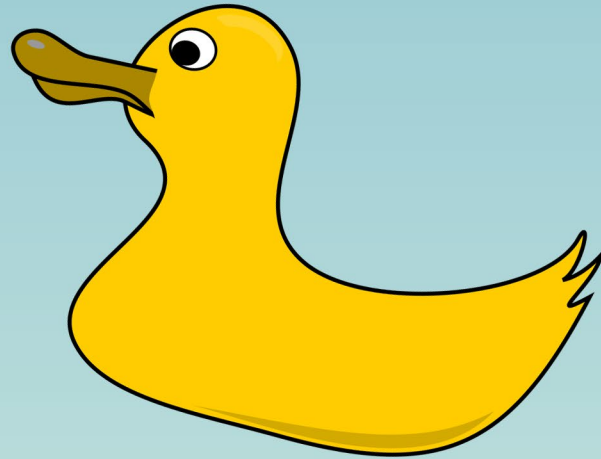




EYFS: *Playtime!*





















with Steven Kynman

Age 3 - 5



EYFS: Playtime! with Steven Kynman

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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 Steven Kynman, who you may know as Robert the Robot from *Justin's House* on CBeebies. He leads 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.

Downloads / Podcasts:

These programmes are available as *downloads* or '*podcasts*' following transmission (refer to the transmission dates above to see when each becomes available). This means that you can download each programme (for free) as an mp3 file, for playback either from a computer or from an mp3 player, such as an iPod or similar device. Once you have acquired a programme you may keep in perpetuity and use it with your group whenever you wish.

If you subscribe to the podcast your computer will automatically search for each new episode when you connect to the internet, ensuring that you never miss a programme.

More information at:

<http://www.bbc.co.uk/programmes/b03g64r5/episodes/downloads>

Programmes are also available as *audio on demand* from the School Radio website or the BBC iPlayer Radio following transmission.

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:

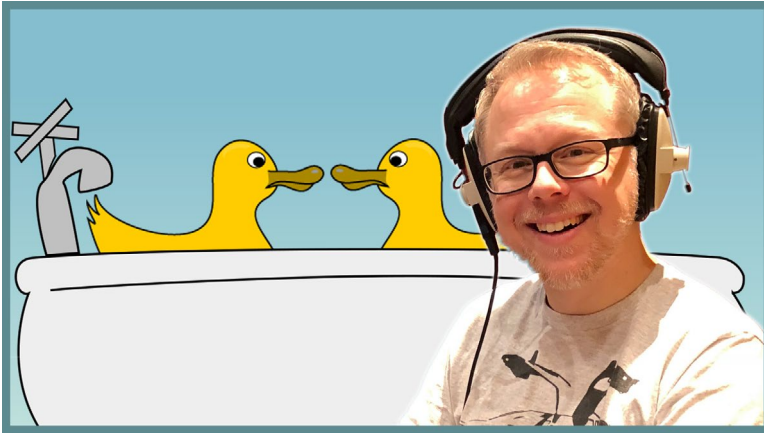
- direct from a computer
- from a hifi by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality)
- from the computer via a white-board

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



Before using the content

During the course of the programme the children will be asked to participate with movement, songs and chants, while at the same time listening to the presenter who cannot be seen.

- Tell the children that today's theme is bathtime.
- Do they have any special bathtime toys? Do they have favourite soap or shampoo? Do they have bubbles in their bath?

Movement language

The following vocabulary will be used in the programme:
Splashing, stretch, slippery, rub, straight, bend.

Movement

The children pretend to wash their face, their hands and toes. They rub soap under their arms and splash to rinse it away. With one leg stretched and the other bent towards them, they pretend to wash their toes. With the music, they choose which body parts to wash.

