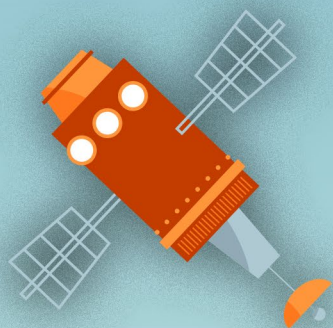
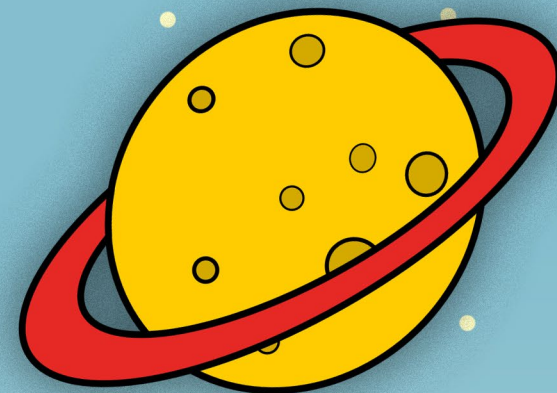




EYFS: *Playtime!*









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 music and musical instruments being played together in a band.
- Can they name any musical instruments? Do they have any musical toys?
- Do they have any favourite songs or rhymes? Do they like to clap, tap, march and sing along?

Movement language

The following vocabulary will be used in the programme:

blow, strum, bang, beat, walk, march, up high, down low, forwards, backwards, round about.

Movement

The children pretend to play various musical instruments. First they walk their fingers up and down their arm in time to the beat. Then they use imaginary drumsticks to play different sized drums, moving their hands up high, down low or in the middle to match the sounds.

Next the children can stand up and pretend to play their guitars, moving their hands up and down and twanging on the strings as they mime along. The next instrument is a low string bass and the children can join in by walking forwards, backwards and round about, stepping in time with the music. Finally they pretend to play their saxophones by miming blowing, puffing and pressing the keys as they join in.

Song

*We are the music band,
We come from down your way,
And we can play
(What can you play?)*

I can play drums...

I can play guitar...

I can play bass...

I can play saxophone...

*We are the music band,
We come from down your way,
And we can play,
Yes, we can play!*

Story: *The Musicians of Bremen*

Four animals set off to the big town to become a band. On the way they meet a gang of robbers, but they chase them away by making a lot of noise...

Suggestions for follow-up activities

- Make a collection of percussion instruments. Add photographs of different types of instruments and labels to match.
- Encourage the children make simple percussion instruments to play in their own band.
- Provide resources to make simple shakers such as plastic bottles, yogurt pots filled with pulses, rice, dried peas, beans, etc. Listen carefully: do different ingredients make different sounds?
- Make tissue box guitars, using elastic bands stretched over the opening.
- Make drums made from upturned bins and tubs and use wooden spoons or chopsticks as beaters / drumsticks.
- Use body percussion to accompany songs and rhymes such as clapping, tapping, clicking, stamping, and marching. Teach steady rhythm and 'keeping the beat'.
- Create a performance area, with both real and 'created' percussion instruments where the children can sing, dance and be musical.

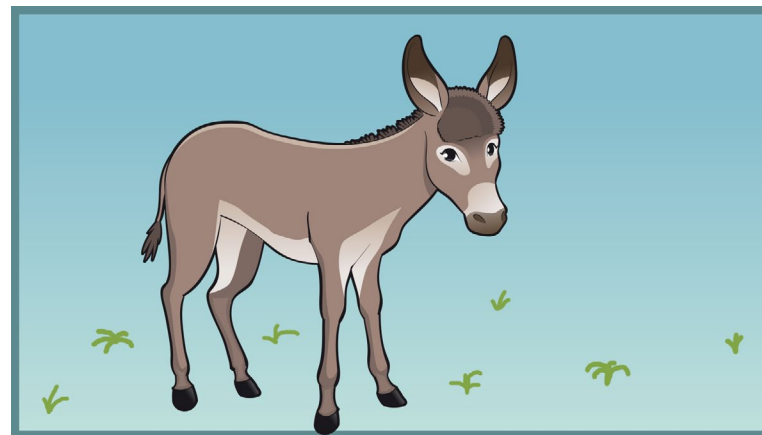
2

Donkey



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Before using the content

Tell the children that today's theme is donkeys and that they will pretend to be a donkey during the programme.

