

People Who Help Us (tune: Wheels on the Bus)

Discuss some of the people who help us.

The teacher in class says "Read with me, read with me, read with me"

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What else might the teacher ask the class to do? Can pupils suggest actions to go with each verse?

Encourage younger pupil to say the last word of each phrase after you have sung the first line

eg The lollipop man says "You can cross"
"You can cross, you can cross, you can cross"

The lollipop man says "You can cross, you can cross."

HERE ARE SOME MORE IDEAS:

The driver on the bus says "Tickets please"

The dentist looks in says "Open wide"

The nurses on the ward say "You're so brave"

The doctor by the bed says "There, there, there"

The cook in the school says "Eat your greens"

The cleaner in school says "WHAT A MESS!"

Can older pupils think of other people who help them? Can they make up their own verses?

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-wheels-on-the-bus/zdq8gwx> link for the original tune.

Vocal sounds- using the voice to make a wide range of sounds

EATING AND DRINKING SOUNDS-Using your voice can you make a slurping sound (like drinking through straw) can you make a sipping noise? Pretend to blow something hot to cool it down, can you make a munching sound like you are eating something crunchy?

WATER SOUNDS: Can you make the sound of a dripping tap using just your voice? Rain hitting puddles? Storm? Waves on the sea?

GRAPHIC SCORE (extension activity): a graphic score is when you use pictures to represent sounds. The sounds can be vocal sounds or instrument sounds.

Can you order pictures of your sounds and then perform the music to an audience by following your score?

EYFS Musical activities based on Polly Put The Kettle On

Listen to that sound

<https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-inside-sounds/zr2m8xs>

Listen to the sounds of breakfast being made in the first part of this audio clip.

Can you work out what all the sounds are?

Can you draw a picture of what you think is happening?

Playing in the Water Tray Song

(tune: Polly Put the Kettle On)

Pouring water in a tray

Oh what fun we'll have today

Splishy sploshy splashy sounds

We all get wet!

Now it's time to tidy up

Wash our hands and dry the cup

Leave it for another day

We want our lunch!



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-polly-put-the-kettle-on/zf8vbk>

Here the original tune by clicking this link.

Indoor/outdoor action song

This song uses the 2 notes (itches) that you sing in 'Rain Rain Go Away'. In music these 2 notes are called 'cuckoo notes' as they sound like a cuckoo!

Starting on the **higher note** and alternating with the **lower note** sing these words:

'Hey hey look at me, I am jumping can you see?'

To start with an adult can change the actions but the children will soon be able to make suggestions too.

BANG YOUR DRUM –for older pupils (*Polly Put the Kettle On*)

Bang your drum and tickle its top,

Stroke the sides, then make it STOP!

Roll it slowly, spin it fast, Then lay it down.

Make a scratchy scratchy sound,

Like a tiny mouse runs round,

Or a spider comes to tea, (slow down & whisper)

SILENTLY

Feeling the Beat Chant. Start by tapping your knees to the beat (underlined) as you chant these words:

Tapping tapping me and you

Where shall we tap next it's up to you.

Tapping on our SHOULDERS (now tap the beat on your shoulder)

Tapping tapping me and you

Where shall we tap next it's up to you.

Tapping on our KNEES (now tap the beat on your knees)

Children can suggest different places to tap by telling you (older pupils) or pointing to a part of the body (younger pupils). For very young children tap the beat for them.

Hoola Hoop Prepositions Song (tune: Skip to my Lou) for older pupils

I can step INTO my hoop

I can step INTO my hoop

I can step INTO my hoop.

What shall we do next?

I can step OUT of my hoop x3.

What shall we do next?

To extend this song change the action every line eg

I can step INTO my hoop

I can step OUT of my hoop

I can step INTO my hoop.

What shall we do next?

Try out some of these actions too:

I can lift my hoop right UP x3 what shall we do now?

I can bring my hoop right DOWN x3

I can walk AROUND my hoop x3

I can step THROUGH my hoop

I can walk ACROSS my hoop.

I can stand BESIDE my hoop.