

Wiggle Waggle



Age 3 - 5

Podcasts:

These programmes are available to download as podcasts for **60 days** following transmission. Further information at the Podcasts page of the website:

www.bbc.co.uk/learning/schoolradio/podcasts

Refer to the transmission dates to find out when programmes are available as podcasts.

Audio on demand:

The programmes are also available for 5 years following transmission as audio on demand from the BBC website. Go to this link:

www.bbc.co.uk/programmes/p02frg3t

These Teacher's Notes are primarily intended for print. The content - with additional features - can also be found on the BBC website. Go to:

www.bbc.co.uk/programmes/p02frg3t

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Wiggle Waggle

Spring 2015

These programmes are available as audio on demand from the School Radio website. Refer to dates below to find out when each one is available.

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Introduction

Wiggle Waggle is a movement and literacy series which accompanies *Listen and Play* and prepares for other School Radio movement series including *Let's Move* and *Time to Move*.

Aims

The key aim of the series is to provide a resource which will help to fulfil learning objectives of the Early Years Foundation Stage of the National Curriculum - and, in particular, to foster:

- Personal, social and emotional development
- Communication, language and literacy skills
- Physical development

These three key objectives are interwoven in a resource which offers children opportunities to take part in and learn a wide variety of songs, specially-written stories and other material together. The listening experience is accompanied by frequent movement opportunities which serve to develop both fine and gross motor skills while underpinning literacy by encouraging children to link movement with sound and words. By learning simple co-ordination of their bodies, speaking and memorising rhyme and keeping in rhythm to a steady beat children can be actively engaged in developing their literacy skills.

Structure

Each programme follows the same basic format. It starts and ends with the 'Wiggle Waggle' song. Encourage your group to learn the words and the actions associated with it:

Wiggle waggle up
Wiggle waggle down
Wiggle waggle
Wiggle waggle
When you hear the sound.

Wiggle waggle clap
Wiggle waggle stamp
Wiggle waggle
Wiggle waggle
Wiggle all around!

Wiggle waggle skip
Wiggle waggle hop
Wiggle waggle
Wiggle waggle
Wiggle waggle stop!

The first section of the programme is a specific movement sequence in three parts. Each programme is based on a theme and the movement element is linked to that theme. The children should be encouraged to listen very carefully, moving in time to the music.

There are two well-known, traditional songs in each programme. These have been chosen to encourage the children to sing along and to join in with actions. The words of all the songs are included in these notes and are also available from the School Radio website in large, child-friendly lettering, enabling you to teach them to your group.

A specially-written story, about 5 minutes long, is the central part of each programme. Each story has a very simple narrative structure and is built around patterned language that children will begin to recognise and enjoy as they gain familiarity with the material.

There is a simple joining in phrase in each story (indicated in the content grids for each programmes below) and the children should be encouraged to join in with this phrase, in time with the recorded voices of the children in the programme and performing the simple movement action that accompanies it.

Many of the songs in the series are also available as video animations from the School Radio Nursery Rhymes collection. See the following link (copy and paste into your browser):

<http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs>

Using 'Wiggle Waggle' downloads

Each download has four sections. The detail of these can be found in the content grid for each programme below. In summary the sections are:

Programme 1

Section 1 'Wiggle waggle' song

Section 2 Song: 'We're marching in our winter boots'

Section 3 Story: *Badger's snowy day adventure*

Section 4 Song: 'Here we go round the mulberry bush'

Programme 2

Section 1 'Wiggle Waggle' song

Section 2 Song: 'If you're happy and you know it'

Section 3 Story: *Prince Vince, the right royal pickle*

Section 4 Song: 'Clap, clap hands 1, 2, 3'

Programme 3

Section 1 'Wiggle Waggle' song

Section 2 Song: 'The Grand old Duke of York'

Section 3 Story: *The fabadabba funfair*

Section 4 Song: 'Yellow Bird'

Programme 4

Section 1 'Wiggle Waggle' song

Section 2 Song: 'One finger, one thumb'