- Have any of the children ever seen a donkey? What do they remember about it?
- Do they know what sounds a donkey makes? Or what donkeys like to eat?
- Have any of them ever been for a ride on a donkey - perhaps at the seaside?

Movement language

The following vocabulary will be used in the programme:

wiggle, waggle, clip, clop, high, low, tip-toe, forwards, backwards, flip, flap, flop, sniff, munch.

Movement

During today's programme the children pretend to move like a donkey. They make donkey ears, by wiggling and wagging their hands above their head and then use their arms to be front hooves.

They hold their hands up high to 'clip', down low to 'clop' and for the medium sounds they place them midway in front of their 'donkey's nose'.

The children stand up on their 'back hooves', moving forwards and backwards on tip-toe. As they join in with the 'Clippety clop' game they move forwards and backwards on their tiptoes, and use their hands to wiggle and waggle their donkey ears.

Following Steven's instructions they think about the front of the donkey with a nose that 'sniffs' and the back of the donkey - with a tail that flips, flaps, flops - and they add these actions to the other donkey movements.

Finally the children think about the donkey's mouth - which can 'hee-haw' and eat - so that with the music they can add munching and crunching to the previous donkey movements. Encourage strong, straight arms at all times.

Song

Donkey, Donkey don't you stop
Just let your feet go clippety-clop!

...

Now let your ears go wiggle-waggle-wiggle!

...

Next let your nose go sniff, sniff, sniff!

...

Donkey, Donkey don't you stop
Now let your tail go flip, flap, flop!

...

Next it's time for Donkey's lunch!
(Hee-hee-haw! Hee-hee-haw!)
Munch an apple, crunch, crunch, crunch!

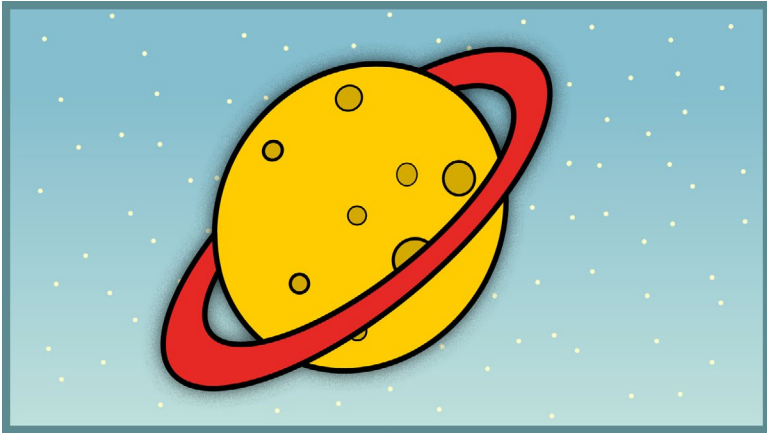
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Story: *No one talks to a donkey*

In a village in India a Little Grey Donkey works very hard. He meets some other animals as he walks along the road, but they are all too busy to talk to him. Finally he meets a little girl who makes him very happy.

Suggestions for follow-up activities

- Make a collection of toy animals or photographs of the different animals to help retell the story - donkey, camel, elephant, cow, monkey, horse.
- Sequence the tale, who did the donkey meet first...second...third etc?
- Use these props to introduce / consolidate ordinal number.
- Discuss feelings. How does the donkey feel when the animals ignore him? How do you think he feels when the little girl is kind to him?
- Discuss friendship, being thoughtful, caring. How do we feel when people are friendly and talk to us? What can you do to be a good friend?



Before using the content

Tell the children that today's theme is a visitor from 'outer space':

- Can the children name any planets?
- Do they know anything about 'aliens'?
- What do they know about the stars, the moon and the sun?