Song

*This is the way we wash our hands, wash our hands, wash our hands
This is the way we wash our hands to make them nice and clean.*

*This is the way we wash our face, wash our face, wash our face
This is the way we wash our face to make it nice and clean.*

*This is the way we wash our toes, wash our toes, wash our toes
This is the way we wash our toes to make them nice and clean.*

Story

A specially commissioned story. James is having a bath. Grandad takes the opportunity to tell him a story about how children took baths a very long time ago.

Suggestions for follow-up activities

- In the story, James' Grandad talked about bathtime about 100 years ago, before many houses had bathrooms or hot water. Find images of life in late 1900s and talk about the differences.
- In many developing countries of the world, children live without clean water, and bathtime is in the river or lake. Talk about life for these children.
- Make a chart of the soap and/or shampoo that the children use.



Before using the content

Tell the children that today's theme is aeroplanes and that they will pretend to be on a flight during the programme.

- Have any of them been on a real aeroplane - what do they remember about it?
- Where were they flying to?
- Stress the safety that is important for take off and landing and why we wear seatbelts.

Movement language

The following vocabulary will be used in the programme:

Fasten, straight, strong, soar, lift, lower, circles, on the spot.

Movement

The children close their eyes and listen to an aeroplane taking off. Standing in their space, with arms outstretched, they make wing shapes and alternate arms up and down to show a soaring action.

Bending their knees, they 'fly' lower and turn around on the spot to 'circle' in the sky. Encourage strong, straight arms at all times.

Song

*Down at the airport, early in the morning,
See all the aeroplanes lined up in a row
Along comes the captain to start up the engine,
Fasten your seatbelt. Off we go.
Vroooooom.*

Story

A specially commissioned story. Olivia is going on an aeroplane for the first time.

Suggestions for follow-up activities

- Make a collection of models/photos of different types of aeroplanes big and small - jumbo jets to twin propellers.
- Look at some of the early humorous examples of man trying to fly.
- Make simple paper planes or more elaborate craft using cardboard rolls and packaging.



Before using the content

Tell the children that today's theme is the changing weather.

- Ask them to name as many types of weather as they can.
- What's the weather like today / yesterday?

Movement language

The following vocabulary will be used in the programme:

Chilly, blowing, rain, sunny, snow, pat, shoulders, jump, tiptoes, panting, swing, march, smiley, grumpy.

Movement

The children pretend to be cold, making shivering sounds. They cross their arms in front and pat shoulders. They jump to get warm, bending knees and landing on tiptoes. They show how out of breath they are by panting. When the weather changes to sunny, they walk on the spot in a favourite sun hat and sunglasses, looking cool, and swinging their arms with smiley faces. When it starts to rain, they pretend to hold up an umbrella and march on the spot with a grumpy face.

Song

(Tune: 'Darling Clementine')

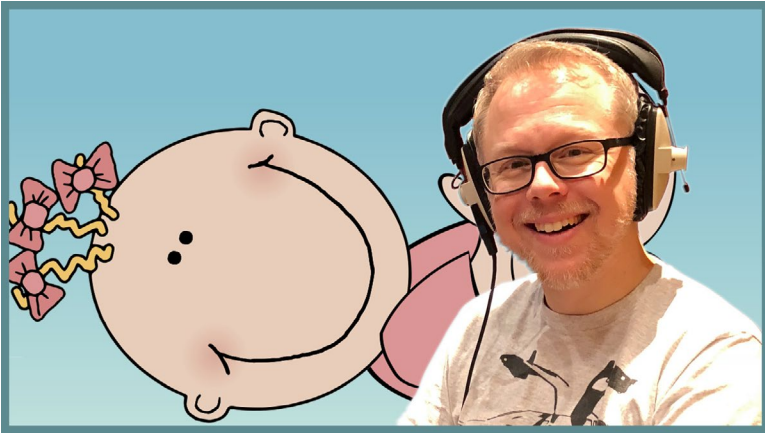
*What is the weather, what is the weather?
What is the weather everyone?
Is it windy? Is it snowy?
Is there rain or is there sun?
What is the weather, what is the weather?
What is the weather we have got?
Is it chilly? Is it sunny?
Are you cold or are you hot?*

Story

A specially commissioned story. In the village of Perdiem where brothers Zak and Seb live, there is the same weather at the same time every day.