Section 3 Story: *The perfect tree*

Section 4 Song: 'Dance, Thumbkin, dance'

Programme 5

Section 1 'Wiggle Waggle' song

Section 2 Song: 'Hokey cokey'

Section 3 Story: *Jolly Jo and the merry ferry*

Section 4 Song: 'Row, row, row, your boat'

Programme 6

Section 1 'Wiggle waggle' song

Section 2 Song: 'Pop goes the weasel'

Section 3 Story: *The magic Jack-in-the-box*

Section 4 Song: 'Jack-in-the-box'

Programme 7

Section 1 'Wiggle Waggle' song

Section 2 Song: 'There were five in the bed'

Section 3 Story: *Camilla Caterpillar's big journey*

Section 4 Song: 'Wind the bobbin up'

Programme 8

Section 1 'Wiggle Waggle' song

Section 2 Song: 'Froggie went a courtin' '

Section 3 Story: *Felix Frog makes a splash*

Section 4 Song: 'Felix Frog'

Programme 9

Section 1 'Wiggle Waggle' song

Section 2 Song: 'See saw Marjorie Daw'

Section 3 Story: *Kate's awake*

Section 4 Song: 'Golden slumbers'

Programme 10

Section 1 'Wiggle Waggle' song

Section 2 Song: 'Ring-a-ring-a-roses'

Section 3 Story: *Rosie's lighthouse*

Section 4 Song: 'I'm a little lighthouse'

Content grids

Refer to the grids below to view the content of each programme in more detail.

Feedback

We welcome your feedback and suggestions. Please contact us at:

www.bbc.co.uk/learning/schoolradio/contactusform



1. Here we go round the mulberry bush

Movement	Song 1	Story	Song 2
<p>Movement words: Start and stop</p> <p>Actions: Fluttering snowflakes</p> <ol style="list-style-type: none"> 1. Standing still on the spot children make snowflake patterns through the air using their hands. 2. Moving around in their own space, fluttering hands. 3. Using their whole body to move around as a snowflake. <p>The children should be encouraged to listen carefully and to stop moving when the music stops.</p>	<p><i>We're marching in our winter boots</i></p> <p>Encourage children to march in rhythm to the music, joining in with words too.</p> <p>We have suggested it's on the spot, but if you have room, march all around!</p> <p>Encourage the children to make a heavy plodding action, contrasting with a lighter crunchy footstep.</p>	<p><i>Badger's snowy day adventure</i></p> <p>Synopsis: Once upon a snowy time, badger finds a sad lost rabbit and he decides he will help her home through the deep snow.</p> <p>Joining in phrase: FLUTTER FLUTTER FLUTTER</p> <p>Children should say the words and make snowflakes with their hands.</p>	<p><i>Here we go round the mulberry bush</i></p> <p>The children can dance around in their own circle, with a partner, or as a bigger group, holding hands. (1st and last verse).</p> <p>Encourage them to perform the actions: rubbing their hands, and stamping up and down.</p>

Song 1: 'We're marching in our winter boots'

We're marching in our winter boots
 Plod plod plod
 We're marching in our winter boots
 Plod plod plod
 We're marching in our winter boots
 Plod plod plod
 We're marching in our winter boots
 Plod plod plod

We're marching on a snowy day
Crunch crunch crunch
We're marching on a snowy day
Crunch crunch crunch
We're marching on a snowy day
Crunch crunch crunch
We're marching on a snowy day
Crunch crunch crunch

We're marching in our winter boots
Plod plod plod
We're marching in our winter boots
Plod plod plod
We're marching in our winter boots
Plod plod plod
We're marching in our winter boots
Plod plod plod

Song 2: Here we go round the mulberry bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
On a cold and frosty morning.

We rub our hands to keep us warm,
Keep us warm, keep us warm,
We rub our hands to keep us warm,
On a cold and frosty morning.

