

1 Sit by me

RESOURCES ► CD track 3 ► Children's book

☐ Choose this song

- To gather people together.
- To signal the start of a singing or music time.
- To allow children to join in when they're ready.

☐ Get ready

- Place yourself where there is room for others to join you, e.g. on the carpet.
- Have props or instruments to hand.
- Think of actions the children can join in with as they gather to you.
- Adapt the words of the song to suit your situation, e.g. 'if you want to clap your hands', 'if you want to play a drum'.

☐ Sing this song

- Sing the song through as many times as it takes to gather the children together.
- Encourage the children to join in with singing and the actions as they gather.

☐ Ideas

Listening and movement

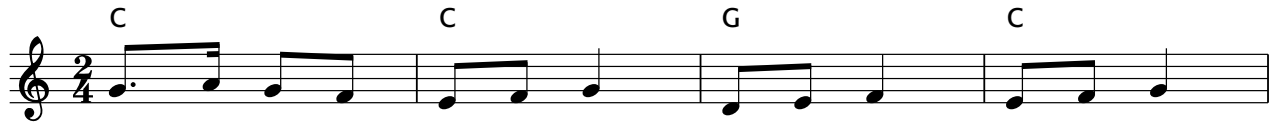
1. In a larger space, change the words of the song to encourage the children to use bigger movements, e.g. 'if you want to swing your arms, swing with me'.
2. Repeat Idea 1, but this time play a drum to help support your singing, the beat, and the movement.

1 Sit by me



Melody: London Bridge
Words: Alison Street

Happily



1. If you want to sing a song, sing a song, sing a song.
2. If you want to play a drum, play a drum, play a drum.



If you want to sing a song, sit by me.
If you want to play a drum, sit by me.

8 Two teddies on a trampoline

RESOURCES ► CD track 10

☐ Choose this song

- To help with confidence and turn taking.
- To help develop number awareness.
- To help reinforce a steady beat.

☐ Get ready

- Make a circle with two children in the middle.

☐ Sing this song

- Sing this song with the children clapping or slapping knees to the beat while the two 'teddies' perform their own actions in the middle of the circle.
- At the end of the song, call out the names of the two children in the middle to show them that it's time for two others in the circle to have a go.
- Repeat the song until everyone has had a turn in the middle, encouraging the children to join in with singing as well as clapping and doing the actions.

☐ Ideas

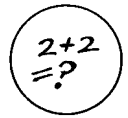
Counting

1. If your group is big enough, sing the song with numbers going upwards and downwards. After each verse, two more children join the two already in the middle until it's time to start taking away the 'teddies', two by two.
2. (a) The children sit in a circle, holding the edge of a large, stretched bed or lycra sheet.
(b) All sing through the song, bouncing teddy bears up and down on the sheet. The bears can be added or subtracted two at a time, as well as bounced off the sheet.

Taking turns and playing instruments

3. (a) All of the children sit in a circle. Divide them into two groups; group 1 sings through the song while the children in group 2 play instruments such as drums or chimes on the beat. It will help group 2 establish a steady beat if they chant 'boing, boing' as they play.
(b) Swap over the groups so that everyone has a turn at singing and playing.

8 Two teddies on a trampoline



With bounce!

Linda Bance

D D D D A

Two ted-dies on a tram - po - line, boing, boing, boing, boing!

5 D D D A D

Two ted-dies on a tram - po - line, boing, boing, boing!

12 Seer moonday goday paer (Head and shoulders)

RESOURCES ► CD track 15 ► Piano accomp. p. 62

Choose this song

- To help pitch matching.
- To help coordination skills.
- To help language skills.
- To help awareness of different languages.

Get ready

- Listen to the CD for guidance on how to pronounce the Punjabi words. Try to remember the Punjabi version and start with this.
- Have the children sitting in a circle on the floor with their legs stretched out in front of them.
- Explain that the words of the song are about different parts of the body.

Sing this song

- Sing through the first verse (Punjabi version) pronouncing the words clearly and pointing to the relevant parts of the body.
- Encourage the children to join in, first with singing and clapping on the 'Clap, clap, clap, clap, clap' sections, and then with all of the words.
- Sing through the English version, encouraging the children to point at their heads, shoulders, etc., and then repeat the Punjabi version with the children continuing to point at the relevant parts of their bodies.