Suggestions for follow-up activities

- Blow runny paint with straws across paper to make a rainy window pane. Or just let the paint drip down the page.
- Make a weather chart for the week/month with the children using different colours or materials for different weather types.
- Talk about the different clothes we wear in different weathers.



Before using the content

Tell the children that today's theme is Baby.

- Do any of them know a baby or have a baby brother or sister?
- How do they help their parents look after them?

Movement language

The following vocabulary will be used in the programme:
Crawl, wriggle, explore, grab, wobbly, touch, stretch, turn.

Movement

The children pretend to be a baby. In a crawling position on all fours and without travelling, they wriggle their bodies and stretch up to grab at things. See how well they familiarise themselves with the sequence - wriggle, stretch, grab. With the music, they learn to walk on wobbly legs - without falling down.

Chant (with actions)

*Little baby, turn around.
Little baby, touch the ground.
Little baby, touch your nose.
Little baby, touch your toes.
Little baby, stretch up high.
Little baby, wave goodbye.*

Story

A specially commissioned story. Evie has been waiting ages for the birth of her baby brother. She has prepared for his arrival and when he is born, visits Mum in hospital to meet him.

Suggestions for follow-up activities

- Ask the children to bring in photos of themselves when they were babies. Can the class guess who is who?
- If there is a Mum or teacher who has recently had a baby, invite her to come and talk to the class with her new arrival, and bring all the things babies need.
- Make a collage of baby animals and birds.



Before using the content

Tell the children that today's theme is Cake and, because it is broadcast near Shrove Tuesday, there will be pancakes in the programme too.

- Talk about Shrove Tuesday and how it is celebrated.
- Do any of the children help a grown up with baking?
- Do they know the main ingredients for a cake mixture?

Movement language

The following vocabulary will be used in the programme:

Ingredients, bowl, spoon, mix, tip, tap, crack, heavy, circle, stretch, turn on the spot.

Movement

The children pretend to make a cake. They tip sugar into a bowl of butter, tap and crack three eggs, add some flour from a heavy bag and mix it all with a wooden spoon. Standing in a space, with the music, they turn around slowly on the spot and back the other way, to be wooden spoons mixing.

Song

(Tune: 'Frere Jacques')

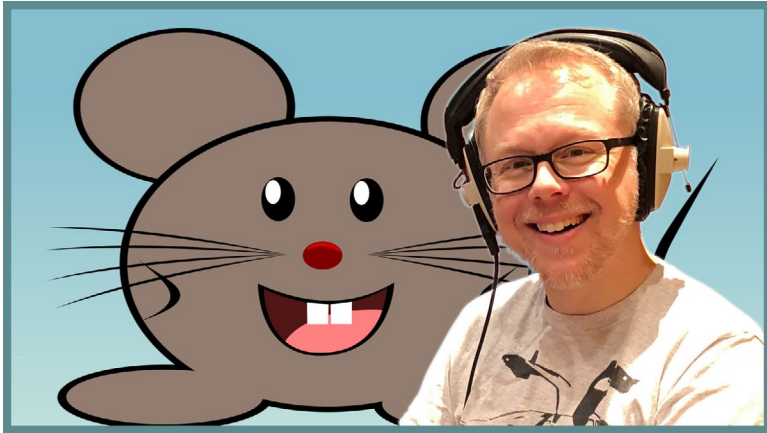
*Mix a pancake, mix a pancake.
Pop it in the pan, pop it in the pan,
When you toss a pancake, when you toss a pancake,
Catch it if you can, catch it if you can.*

Story

A specially commissioned story. It is pancake day at Lucy's house but things don't go according to plan.