We stamp up and down to keep us warm,
Keep us warm, keep us warm,
We stamp up and down to keep us warm,
On a cold and frosty morning.

Here we go round the mulberry bush
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
On a cold and frosty morning.

2. If you're happy and you know it

Movement	Song 1	Story	Song 2
<p>Movement words: Stamp and clap</p> <p>Actions: Giant thunder stamps</p> <p>1. In their own space children stamp up and down on the spot to the music.</p> <p>2. Stamping more quietly as the thunder is farther away.</p> <p>3. Louder stamping, as the thunder comes nearer again.</p> <p>Encourage the children to show control between loud and soft movement.</p>	<p><i>If you're happy and you know it</i></p> <p>The children are asked to perform the actions to this well known song: clapping their hands, stamping their feet, nodding their head, doing all three.</p> <p>The children may need a bit of practice to coordinate all the different movements.</p> <p>Encourage them to keep in rhythm to the music.</p>	<p><i>Prince Vince, the right royal pickle</i></p> <p>Synopsis:</p> <p>Once upon a royal time, a rather naughty Prince plays a trick on his servants. But when a buzzy bee enters the palace, he needs to turn to his servants for their help.</p> <p>Joining in movement phrase:</p> <p>CLAP CLAP CLAP</p> <p>Encourage the children to clap and say the words together in unison.</p>	<p><i>Clap clap hands, one two three</i></p> <p>The children can be sitting or standing for this song.</p> <p>The focus should be on clapping in rhythm. You can teach this song to the children and replay the track.</p> <p>Clapping hands, stamping feet, clapping again.</p>

Song 1: If you're happy and you know it

If you're happy and you know it, clap your hands
 If you're happy and you know it, clap your hands
 If you're happy and you know it, and you really want to show it
 If you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet
 If you're happy and you know it, stamp your feet
 If you're happy and you know it, and you really want to show it
 If you're happy and you know it, stamp your feet.



If you're happy and you know it, nod your head
 If you're happy and you know it, nod your head
 If you're happy and you know it, and you really want to show it
 If you're happy and you know it, nod your head.

If you're happy and you know it, do all three
 CLAP, CLAP, STAMP, STAMP, NOD, NOD
 If you're happy and you know it, do all three
 CLAP, CLAP, STAMP, STAMP, NOD, NOD
 If you're happy and you know it, and you really want to show it,
 If you're happy and you know it, do all three.
 CLAP, CLAP, STAMP, STAMP, NOD, NOD.

Song 2: Clap clap hands

Clap clap hands
 One two three,
 Clap clap hands
 Clap with me.
 Clap clap hands
 One two three.

You can clap with me!
 Stamp stamp feet
 One two three
 Stamp stamp feet
 Stamp with me.
 Stamp stamp feet
 One two three.

You can stamp with me!
 Clap clap hands
 One two three,
 Clap clap hands
 Clap with me.
 Clap clap hands
 One two three.
 You can clap with me!
 You can clap with me!

3. The Grand Old Duke of York

Movement	Song 1	Story	Song 2
<p>Movement words: Up and down</p> <p>Action: The roller coaster ride</p> <ol style="list-style-type: none"> 1. Crouching down on the floor and standing up slowly stretching their arms up high into the air. 2. Going down the track very quickly. From high back down to crouched down low position. 3. Going up the track, then whizzing down the track. <p>Encourage the children to follow and recognise the distinct change in the music and speed.</p>	<p><i>The Grand old Duke of York</i></p> <p>Marching up and down the hill in rhythm. Using arms and hands to show that the soldiers are UP and DOWN.</p>	<p><i>The fabbadabba funfair</i></p> <p>Synopsis:</p> <p>Once upon a hot summer time, a cheeky yellow bird flies up and down in the forest. One day he meets some frogs who are feeling bored and decides to have a funfair to entertain them.</p> <p>Joining in phrase:</p> <p>UP UP UP and DOWN DOWN DOWN</p> <p>Encourage the children to lift their arms high in the air on 'up up up', then bring them down slowly on 'down down down'.</p>	<p><i>Yellow Bird</i></p> <p>Joining in to sing the words.</p> <p>Encourage the children to either flap their arms like wings up and down in their own space.</p> <p>Or they can fly all around the room, if you have enough space.</p>

Song 1: The Grand Old Duke of York

Oh, the Grand old Duke of York
 He had ten thousand men
 He MARCHED them up to the top of the hill
 And he marched them down again.