Ideas

Communicating in different languages

1. Ask the children, their parents, and friends for the words in other languages. See how many different versions you can collect and sing.
2. (a) If possible, try a multilingual version of the song. Ask the children to take it in turns to sing in their chosen language.
(b) The other children should listen and join in where possible.
(c) Everyone should clap on the 'Clap, clap, clap, clap, clap' sections.

12 Seer moonday goday paer (Head and shoulders)



Trad. English
v. 2 Punjabi

At a steady pace



1. Seer___ moon-day go - day paer, go - day paer, go - day paer.
2. Head and should-ers, knees and toes, knees and toes, knees and toes.



- Seer___ moon-day go - day paer, clap, clap, clap, clap, clap!
- Head and should-ers, knees and toes,



- *Naa - lay akh,___ naa - lay kan, naa - lay moo, naa - lay nak.
- Eyes and ears and mouth and nose, mouth and nose, mouth and nose.



- Seer___ moon-day go - day paer, clap, clap, clap, clap, clap!
- Head and should-ers, knees and toes,

*When singing line 3 of the Punjabi version, actions are as follows:

- naalay akh*—point to eyes
- naalay kan*—point to ears
- naalay moo*—point to mouth
- naalay nak*—point to nose

16 Under the cover

RESOURCES ► CD track 19 ► Children's book

Choose this song

- To encourage children to express feelings.
- To help creative development.

Get ready

- Have the children sitting in a circle on the floor, with a blanket in the middle.
- Introduce the song by hiding a puppet under the blanket and talk about how it might be feeling, e.g. shy, angry, etc.
- Bring the puppet out from beneath the blanket and make it act out how it feels.

Sing this song

- Sing through part 1 of the song, hiding the puppet under the blanket. When you get to part 2, bring the puppet out to show how it is feeling. Try to sing part 2 in a way which reflects the puppet's emotion.
- Ask a child to hide under the blanket. Sing through part 1, encouraging all of the children to join in.
- Stop singing at the end of part 1 and ask the child to come out from beneath the blanket. Ask them to show how they are feeling, e.g. happy, frightened, etc.
- All together, try to sing part 2 in a way which expresses the child's emotion, e.g. if the child is angry, everyone might sing in a growly voice.

Ideas

Exploring facial expressions

1. (a) Talk with the children about faces, the colour of eyes, skin, and hair, and how faces help to show what we feel.
(b) Play 'Funny faces' (a bit like 'Simon says . . .').
(c) Ask the children to cover their faces with their hands.
(d) Everyone counts '1, 2, 3, . . .' and waits for you to suggest a feeling, e.g. sad.
(e) Everyone takes away their hands and tries to make a sad face.
(f) Repeat using other emotions.
(g) If you say 'Funny face' only (with no counting), everyone has to pull a funny face.

Using the whole body to express feelings

2. When singing the song, encourage the children to use their bodies and faces (in addition to their voices) to express their emotions, e.g. if the chosen feeling is 'excited', everyone might sing in squeaky voices, smile, and jump up and down.

Note: Some children may find it easier to express their emotions through using a puppet or favourite teddy.

16 Under the cover



Expressively

Linda Bance

Part 1

G G D G

I am hid - ing un - der the cov - er, un - der the cov - er, un - der the cov - er.

5 G G D G

I am hid - ing un - der the cov - er, guess how I will be?

Part 2

9 G D7 G C G D G

I'll be ve-ry, ve-ry hap-py,* ve-ry, ve-ry hap-py, that's how I will be.

*Change as required.

19 I have a puppy

RESOURCES ► CD track 22

■ Choose this song

- To help develop imagination.
- To help develop rhythmic skills.
- To help language development.

■ Get ready

- Have the children gathered around you.
- Have a soft toy dog and cat to hand.
- Talk about the different sounds these two animals might make.

■ Sing this song

- Sing through the first verse and first chorus, wagging the dog's tail in the chorus.
- Repeat the chorus, encouraging the children to join in singing 'Waggle, waggle' etc. and with the 'woof!'.
• Repeat the first verse, encouraging the children to join in with the singing.
- Sing through the rest of the song, encouraging the children to join in with both the singing and with making the animal noises.