Suggestions for follow-up activities

- Bake fairy cakes with the children. Be aware of allergies.
- Health and safety skills - 'hands-on' experience of the need to practise good hygiene in the kitchen. They also learn about safety, identifying the things that are hot, sharp, or electrical and learning to be careful.
- Maths skills - weighing, measuring, mixing, timing, and sometimes even estimating.
- Compile a tally chart of the children's favourite pancake toppings.
- For Christians, Shrove Tuesday is the last day to indulge before giving up something for Lent. What would the children find most difficult to give up?



Before using the content

Tell the children that today's theme is Mouse.

- Talk about some simple mice facts - they are small and move very fast, what they eat, what they are scared of.
- Do cats and mice get on?

Movement language

The following vocabulary will be used in the programme:

Exercise, twitch, nibble, wriggle, paws, creep, freeze.

Movement

The children pretend to be mice: twitching their noses like them, opening and closing their mouths as if nibbling, holding their hands by the side of their mouth as wriggling paws washing whiskers. Standing up, with the music, they walk on the spot as if creeping through a house, listening out for the cat, freezing when they hear its miaow. See how quickly they respond to the sound effect of the cat and keep still.

Song

*Hickory Dickory Dock
The mouse ran up the clock
The clock struck one (Bong)
The mouse ran down
Hickory Dickory Dock.*

Story

A retelling of the traditional tale of 'The Town Mouse and the Country Mouse.' The homes of the two mice are very different...but they can still be good friends.

Suggestions for follow-up activities

- Design grandfather clocks from recycled boxes. Make mouse finger puppets using cones of card with string tails and drinking straw whiskers.
- Sing Hickory Dickory Dock using these props.
- The clock strikes one in the song. Introduce 'telling the time'.
- Dedicate the book area to mice themed stories (for example: Aesop's 'The Lion and the Mouse', various tales of Beatrix Potter, the Maisy series)
- Talk about the differences between living in the country and living in a big town or city. Do the children have any friends that live in a different environment to their own?



Before using the content

Tell the children that today's theme is Shaker.

- Talk about simple home made shakers - plastic containers filled with rice or lentils. What other things could be put in a shaker and how do the contents change the sound it makes?

Movement language

The following vocabulary will be used in the programme:

Shake, lighter, heavier, high, low, fast, slow, behind, bouncy.

Movement

To today's song, the children pretend to shake a shaker with one hand, then the other hand, and then with two hands. Standing up, they follow Steven's instructions how to shake: high, fast, slow, low, behind, on one leg without wobbling. With the bouncy music, they pretend to be a shaker, jumping up and down on the spot and landing with bendy knees.

Song

(Tune: 'London Bridge is Falling Down')

*Shake your shaker in the air, shake it here, shake it there
Shake your shaker in the air, shake your shaker.
Shake it high and shake it low, shake it fast, shake it slow,
Shake it Stop and shake it Go, shake your shaker.*

Story

A specially commissioned story. Baby Indira has lost her favourite toy - a shaker. Her family find other shakers to play at breakfast time, until the real shaker is found in the most unlikely place.

Suggestions for follow-up activities

- Make shakers. Choose containers made of thick materials. Don't use plastic bottles that scrunch up easily or ones difficult for little hands to hold. Cylindrical containers with tin bottoms, like tubular biscuit tins make a really good percussive sound too. Vary the contents for different sounds. Cover in sticky back paper and decorate.
- Shake along with today's song. Teach steady rhythm and keeping the beat.



Before using the content

Tell the children that today's theme is Ice Cream.

- Do they have a favourite flavour ice cream?
- Talk about what happens to ice cream when it's taken out from the freezer.

Movement language

The following vocabulary will be used in the programme:
Tub, stretch, scoop, cone, lick, melt, sink, sway, side to side.

Movement

The children pretend that there is a big tub of ice cream in front of them and hold a giant spoon. Stretching down into the tub, they scoop up a ball of ice cream and place it gently onto a cone. Standing up, they make the shape of an ice cream with feet together to show the thin bottom and arms in a round shape over their head to show the top. With the music, they pretend to melt to the floor, slowly sinking to the floor and getting smaller.