Movement language

The following vocabulary will be used in the programme:

twinkling, reaching, picking, clicking, slowly, gently, spinning, turning, big, round, roly-poly.

Movement

While seated the children pretend to be looking at the stars in the sky from their bedroom window. They reach up and pick out one twinkling star from the sky. As they continue to pick more stars they click their fingers and whisper 'Twinkle, twinkle, Little Star.'

Next the children think about the planets spinning around in space. As they listen to the next verse - 'Planet, planet, far away' - they clench their hands and gently 'roly-poly' them around each other to represent the planets spinning and turning in space.

Standing up they imagine that they are looking at a huge 'full moon' and use their hands to make big circle 'moon' shapes gently and slowly. Smiling they listen to the final verse 'Smile on, smile on, shiny moon'.

The children then find a friend and sit down together, as they listen to a strange space message. Continuing to sit together they turn to face their friend and make up movements to accompany the space sounds. The children can copy each other's actions (like a mirror) perhaps waving, nodding and smiling as they try to communicate and understand each other. With the music they repeat all the actions as they smile and sing 'Twinkle, twinkle, Little Star.'

Song

*Twinkle, twinkle, Little Star
How I wonder what you are?
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, Little Star
How I wonder what you are?*

*Planet, planet far away
Send your message night and day
While we wake and while we sleep
Bip-bop, bip-bop, bip-bop-beep
Planet, planet, far away
Send your message night and day*

*Smile on, smile on, shiny moon
We can hear your moonbeam tune
As we listen out through space
We can see your smiley face
Smile on, smile on, shiny moon
We can hear your moonbeam tune...*

Story: *Ethel the Space Alien*

Ethel the Space Alien lives on the planet Casa - a very long way from Earth! She loves travelling and making new friends - especially when she is given her very own spaceship.

Suggestions for follow-up activities

- Counting rhyme: 'Five Little Men in a Flying Saucer':
<http://www.bbc.co.uk/programmes/p062gc0y>
- Discuss our precious planet Earth. Provide globes, maps and collect images of the earth from space and discuss oceans, seas, mountains, land, etc. Link this to taking care of our planet.
- Can the children name different countries and find them on the globe / map?
- Can they name some / all planets in our solar system? (Mars, Pluto, Saturn, Jupiter, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).
- Ethel is a good friend in the story. Can the children remember the special way she powers her space ship?

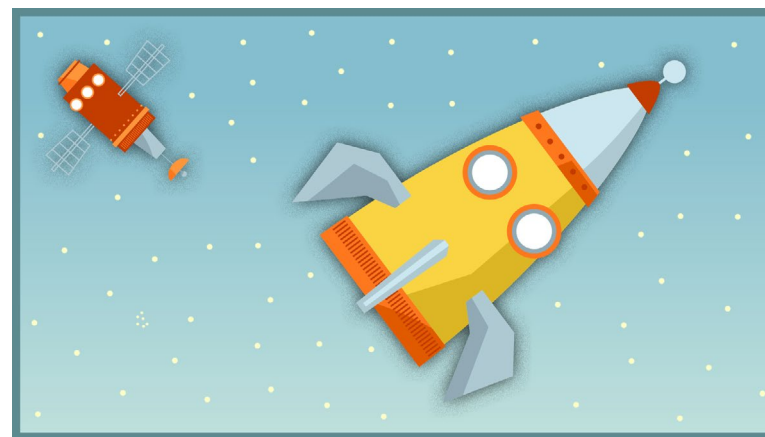
Related stories

But Martin - June Counsel (ISBN-10: 0552551384 - Corgi)

Aliens Love Underpants - Claire Freedman (ISBN-10: 1416917055 - Simon and Schuster)

4

Spaceship



Before using the content

Tell the children that today's theme is 'space' and that they will be pretending to travel in a space rocket.

- Do any of the children know about 'space' or 'rockets'?
- Who would travel in a rocket? Where might they be travelling to?
- What might they take with them?