■ Ideas

Playing with sounds

1. (a) Once the song is familiar, ask children to suggest other names for the puppy starting with 'p', or for the cat, starting with 'c'.
(b) Encourage the children to suggest different animals for the song and names to go with them, e.g. 'I have a mouse called Monty'.
(c) Ask the children to suggest and demonstrate voice/body sounds for the animals.
(d) All sing the children's versions of the song.

Moving imaginatively

2. In a large space, encourage the children to do the actions of the dog, cat, fish, and other animals as they sing through the song.

19 I have a puppy



Melody: Keep that wheel a-turning

Words: Linda Bance

Playfully

Verse

Chords: C G G7 C

1. I have a pup-py called Pon - go, I have a pup-py called Pon - go,
 2. I have a cat__ called Car - los, I have a cat__ called Car - los,
 3. I have a fish__ called Fi - fi, I have a fish__ called Fi - fi,

Chords: C F G C

I have a pup-py called Pon - go, he wags his tail all day.
 I have a cat__ called Car - los, he purrs and purrs all day.
 I have a fish__ called Fi - fi, she flips and flaps all day.

Chorus

Chords: G G C

Wag - gle, wag - gle, wag - gle, wag - gle, wag - gle, wag - gle, woof!
 Purr,____ purr,____ purr,____ miaow!
 Flip,____ flap,____ flip,____ flap,____ flip,____ flap,____ pop!

Chords: G G C G

Wag-gle, wag-gle, wag-gle, wag-gle, wag-gle, wag-gle, woof! Wag-gle, wag-gle, wag-gle, wag-gle,
 Purr,____ purr,____ purr,____ miaow! Purr,____ purr,____
 Flip,____ flap,____ flip,____ flap,____ flip,____ flap,____ pop! Flip,____ flap,____ flip,____ flap,____

Chords: G C G7 C

wag - gle, wag - gle, woof! He wags his tail all day.
 purr,____ miaow! He purrs and purrs all day.
 flip,____ flap,____ pop! She flips and flaps all day.

21 The wolf's tale

RESOURCES ► CD track 24 ► Children's book ► Piano accomp. p. 63

Choose this song

- To play with a story.
- To help with understanding other people's views.
- To explore emotions.
- To help creative development.

Get ready

- Have the children grouped in front of you.
- Read or tell the story of the 'Three little pigs' with the aid of a picture book.

Sing this song

- Introduce this song as an alternative version of the story.
- Sing through the whole song while the children listen.
- Encourage the children to join in with you. Start singing from the last line of the song ('I moved in . . .') and, using a hand signal, ask them to join in with the words 'And we're really, really, really, really happy'.
- When the children are able to sing this part, go back to the beginning and break the song into short sections, e.g. the first section might be 'I'm a big, bad wolf, my name is Keith'.
- Sing the sections to the children in sequence, and ask them to repeat each one after you.
- When you have worked through the whole song in this way, and the children have grasped the melody, try singing the entire way through all together.

Ideas

Acting the wolf's part

- (a) Talk about 'huffing' and 'puffing' and how this might sound. Encourage the children to experiment with using big and small breaths to make both long and short 'huffs' and 'puffs'.
- (b) Discuss how huffing and puffing might look if expressed on faces and with body gestures.
- (c) Divide the children into two groups. Group 1 sings the first half of the song (from the beginning until the line ending ' . . . new dentures'). The children in group 2 act the part of the wolf, thinking about how he might move while huffing and puffing.
- (d) Keep repeating this first half of the song over and over, swapping over the groups from time to time so that everyone has a turn at singing and acting.

Using dynamics

2. Encourage the children to try singing the first half of the song with loud voices, and the second part of the song with quieter voices.

Using different timbres

3. Ask the children to vary the sound of their voices. Encourage them to try using gruff, 'wolf-like' voices for the first half, and high, squeaky 'piglet' voices on 'And we're really, really, really, really happy'.