CHORUS:
 And when they were up they were up,
 And when they were down they were down
 And when they were only halfway up
 They were neither up nor down.

Oh, the Grand old Duke of York
He had ten thousand men
They beat their DRUMS to the top of the hill
And they beat them down again.

CHORUS:

Oh, the Grand old Duke of York
He had ten thousand men
They played their PIPES to the top of the hill
And they played them down again.

CHORUS:

Song 2: Yellow Bird

Yellow bird
Up high in banana tree,
Yellow bird
You sit all alone like me.

Did your lady friend
Leave the nest again?
That is very sad,
Makes me feel so bad,
You can fly away
In the sky away,
You're more lucky than me.

Yellow bird
Up high in banana tree,
Yellow bird
You sit all alone like me.

Did your lady friend
Leave the nest again?
That is very sad,
Makes me feel so bad,
You can fly away
In the sky away,
You're more lucky than me.
You're more lucky than me.

4. One finger, one thumb

Movement	Song 1	Story	Song 2
<p>Movement words:</p> <p>Shake and quiver</p> <p>Action: The tree that quivers</p> <ol style="list-style-type: none"> Each child becomes a tree. Their body is the trunk, feet are the roots, arms are the branches, fingers are the leaves. Shaking and quivering fingers like the leaves blowing in a gentle breeze. Shaking and quivering arms and hands in a stronger wind. 	<p><i>One finger, one thumb</i></p> <p>Encourage the children to listen carefully to the words so they know exactly how to move.</p> <p><i>One finger one thumb</i> <i>One arm one leg</i> <i>One nod of the head</i></p> <p>You may need to practice this song a few times, so that the children develop greater motor coordination.</p> <p>If they find it difficult, practice it slowly without the music first.</p>	<p><i>The perfect tree</i></p> <p>Synopsis:</p> <p>Once upon a forest time there is a fine oak tree, which thinks itself so perfect that it won't let any of the animals live in its branches. One day it is visited by a magical old woman, who changes everything.</p> <p>Joining in words:</p> <p>QUIVER QUIVER SHAKE.</p> <p>The children should quiver their hands and fingers, then shake them.</p>	<p><i>Dance, Thumbkin, dance</i></p> <p>A very old traditional nursery song.</p> <p>You may find it helpful to explain to the children beforehand which fingers they should use for the song.</p> <p>Thumbkin = thumb Pointer = index Baby = little finger</p>

Song 1: One finger one thumb

One finger, one thumb, keep moving
 One finger, one thumb, keep moving
 One finger, one thumb, keep moving
 We'll all be merry and bright.

One finger, one thumb, one arm, keep moving
 One finger, one thumb, one arm, keep moving
 One finger, one thumb, one arm, keep moving
 We'll all be merry and bright.

One finger, one thumb, one arm, one leg, keep moving
 One finger, one thumb, one arm, one leg, keep moving
 One finger, one thumb, one arm, one leg, keep moving
 We'll all be merry and bright.

One finger, one thumb, one arm, one leg, one nod of the head, keep moving
 One finger, one thumb, one arm, one leg, one nod of the head, keep moving
 One finger, one thumb, one arm, one leg, one nod of the head, keep moving
 We'll all be merry and bright.

Song 2: Dance, Thumbkin, dance

Dance, Thumbkin, dance
 Dance, Thumbkin dance.
 Thumbkin cannot dance alone,
 So dance you merry fingers every one.

Dance, Thumbkin, dance
 Dance, Pointer, dance
 Dance, Pointer, dance
 Pointer cannot dance alone,
 So dance you merry fingers every one.