Movement language

The following vocabulary will be used in the programme:

hammering, banging, drilling, slowly climbing, wiggling, zipping, pushing, pressing, twisting, tapping, whooshing, blast-off.

Movement

The children are helping Steven to build a space rocket. They mime hammering and banging, drilling holes and tightening nuts and screws with a spanner. Next the children pretend to be getting into their space rocket. They slowly climb up the ladder, step by step, lifting first one leg and then the other.

Then they bend forward to put on their space suits, placing their feet carefully into the trouser legs and pulling them up with both hands. Next they pull on the tricky space boots and wiggle their arms into the sleeves before they quickly zip up the jacket.

The rocket rumbles and it's time to stretch up to reach for the space helmets, wiggle them over their heads and check everything is fastened and ready. The children then sit cross-legged in the astronaut's seat and mime clicking their safety belts across their laps. They lean forward and push buttons, twist knobs and tap dials to operate the space rocket.

With the music the children repeat the sequence of movements and actions as they join in with the 'Rocket into space' song. Finally blasting off with a final count down, a big whoosh, hands held high pointing upwards...as they zoom up...like a rocket taking off.

Song (tune: 'Jelly on a plate')

*Rocket into space, rocket into space,
Space suit on, space suit on,
Rocket into space,
10, 9, 8...*

*Rocket into space, rocket into space,
Helmet wiggle, helmet wiggle,
Rocket into space,
7, 6, 5...*

*Rocket into space, rocket into space,
Push a button, push a button,
Rocket into space,
4, 3, 2...*

*Rocket into space, rocket into space,
Hold on tight, hold on tight,
Rocket into space,
1 and blast-off! Whoosh!*

Story: *Rocket Dreams*

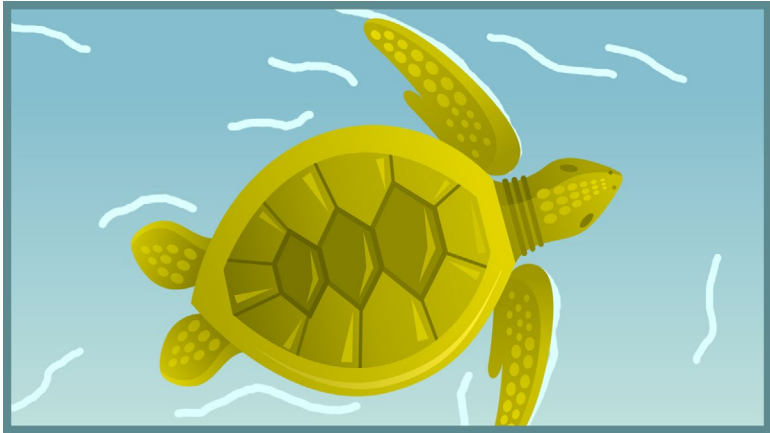
Lola loves everything to do with outer space. Her room is covered in glow-in-the-dark stars and moons and planets; her bed covers and pyjamas have rockets on them too...

Suggestions for follow-up activities

- Talk about the different clothes we would need to wear if we travel to outer space - a space suit and space helmet? Why are these special clothes necessary? What would you take with you?
- Wax resist painting. Use wax crayons to draw the stars, moon, aliens, spacecraft, etc on white paper. Then paint over with black / dark blue paint to create the sky. The wax will 'resist' the paint - resulting in a special kind of artwork that the children will love.
- Ask the children if they could design and make some rockets like Lola. Discuss what you could use to make them. Provide a selection of recycled tubes, boxes, etc.
- Number rhyme: 'Blast Off!' Counting forward from 1 to 10 and then 10 to zero ending with 'zero, BLAST OFF!' - to consolidate counting forwards and backwards. This rhyme can be differentiated by working up to 5 and back or beyond to 20, etc.

Related stories

Whatever Next? - Jill Murphy (ISBN-10: 1509862587 - Macmillan)



Before using the content

Tell the children that today's theme is 'turtles' and that they will be pretending to be a turtle swimming in the sea.

- Share some simple turtle facts.
- Where do they live?
- How do they move?
- What do they eat?