21 The wolf's tale



Melody: Alison Street
Words: Kaye Umansky

Huffily

4/4

C C F

I'm a big, bad wolf, my name is Keith, I'll tell you my ad -

4 C C C

- ven - tures. I huffed and I puffed 'til I blew out my teeth and I

7 F C G C F

had to get new den - tures. So now I can - not huff, and

10 F F C C

now I can-not puff, I am no long - er snap-py. I moved in with the

14 C F G C

lit-tle ____ pigs, and we're real - ly, real - ly, real - ly, real - ly hap-py! ____

1 Sit by me

RESOURCES ► CD track 3 ► Children's book

☐ Choose this song

- To gather people together.
- To signal the start of a singing or music time.
- To allow children to join in when they're ready.

☐ Get ready

- Place yourself where there is room for others to join you, e.g. on the carpet.
- Have props or instruments to hand.
- Think of actions the children can join in with as they gather to you.
- Adapt the words of the song to suit your situation, e.g. 'if you want to clap your hands', 'if you want to play a drum'.

☐ Sing this song

- Sing the song through as many times as it takes to gather the children together.
- Encourage the children to join in with singing and the actions as they gather.

☐ Ideas

Listening and movement

1. In a larger space, change the words of the song to encourage the children to use bigger movements, e.g. 'if you want to swing your arms, swing with me'.
2. Repeat Idea 1, but this time play a drum to help support your singing, the beat, and the movement.

1 Sit by me



Melody: London Bridge
Words: Alison Street

Happily

C C G C

1. If you want to sing a song, sing a song, sing a song.
2. If you want to play a drum, play a drum, play a drum.

5 C C G7 C

If you want to sing a song, sit by me.
If you want to play a drum, sit by me.

8 Two teddies on a trampoline

RESOURCES ► CD track 10

☐ Choose this song

- To help with confidence and turn taking.
- To help develop number awareness.
- To help reinforce a steady beat.

☐ Get ready

- Make a circle with two children in the middle.

☐ Sing this song

- Sing this song with the children clapping or slapping knees to the beat while the two 'teddies' perform their own actions in the middle of the circle.
- At the end of the song, call out the names of the two children in the middle to show them that it's time for two others in the circle to have a go.
- Repeat the song until everyone has had a turn in the middle, encouraging the children to join in with singing as well as clapping and doing the actions.

☐ Ideas

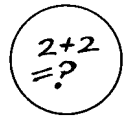
Counting

1. If your group is big enough, sing the song with numbers going upwards and downwards. After each verse, two more children join the two already in the middle until it's time to start taking away the 'teddies', two by two.
2. (a) The children sit in a circle, holding the edge of a large, stretched bed or lycra sheet.
(b) All sing through the song, bouncing teddy bears up and down on the sheet. The bears can be added or subtracted two at a time, as well as bounced off the sheet.

Taking turns and playing instruments

3. (a) All of the children sit in a circle. Divide them into two groups; group 1 sings through the song while the children in group 2 play instruments such as drums or chimes on the beat. It will help group 2 establish a steady beat if they chant 'boing, boing' as they play.
(b) Swap over the groups so that everyone has a turn at singing and playing.

8 Two teddies on a trampoline



With bounce!

Linda Bance

D
D
D
D
A

Two ted-dies on a tram - po - line, boing, boing, boing, boing!

5 D
D
D
A
D

Two ted-dies on a tram - po - line, boing, boing, boing!

12 Seer moonday goday paer (Head and shoulders)

RESOURCES ► CD track 15 ► Piano accomp. p. 62

Choose this song

- To help pitch matching.
- To help coordination skills.
- To help language skills.
- To help awareness of different languages.

Get ready

- Listen to the CD for guidance on how to pronounce the Punjabi words. Try to remember the Punjabi version and start with this.
- Have the children sitting in a circle on the floor with their legs stretched out in front of them.
- Explain that the words of the song are about different parts of the body.

Sing this song

- Sing through the first verse (Punjabi version) pronouncing the words clearly and pointing to the relevant parts of the body.
- Encourage the children to join in, first with singing and clapping on the 'Clap, clap, clap, clap, clap' sections, and then with all of the words.
- Sing through the English version, encouraging the children to point at their heads, shoulders, etc., and then repeat the Punjabi version with the children continuing to point at the relevant parts of their bodies.