Dance, Pointer, dance.
 Dance, Baby, dance
 Dance, Baby, dance
 Baby cannot dance alone,
 So dance you merry fingers every one.
 Dance, Baby, dance!



5. Hokey cokey

Movement	Song 1	Story	Song 2
<p>Movement words: Forward and back</p> <p>Action: Rowing a boat</p> <ol style="list-style-type: none"> Sitting on the floor rowing forward and back to the rhythm of the music. Repeating the sequence keeping in rhythm, but rowing a bit faster. Sequence one last time, faster still. The focus should be on a distinct forward and backward motion, keeping in time with the music throughout. 	<p><i>Hokey cokey</i></p> <p>This version of the song is not too fast to enable the children to coordinate more easily.</p> <p><i>One hand in, one hand out. One foot in, one foot out. Whole self in, whole self out.</i></p> <p>You may like to practice some of these movements with your group before trying the song, particularly if the children are unfamiliar with the Hokey cokey.</p>	<p><i>Jolly Jo and the merry ferry</i></p> <p>Synopsis:</p> <p>Once upon a river time Jolly Jo ziggles and zaggle her ferry across the water, narrowly avoiding the ducks! Her big moment arrives when the King appears and wants her to row him across to buy an ice lolly.</p> <p>Joining in movement phrase:</p> <p>FORWARD AND BACK, FORWARD AND BACK, FORWARD AND BACK.</p> <p>The children should pretend to hold a pair of oars and row with Jolly Jo.</p>	<p><i>Row, row, row, your boat</i></p> <p>This is a very slow gentle version of the song. Encourage the children to sing along, gently rocking forward and back on their lazyrowing boat ride.</p> <p>See if they can learn to predict the crocodile after hearing it more than once.</p> <p>Encourage them to listen to the change in the music which hints at its coming.</p>

Song 1: The Hokey cokey

You put ONE HAND in
 You put one hand out
 In out, in out, shake it all about
 You do the hokey cokey
 And you turn around
 That's what it's all about.

CHORUS

Oh oh the hokey cokey
Oh oh the hokey cokey
Oh oh the hokey cokey
Knees bend, arm stretch rah rah rah.

You put ONE FOOT in
You put one foot out
In out, in out, shake it all about
You do the hokey cokey
And you turn around
That's what it's all about.

CHORUS

You put your WHOLE SELF in
You put your whole self out
In out, in out, shake it all about,
You do the hokey cokey
And you turn around
That's what it's all about!

CHORUS

Song 2: Row, row, row, your boat

Row, row, row, your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream.

Row, row, row, your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream.

Row, row, row, your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream.

Row, row, row, your boat
Gently down the stream,
If you see a crocodile
Don't forget to scream...agh!

6. Pop goes the weasel

Movement	Song 1	Story	Song 2
<p>Movement words: Jump and stretch</p> <p>Action: Pop goes the toaster!</p> <p>Crouching down low to the floor, waiting for the popping sound, then jumping and stretching high.</p> <p>This sequence is repeated three times.</p> <p>The children should be encouraged to keep listening carefully, anticipating the pop by listening out for the change in the music.</p> <p>Ask them to hold their stretched up high positions, then to relax.</p>	<p><i>Pop goes the weasel</i></p> <p>The children are asked to listen out for the word POP in the song and to jump up high when they hear it.</p> <p>Play the song several times, teaching the children the words to each verse and then sing it all together as a group.</p>	<p><i>The magic Jack-in-the-box</i></p> <p>Synopsis: Once upon a toy making time, Hedgehog Roy makes a magical Jack-in-the-box. When three squirrels come into his shop, he shows the honey coated acorn to them. But one of the squirrels is rather greedy which has disastrous consequences.</p> <p>Joining in phrase: BOING BOING BOING</p> <p>The children should stretch their arms above their head, then swing them down again, emulating the rhythm of the words.</p>	<p><i>Jack-in-the-box</i></p> <p>The song has several different actions within it.</p> <p>Practice the actions with the children before trying it out:</p> <p><i>Jumps up like this</i> – jump up. <i>Waggles his head</i> - nod or waggle head <i>Press him down</i> – crouch down <i>Jumps up</i> - jump</p>

Song 1: Pop goes the weasel

Half-a-pound of tuppenny rice,
Half a pound of treacle,
That's the way the way the money goes,
POP goes the weasel!