Chant

*I Scream, you scream
We all scream for Ice Cream!*

Chanted at four different speeds. How well do the children keep up?

Story

A specially commissioned story. Mrs Wafer and Mr Cone are rival ice cream sellers in the same park. They always want to beat the other in selling the most ice creams, until a little girl's choice forces them to co operate.

Suggestions for follow-up activities

- Make a pie chart or block graph of the class' favourite ice cream flavours.
- Make Pretend Ice Cream Sundaes. Buy disposable plastic bowls and glue cotton wool in the bowl to look like ice cream. Put brown and red paints in squeeze bottles. Let the children drizzle paint over the cotton to look like chocolate or strawberry sauce. They can also add sprinkles.
- Melt ice cubes and observe the changes. (Not direct from the freezer as they may stick to little fingers).



Before using the content

Tell the children that today's theme is Changing Seasons.

- Do the children know the names of the four seasons?
- What have the children noticed about the arrival of Spring - longer days, better weather (hopefully), leaves on trees, spring flowers, baby animals.

Movement language

The following vocabulary will be used in the programme:

Tuck, curl, tight, lift, stretch, twist, turn, petals, smooth, sweep, to one side.

Movement

For Spring: The children pretend to be a flower growing. They make themselves as small as they can, in a round tightly curled shape, with head and limbs tucked in. With the music, they grow slowly to a standing position, using their arms to twist and turn like shoots and show a flower's petals. For Autumn: they stand and pretend to sweep leaves with a big broom - in front and to both sides.

Song

*Incy Wincy Spider climbed up the water spout
Down came the rain and washed the spider out
Out came the sunshine and dried up all the rain
So Incy Wincy Spider climbed up the spout again.*

Story

A specially commissioned story. Twins Nassor and Neema visit their park in all four seasons, noting the changes in season, and wearing different clothes.

Suggestions for follow-up activities

- Take the class for a Spring walk, observing signs of the season.
- Plant seeds. Observe the changes as the plant grows. Measure growth across the weeks (and especially over the Easter holiday), plotting increases on a chart.
- Listen to extracts from Vivaldi's *The Four Seasons*. How does the music represent the different seasons?



Click to download the audio
as an mp3 file.



Before using the content

Tell the children that today's theme is Egg.

- Now that Spring is here, many birds are nesting and laying eggs.
- Talk about the species of birds that the children may see in their local environment.

Movement language

The following vocabulary will be used in the programme:

Curl, fist, crack, rocking, tuck, elbow, flap, waddle.

Movement

The children pretend to be baby birds. Firstly they hatch from their egg by curling up, tucking in their head and limbs. Rolling their hands into fists they push upwards to crack the shell, and rock from side to side to break the egg away. They make baby bird (chick) wing shapes by tucking their elbows into their body, flapping with the music. Then they stick out their bottom and waddle on the spot.

Song

*Two little fluffy chicks, looking for some more
Along came another two and that makes four
Run to the haystack, run to the pen,
Run little fluffy chicks back to mother hen.*

*Four little fluffy chicks scratching in the sticks
Along came another two and that makes six
Run to the haystack, run to the pen,
Run little fluffy chicks back to mother hen.*

Story

A specially commissioned story. The Sara Nasiba bird (meaning 'good luck' in Gujarati) comes to nest in Karim's garden. When the mother bird is frightened from her nest, Karim keeps the egg warm and when it hatches the village's fortunes are transformed.

Suggestions for follow-up activities

- Look at images of bird nests and the different size and colour of the eggs they lay.
- If suitable, position a bird feeder near a window, and observe which birds come to visit.
- Design a class Sara Nasiba bird (with recycled packaging and bright materials such as sweet wrappers for its elaborate plumage) and its golden egg (from a balloon and papier mache).
- Decorate Easter eggs or have a class 'egg hunt' or egg rolling competition.