Movement language

The following vocabulary will be used in the programme:

sway, swim, swoosh, swish, splash, splish, pull, wagging, smoothly, turning, side to side, wriggle, jerky.

Movement

During today's song the children pretend to be underwater. Firstly they sway with the moving water, and then hold their hands to their eyes to represent 'diving goggles'. As they explore they look up, down and all around, 'swimming' slowly and reaching out with their arms.

Then, they wriggle their fingers all about, like shoals of tiny fishes. Reaching up, like sea plants in the ocean, they sway slowly, holding their arms up above, and side to side.

Standing up, they follow Steven's instructions as they mime becoming sea turtles, slowly wagging and pulling their hands, like a turtles strong front flippers. Next they move slowly, as the turtles swim among the fishes, turning and swaying their whole body in time with the music.

Then they kneel down making jerky wiggling actions as the turtles clumsily move from the water to dry land.

Song

*Little Turtle...swim, Little Turtle, swim
Little Turtle...swim, Little Turtle, swim*

*Now Turtle turn among the fish,
Now Turtle splash, now Turtle splish
Now find the beach, now swim to land
Now Turtle wiggle across the sand.*

*Little Turtle...swim, Little Turtle, swim
Little Turtle...swim, Little Turtle, swim*

(very quietly:)

*Little Turtle...swim, Little Turtle, swim
Little Turtle...swim, Little Turtle, swim*

Shhhhhhhhh...

Story: Anansi and Turtle

Anansi the trickster-spider doesn't want to share his meal with his family. However, he learns a lesson about good manners on visiting the turtle's home for a meal underwater.

Suggestions for follow-up activities

- What did the children think about Anansi's behaviour? Why?
- Discuss good manners. Think of examples of good manners and why they are important. Record the children's responses.
- Learn more about Anansi and the countries that share stories about him and his family.
- What is a 'carnival'? Could you make a class carnival, what would you need? Think about music, decorations, food, etc.
- Learn about turtles, conservation and the dangers posed by plastic pollution. How can we all help to reduce pollution and aid conservation?

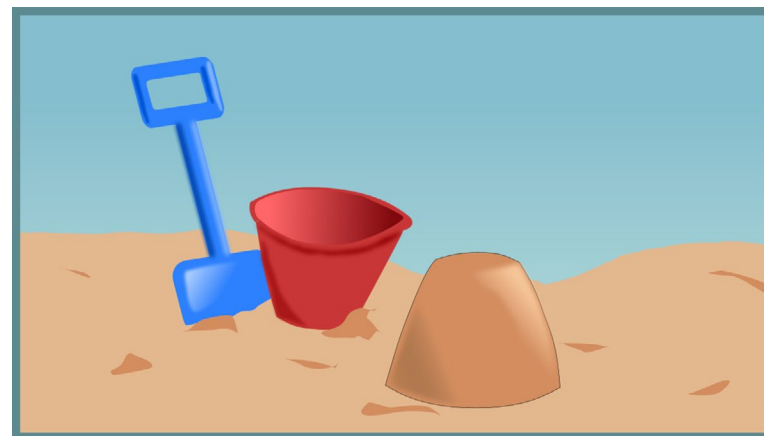
6

Bucket and spade



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Before using the content

Tell the children that today's theme is the seaside.

- How many of the children have been to the seaside?
- How did they get there?
- What did they take with them?
- What did they see? What did they do? What did they eat?

Movement language

The following vocabulary will be used in the programme:

digging, splashing, packing, paddling, kneeling, building, listening.

Movement

During today's song, the children pretend to be visiting the seaside. They begin by packing a bag to take with them; bending, leaning and stretching as they pack. Standing up, they follow Steven's instructions for the journey. They show travelling by making circular 'wheel' movements with their hands by their sides.

The children arrive at the seaside. On tiptoes they pretend to paddle and dip their feet in the water. Next they pull out the bucket and spade and use their whole body to mime the effort of digging in the sand. Kneeling down they use their hands to build a sandcastle, and fill buckets of water to pour in the moats.