A penny for a spool of thread,
A penny for a needle,
That's the way the money goes,
POP goes the weasel!

Round and round the chestnut tree,
The badger chased the weasel,
They ran and ran and had great fun,
POP goes the weasel!

Up and down the city road,
In and out the steeple,
Round the town and back again,
POP goes the weasel!

Half a pound of tuppenny rice,
Half a pound of treacle,
That's the way the way the money goes,
POP goes the weasel!

Song 2: Jack-in-the-box

Jack-in-the-box jumps up like this,
He makes me laugh when he waggles his head,
I gently press him down again,
But Jack-in-the-box jumps up instead.

Jack-in-the-box jumps up like this,
He makes me laugh when he waggles his head,
I gently press him down again,
But Jack in the box jumps up instead.

Jack-in-the-box jumps up like this,
He makes me laugh when he waggles his head,
I gently press him down again,
But Jack-in-the-box jumps up instead.



7. Five in the bed

Movement	Song 1	Story	Song 2
<p>Movement words: Wriggle and roll</p> <p>Action: Road mending</p> <ol style="list-style-type: none"> The children pretend to mend a road. Using one arm rolling over the other, they roll the road. Repeating arm movement but walking forward. Lying down on the floor and rolling their whole bodies over slowly with the music. <p>If you want to adapt this sequence and you have room, the children can lie down to begin with and do all the rolling actions with their whole body.</p>	<p><i>There were five in the bed</i></p> <p>The children join in and sing along performing the rolling action with their arms.</p> <p>Again, if space permits you can allow them to roll their whole body over with the words: <i>Roll over, roll over</i></p> <p>You could allow children to roll over in small groups, as in the song: 5 together then 4, etc. Can they learn to <i>all roll over</i> as one big group by listening carefully?</p>	<p><i>Camilla Caterpillar's big journey</i></p> <p>Synopsis: Once upon a wriggly time, Camilla tries to wriggle and wriggle up to the top of the highest tree in the forest because she wants to see the whole wide world. Unfortunately she keeps falling down, but one day something strange happens and she changes into a beautiful butterfly.</p> <p>Joining in words: WRIGGLE WRIGGLE WRIGGLE</p> <p>The children should wriggle their fingers like a caterpillar and say the words too.</p>	<p><i>Wind the bobbin up</i></p> <p>The action is rolling one arm over the other for the thread being wound on a bobbin.</p> <p>If you're able you could bring different types of bobbin and thread to show the children, to reinforce the meaning of the song.</p>

Song 1: There were five in the bed

There were **five** in the bed And the little one said,
'Roll over! Roll over!'
So they all rolled over and one fell out...
There were **four** in the bed
And the little one said,
'Roll over! Roll over!'
So they all rolled over and one fell out...
There were **three** in the bed And the little one said,
'Roll over! Roll over!'
So they all rolled over and one fell out...
There were **two** in the bed
And the little one said,
'Roll over! Roll over!'
So they all rolled over and one fell out...
There was **one** in the bed
And the little one said,
'Good night!'

Song 2: Wind the bobbin up

Wind the bobbin up,
Wind the bobbin up,
Pull, pull, clap, clap, clap.
Wind the bobbin up,
Wind the bobbin up,
Pull, pull, clap, clap, clap.
Point to the ceiling,
Point to the floor,
Point to the window,
Point to the door.
Clap your hands together now
One, two, three.
Slap your hands upon your knee.
Wind the bobbin up,
Wind the bobbin up,
Pull, pull, clap, clap, clap.
Wind the bobbin up,
Wind the bobbin up,
Pull, pull, clap, clap, clap.