Ideas

Communicating in different languages

1. Ask the children, their parents, and friends for the words in other languages. See how many different versions you can collect and sing.
2. (a) If possible, try a multilingual version of the song. Ask the children to take it in turns to sing in their chosen language.
(b) The other children should listen and join in where possible.
(c) Everyone should clap on the 'Clap, clap, clap, clap, clap' sections.

12 Seer moonday goday paer (Head and shoulders)



Trad. English
v. 2 Punjabi

At a steady pace



1. Seer___ moon-day go - day paer, go - day paer, go - day paer.
2. Head and should-ers, knees and toes, knees and toes, knees and toes.



- Seer___ moon-day go - day paer, clap, clap, clap, clap, clap!
- Head and should-ers, knees and toes,



- *Naa - lay akh,___ naa - lay kan, naa - lay moo, naa - lay nak.
- Eyes and ears and mouth and nose, mouth and nose, mouth and nose.



- Seer___ moon-day go - day paer, clap, clap, clap, clap, clap!
- Head and should-ers, knees and toes,

*When singing line 3 of the Punjabi version, actions are as follows:

- naalay akh*—point to eyes
- naalay kan*—point to ears
- naalay moo*—point to mouth
- naalay nak*—point to nose

16 Under the cover

RESOURCES ► CD track 19 ► Children's book

■ Choose this song

- To encourage children to express feelings.
- To help creative development.

■ Get ready

- Have the children sitting in a circle on the floor, with a blanket in the middle.
- Introduce the song by hiding a puppet under the blanket and talk about how it might be feeling, e.g. shy, angry, etc.
- Bring the puppet out from beneath the blanket and make it act out how it feels.

■ Sing this song

- Sing through part 1 of the song, hiding the puppet under the blanket. When you get to part 2, bring the puppet out to show how it is feeling. Try to sing part 2 in a way which reflects the puppet's emotion.
- Ask a child to hide under the blanket. Sing through part 1, encouraging all of the children to join in.
- Stop singing at the end of part 1 and ask the child to come out from beneath the blanket. Ask them to show how they are feeling, e.g. happy, frightened, etc.
- All together, try to sing part 2 in a way which expresses the child's emotion, e.g. if the child is angry, everyone might sing in a growly voice.

■ Ideas

Exploring facial expressions

1. (a) Talk with the children about faces, the colour of eyes, skin, and hair, and how faces help to show what we feel.
(b) Play 'Funny faces' (a bit like 'Simon says . . .').
(c) Ask the children to cover their faces with their hands.
(d) Everyone counts '1, 2, 3, . . .' and waits for you to suggest a feeling, e.g. sad.
(e) Everyone takes away their hands and tries to make a sad face.
(f) Repeat using other emotions.
(g) If you say 'Funny face' only (with no counting), everyone has to pull a funny face.

Using the whole body to express feelings

2. When singing the song, encourage the children to use their bodies and faces (in addition to their voices) to express their emotions, e.g. if the chosen feeling is 'excited', everyone might sing in squeaky voices, smile, and jump up and down.

Note: Some children may find it easier to express their emotions through using a puppet or favourite teddy.

16 Under the cover



Expressively

Linda Bance

Part 1

G G D G

I am hid - ing un - der the cov - er, un - der the cov - er, un - der the cov - er.

5 G G D G

I am hid - ing un - der the cov - er, guess how I will be?

Part 2

9 G D7 G C G D G

I'll be ve-ry, ve-ry hap-py,* ve-ry, ve-ry hap-py, that's how I will be.

*Change as required.

19 I have a puppy

RESOURCES ► CD track 22

Choose this song

- To help develop imagination.
- To help develop rhythmic skills.
- To help language development.

Get ready

- Have the children gathered around you.
- Have a soft toy dog and cat to hand.
- Talk about the different sounds these two animals might make.

Sing this song

- Sing through the first verse and first chorus, wagging the dog's tail in the chorus.
- Repeat the chorus, encouraging the children to join in singing 'Waggle, waggle' etc. and with the 'woof!'.
• Repeat the first verse, encouraging the children to join in with the singing.
- Sing through the rest of the song, encouraging the children to join in with both the singing and with making the animal noises.