As the waves approach the children stand up, paddling and splashing with their feet, rolling their arms up and over each other like the waves. Finally, as the children sit down they notice a beautiful seashell. They mime looking closely and carefully at its patterns and lifting the shell to their ear and listening to the sounds of the sea, before placing it somewhere safe for later.

Song (tune: 'If you're happy and you know it')

We are going to the seaside, yes we are!
We are going to the seaside, yes we are!
We are going to the seaside,
Going to the seaside,
Going to the seaside, yes we are!

We have got a spade and bucket in our bag!
We have got a spade and bucket in our bag!
We have got a spade and bucket
Got a spade and bucket
Got a spade and bucket in our bag!

We are digging, digging, digging in the sand!
We are digging, digging, digging in the sand!
We are digging, digging, digging,
Digging, digging, digging,
Digging, digging, digging in the sand!

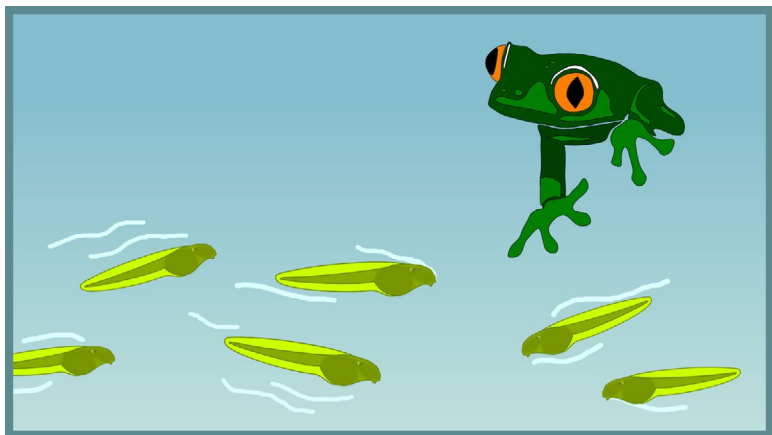
We are paddling as the water splashes in!
We are paddling as the water splashes in!
We are paddling as the water
Paddling as the water
Paddling as the water splashes in!

Story: Sandcastle Memories

It's a rare sunny day and Rory and his family have left the noisy city behind for a day at the beach...

Suggestions for follow-up activities

- Make a collection of seashells.
- Provide a selection of resources to consolidate seaside role-play. Pack in a bag / suitcase things like a towel, trunks, costume, drink, food, sun-hat, sunglasses, bucket, spade, arm bands. Ask the children for their ideas. What else would be good to take? Add labels to match and consolidate reading.
- Add buckets and spades to the sand and water provision (indoors and out). Investigate differences between wet and dry sand, poring, sieving, molding, etc.
- Talk about the differences between living by the seaside or 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 tadpoles and frogs.

- Share simple ideas about tadpoles and frogs.
- What happens to a tadpole?
- How do they move?
- Where do they live?
- What do they eat?

Movement language

The following vocabulary will be used in the programme:

jump, swim, wiggle, waggle, dive, splash, wag, side to side, hop, turn, bounce, blink, boing.

Movement

During today's song, the children pretend to be tadpoles swimming, growing and changing in a pond. They begin by wiggling and wagging their 'tadpole' fingers. Then putting both hands together they waggle them from side to side with wriggling fingers for the tadpole's tale.

Then the children stand up to follow Steven's instructions to hop on the spot, like a baby froglet, crouching down and 'boinging' up, while taking care not to bump into anyone nearby. They continue to hop on the spot, this time turning as they bounce.

Still crouching, the children lift both hands and spring up, landing gently with hands and feet together on the floor. Finally they find their froggy voices, as they blink their eyes and stick out their froggy tongues, as they make croaky froggy sounds.