8. Froggie went a-courtin'

Movement	Song 1	Story	Song 2
<p>Movement words: Hop and skip</p> <p>Action: Frog jumps</p> <ol style="list-style-type: none"> Hopping up and down on the spot like a small frog. Making bigger hops for a big frog. Hopping around the space like a bouncy frog. <p>Encourage the children to show the difference between the quality of their jumps for each type of frog.</p>	<p><i>Froggie went a-courtin'</i></p> <p>The children are asked to join in with the repeating refrain:</p> <p><i>A-hum, a-hum a-hum.</i></p> <p>Take time to teach the children the words (you can print them off from the website in big lettering). You could make up some of your own actions to the song too.</p> <p>Or ask the children to act it out: galloping along on a horse, knocking at the door, riding along as a pair. One being Froggie and one being Mousie.</p>	<p><i>Felix Frog makes a splash</i></p> <p>Synopsis: Once upon a lily pad time there is a frog who is frightened of water. One day he overcomes his fear by rescuing one of his baby frog friends!</p> <p>Joining in phrase: HOP SKIP, HOP SKIP, HOP SKIP.</p> <p>The children should use their hand to make a small frog hopping across from one knee to the other with the HOP SKIP words.</p>	<p>Felix Frog (Sung to the tune 'Skip to my Lou')</p> <p>The children are asked to hop their knees as they did in the story.</p> <p>Teach the simple words to your group and you could get them to do their bouncy hops to the song too.</p> <p>Can they show a difference in the way they jump between Felix and the baby frog?</p>



Song 1: Froggy went a-courtin'

Froggie went a-courtin' and he did ride, a-hum, a-hum!
Froggie went a-courtin' and he did ride, a-hum, a-hum!
Froggie went a-courtin' and he did ride,
A sword and a pistol by his side.
A-hum! A-hum! A-hum!

He rode up to Miss Mousy's door, a-hum, a-hum!
He rode up to Miss Mousy's door, a-hum, a-hum!
He rode up to Miss Mousy's door,
He'd been there many times before.
A-hum! A-hum! A-hum!

Froggie went a-courtin' and he did ride, a-hum, a-hum!
Froggie went a-courtin' and he did ride, a-hum, a-hum!
Froggie went a-courtin' and he did ride,
With Miss Mousie by his side.
A-hum! A-hum! A-hum!

Song 2: Felix Frog

(Sung to tune of 'Skip to my Lou')

Felix Frog went hoppity skip
Felix Frog went hoppity skip
Felix Frog went hoppity skip
Over the pond and splashing!

Baby Frog went hoppity skip
Baby Frog went hoppity skip
Baby Frog went hoppity skip
Over the pond and splashing!

All the frogs went hoppity skip
All the frogs went hoppity skip
All the frogs went hoppity skip
Over the pond and splashing.
Hoppity skip!

9. See saw Margery Daw

Movement	Song 1	Story	Song 2
<p>Movement words: Rock and sway</p> <p>Action: See-saw side to side</p> <p>1. The children are asked to hold their arms out like a pretend see-saw imagining a child is sitting on each hand. Then with the music they balance their arms up and down.</p> <p>2. Two mice are on the see-saw, so making smaller movements.</p> <p>3. Two elephants are on the see-saw, so making giant movements. Encourage the children to show contrast between each one.</p> <p>Stop the programme and play a guessing game.</p> <p>Ask one child to do their own type of see-saw and see if everyone can guess which one it is.</p>	<p><i>See saw Marjorie Daw</i></p> <p>The children should sing along, pretending they're sitting on a see-saw bending their knees up and down to the rhythm of the music.</p>	<p><i>Kate's awake</i></p> <p>Synopsis: Once upon an evening time, a boy called Pete tries to watch a video with his mum. But his little baby sister Kate keeps waking up and Pete has to keep popping upstairs to see what the matter is.</p> <p>Joining in phrase:</p> <p>ROCK AND SWAY, ROCK AND SWAY, ROCK AND SWAY</p> <p>The children should pretend they're rocking a baby to sleep in their arms from side to side.</p>	<p><i>Golden slumbers</i></p> <p>This is a lovely traditional lullaby.</p> <p>The children should rock a baby in their arms as they listen.</p> <p>If you are working with children still young enough to have a daytime sleep in nursery this would be an ideal song to use to lull them gently to sleep.</p>

Rhyme

See-saw
Side to side
See-saw
What a ride.