Ideas

Playing with sounds

1. (a) Once the song is familiar, ask children to suggest other names for the puppy starting with 'p', or for the cat, starting with 'c'.
(b) Encourage the children to suggest different animals for the song and names to go with them, e.g. 'I have a mouse called Monty'.
(c) Ask the children to suggest and demonstrate voice/body sounds for the animals.
(d) All sing the children's versions of the song.

Moving imaginatively

2. In a large space, encourage the children to do the actions of the dog, cat, fish, and other animals as they sing through the song.

19 I have a puppy



Melody: Keep that wheel a-turning

Words: Linda Bance

Playfully

Verse

Chords: C G G7 C

1. I have a pup-py called Pon - go, I have a pup-py called Pon - go,
 2. I have a cat__ called Car - los, I have a cat__ called Car - los,
 3. I have a fish__ called Fi - fi, I have a fish__ called Fi - fi,

Chords: C F G C

I have a pup-py called Pon - go, he wags his tail all day.
 I have a cat__ called Car - los, he purrs and purrs all day.
 I have a fish__ called Fi - fi, she flips and flaps all day.

Chorus

Chords: G G C

Wag - gle, wag - gle, wag - gle, wag - gle, wag - gle, wag - gle, woof!
 Purr,____ purr,____ purr,____ miaow!
 Flip,____ flap,____ flip,____ flap,____ flip,____ flap,____ pop!

Chords: G G C G

Wag-gle, wag-gle, wag-gle, wag-gle, wag-gle, wag-gle, woof!
 Purr,____ purr,____ purr,____ miaow!
 Flip,____ flap,____ flip,____ flap,____ flip,____ flap,____ pop!

Chords: G C G7 C

wag - gle, wag - gle, woof! He wags his tail all day.
 purr,____ miaow! He purrs and purrs all day.
 flip,____ flap,____ pop! She flips and flaps all day.

21 The wolf's tale

RESOURCES ► CD track 24 ► Children's book ► Piano accomp. p. 63

Choose this song

- To play with a story.
- To help with understanding other people's views.
- To explore emotions.
- To help creative development.

Get ready

- Have the children grouped in front of you.
- Read or tell the story of the 'Three little pigs' with the aid of a picture book.

Sing this song

- Introduce this song as an alternative version of the story.
- Sing through the whole song while the children listen.
- Encourage the children to join in with you. Start singing from the last line of the song ('I moved in . . .') and, using a hand signal, ask them to join in with the words 'And we're really, really, really, really happy'.
- When the children are able to sing this part, go back to the beginning and break the song into short sections, e.g. the first section might be 'I'm a big, bad wolf, my name is Keith'.
- Sing the sections to the children in sequence, and ask them to repeat each one after you.
- When you have worked through the whole song in this way, and the children have grasped the melody, try singing the entire way through all together.

Ideas

Acting the wolf's part

- (a) Talk about 'huffing' and 'puffing' and how this might sound. Encourage the children to experiment with using big and small breaths to make both long and short 'huffs' and 'puffs'.
- (b) Discuss how huffing and puffing might look if expressed on faces and with body gestures.
- (c) Divide the children into two groups. Group 1 sings the first half of the song (from the beginning until the line ending ' . . . new dentures'). The children in group 2 act the part of the wolf, thinking about how he might move while huffing and puffing.
- (d) Keep repeating this first half of the song over and over, swapping over the groups from time to time so that everyone has a turn at singing and acting.

Using dynamics

2. Encourage the children to try singing the first half of the song with loud voices, and the second part of the song with quieter voices.

Using different timbres

3. Ask the children to vary the sound of their voices. Encourage them to try using gruff, 'wolf-like' voices for the first half, and high, squeaky 'piglet' voices on 'And we're really, really, really, really happy'.

21 The wolf's tale



Melody: Alison Street
Words: Kaye Umansky

Huffily

4/4

C C F

I'm a big, bad wolf, my name is Keith, I'll tell you my ad -

4 C C C

- ven - tures. I huffed and I puffed 'til I blew out my teeth and I

7 F C G C F

had to get new den - tures. So now I can - not huff, and

10 F F C C

now I can-not puff, I am no long - er snap-py. I moved in with the

14 C F G C

lit-tle ____ pigs, and we're real - ly, real - ly, real - ly, real - ly hap-py! ____