - blowing up a balloon and tapping it into the air.

Story: Too many balloons

When Sally the Squirrel has a birthday party everyone wants a balloon...but for one of her animal friends one balloon isn't enough!



Movement

- Children roll into a tight ball shape to begin a growing sequence as a bulb deep down in the soil.
- With the music they stretch up their arms, twisting and turning to show the shoot growing towards the sun.
- Standing up they make a tight bud shape with hands clasped together before slowly opening their fingers to reveal the petals of a flower.

Song: 'Why does it happen each Spring?'

*New leaves are growing because it is Spring
New buds are showing because it is Spring
New grass needs mowing because it is Spring
Oh why does it happen each Spring?*

*New flowers are peeping because it is Spring
New lambs are leaping because it is Spring
New birds are cheeping because it is Spring
Oh why does it happen each Spring?*

The children are invited to show some Springtime events. Wiggling fingers upwards to show the plants, opening and shutting their hands like baby bird beaks or bouncing hands up and down like lambs.

Story: Toby Toad waits for Spring

When Toby Toad refuses to hibernate he is the last one awake when Spring finally comes.