Song 1: See saw Marjorie Daw

See saw Margery Daw,
Johnny shall have a new master,
He shall have but a penny a day,
Because he can't work any faster.

See saw Margery Daw,
Johnny shall have a new master,
He shall have but a penny a day,
Because he can't work any faster.

See saw Margery Daw,
Johnny shall have a new master,
He shall have but a penny a day,
Because he can't work any faster.

Song 2: Golden Slumbers

Golden slumbers kiss your eyes,
Smiles awake you, when you rise,
Sleep, pretty baby, don't you cry
And I will sing a lullaby.

Rock you, rock you, lullaby.
Time for bed and time to sleep,
Dream little one in slumbers deep,
Sleep, pretty baby, don't you cry
And I will sing a lullaby.
Rock you, rock you, lullaby.



10. Ring-a-ring-a-roses

Movement	Song 1	Story	Song 2
<p>Movement words: circles and lines</p> <p>Action: the beam of a lighthouse</p> <ol style="list-style-type: none"> The children put their arms straight out in front, parallel to each other, to make the beam; then slowly walk round in their own circle to the music. Repeat but turning in the opposite direction. As above. <p>If you can find a picture of a lighthouse, it might be helpful to show that to the children before this programme. Explaining what a lighthouse is for and where you find them.</p> <p>You could try this with one child in the middle of a big circle, being the lighthouse.</p>	<p><i>Ring-a-ring-a-roses</i></p> <p>This is a very lyrical slow tempo version of this song, keeping in the mood of the blinking lighthouse beam.</p> <p>The children can sing along, walking round in a small circle, or skipping. They should follow the words:</p> <p>Ring-a-ring-a-roses – walk/skip in a circle, then falling down. We all jump up – jump up</p>	<p><i>Rosie’s lighthouse</i></p> <p>Synopsis: Once upon a seaside time, a girl called Rosie visits her uncle Tom who is a lighthouse keeper. One day the lighthouse light goes out and Rosie’s talent for circle dancing becomes very important.</p> <p>Joining in phrase:</p> <p>ROUND AND ROUND, ROUND AND ROUND, ROUND AND ROUND</p> <p>The children should draw a slow circle with their finger through the air, following the rhythm of the words.</p>	<p><i>I’m a little lighthouse</i> (loosely based on ‘I’m a little teapot’)</p> <p>The children should perform the lighthouse beam movement as they did in the opening section. Moving slowly in time and rhythm to the music. Turning one way first, then the other.</p> <p>Teach the words of the song as it’s very easy to learn.</p>

Song 1: Ring-a-ring-a-roses

Ring-a-ring-a-roses
A pocket full of posies
A-tishoo, a-tishoo
We all fall down.

Fishes in the water
Fishes in the sea
We all jump up
With a one, two, three.

Ring-a-ring-a-roses
A pocket full of posies
A-tishoo, a-tishoo
We all fall down.

Song 2: I'm a little lighthouse

I'm a little lighthouse
Shining bright
Here's my beam, here's my light.
All the ship's see me, day and night.
My light keeps turning
Shining bright.

I'm a little lighthouse
Shining bright
Here's my beam, here's my light.
All the ship's see me, day and night.
My light keeps turning
Shining bright.

I'm a little lighthouse
Shining bright
Here's my beam, here's my light.
All the ship's see me, day and night.
My light keeps turning
Shining bright.