Song

*Tiny tadpole, tiny tadpole,
Wriggle-wriggle-wriggle-wriggle.
Tiny tadpole, tiny tadpole,
Wriggle-wriggle-wriggle-wriggle.*

*Little froglet, little froglet,
Bounce, bounce, bounce, bounce, BOING!
Little froglet, little froglet,
Bounce, bounce, bounce, bounce, BOING!*

*Frog go this way, frog go that way,
Hop, hop, hop, hop, SPLASH!
Frog go this way, frog go that way,
Hop, hop, hop, hop, SPLASH!*

(croaking in time:)

*Cro-ak-ak-ak, Cro-ak-ak-ak,
Cro-ak-ak-ak, ak-ak,
Cro-ak-ak-ak, Cro-ak-ak-ak,
Cro-ak-ak-ak, ak-ak...*

Story: *Tadpole Tails*

The story of Freddy, who lives in a pond in Nigeria with his five brothers. Unfortunately Freddy doesn't know what kind of creature he is. He meets various other creatures during his travels with his brothers and eventually discovers his true identity...

Suggestions for follow-up activities

- Investigate the life cycle of a frog and keep a tadpole diary.
- Make paper plate frogs. Let the children paint a paper plate green. When it's dry add googly eyes and let the children use their imaginations for the rest.
- 5 Little speckled frogs rhyme: add photos or toy frogs and numerals 1 to 5, don't forget zero.
<http://www.bbc.co.uk/programmes/p038jj3m>
- Differentiate for ability by working with larger or smaller numbers. Children can join in with this action rhyme to consolidate number recognition, counting and subtraction.

Related stories

The Big Wide Mouthed Frog - Jonathan Lambert, Keith Faulkner (ISBN-10: 0803718756 - Puffin)

Is that a frog? - Claire Llewellyn (ISBN-10: 0333962257 - Macmillan)

8

Sports day



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Before using the content

Tell the children that today's theme is a sports day.

- Have they been to a sports day - perhaps to see an older brother or sister?
- Talk about what happens at a sports day.
- Name some popular sports day activities - egg and spoon race, three-legged race, wheelbarrow race, sack race, etc...

Movement language

The following vocabulary will be used in the programme:

run, hop, jump, balance, wobble, wobble, spin.

Movement

During today's song, the children pretend to join in a school sports day. They begin by racing their fingers up and down their arms, making them run, hop and jump. While still seated they stretch one hand out in front to hold a spoon and with the other carefully place on an imaginary egg.

Standing up, they follow Steven's instructions to wobble and wobble around with their imaginary 'egg and spoon', trying not to bump into the other 'racers' or go too fast.

For the sack race they jump up and down on the spot holding their imaginary sacks and finally they wiggle their hips round and round to spin their hula hoops.

Song

Sports Day Fun, Sports Day Fun, Sports Day Fun!

*Egg and spoon, egg and spoon,
Wobble wobble, wobble wobble
Egg and spoon!*

*Sack race jumps, sack race jumps,
Hop and jump and hop and jump!
Sack race jumps!*

*Hula hoop, hula hoop,
Round and round and round and round,
Hula hoop!*

*Sports Day Fun, Sports Day Fun, Sports Day Fun,
SPORTS DAY FUN!*

Story: *Egg and Spoon*

Archie loves his big sister Ella, but she is just too good at everything! But when Archie goes to Ella's school sports day he does something to make everyone very proud of him as well as her...

Suggestions for follow-up activities

- Set up outdoor activities so that the children can participate in their own sports day. Provide resources such as: hula hoops, large wooden or metal spoons and balls or hard boiled / wooden eggs, etc.
- Use tally charts to record the scores and consolidate numeracy. Consolidate ordinal number and record 1st, 2nd, 3rd, etc.
- The children can make their own medals and trophies for the winners, with recycled boxes, ribbons, cardboard circles to decorate.
- Discuss winning and losing and the importance of 'taking part'. Refer to the *Egg and Spoon* story.
- Discuss exercise and keeping healthy. Link this to healthy food and good choices.

Related stories

Dogger - Shirley Hughes (ISBN-10: 1862308055 - Red Fox)

The Sports Day - Mick Inkpen and Nick Butterworth (ISBN-10: 1444918249 - Hodder)

Topsy and Tim: Sports Day (ISBN-10: 1409309460 - Ladybird)