

CAN'T SING, CAN'T PLAY, CAN'T TEACH MUSIC!

Accessible material for practitioners working with EYFS and KS1 organised under generic themes that link across the Areas of Learning & Development and support holistic delivery of the EYFS framework.

ALL ABOUT ME!

HELLO TO YOU! An echo rap **The Song Stack** [www.mesdirect.com]

An echo rap with actions

Hello to you! [point to everyone]
Move your shoulders: one, two!
Now stamp your feet!
And clap on the beat!
Hands stretch up high!

Wiggle fingers near the sky!
Give a smile, give a grin!
Turn around and spin!
Well done, everyone! [thumbs up!]
Our music's begun!

Try writing your own rap, using this rhyme bank to get the creative juices going!

sure/floor, hand/band, click/flick, groove/move, bend/end, slide/glide, put/foot, wave/rave, trip/flip, sky/fly, twiddle/middle... or use name paired to action rhymes: head/Fred, bike/Mike, knee/Dee, keep on/John, still/Phil, fuss/Gus, again/Wayne, dive/Clive, do/Sue, crawl/Paul, etc. whiz/Liz, kick/Nick,

ALLEE GALLOO A traditional song from John Feierabend books

Allee, galloo, galloo	Spin arms
Allee, galloo, gallee	Spin the other way
A - A - Allee	Hands held up high
Galloo, galloo, gallee	Clap hands down again

Once the song is familiar, encourage the children to invent alternative actions for the last line, reinforcing the descending tune with a downward physical action.

JUMP ABOUT! **Playground Song Book** [www.mesdirect.com]

Tune: Knees up, Mother Brown!

Jumping up and down,
Jumping up and down,
Keep it steady, keep it steady!
Jumping up and down!

Running on the spot,
Running on the spot,
Keep it steady, keep it steady!
Running on the spot!

Make up more verses using children's ideas for actions e.g. hopping on one leg; tiptoes, up and down; gallop anywhere; walk back to your place...

I'VE GOT A GRUMPY FACE

Sing Up Sing Bank

I've got a grumpy face
A grumpy face, a grumpy face,
I've got a grumpy face
It looks like this!

This is the perfect EYFS song... short, memorable, versatile with lots of repetition. The lyrics can be changed by the children in KS1 so that more challenging vocabulary can be introduced:

I've got two blinking eyes a nodding head two tapping feet

Sing to celebrate children's achievements!

What a star! What a star!
What clever clogs you are!
Tell [show] us something you have done today
Well done, Zara, hip hooray

Add a fanfare of percussion to limelight the named pupil using the '*magic clock*'. This is a simple device to give children a visible time-frame in which to play their improvised fanfare. The conductor – the leader or adult – stands with hands straight up above his/her head like a clock's hands set to midnight. The fanfare is played as one arm is moved round, like the minute hand, and ends when the 'midnight' position is reached again. The circular sweep is very easy for young children to understand and gives a very clear indication of the length of their performance piece.

FOOD AND FEASTS

GO BANANAS! A silly action rap with a small range of notes

Bananas of the world unite! [Raise hands and clasp above head]	Blend bananas; blend, blend bananas
Pick bananas; pick, pick bananas	Pour bananas; pour, pour bananas
Peel bananas; peel, peel bananas	Drink bananas; drink, drink bananas
Chop bananas; chop, chop bananas	GO bananas; go, go bananas!
Mash bananas; mash, mash bananas	Bananas of the world unite!

Once the song is familiar, encourage solo children to adopt the structure for new song

Chocoholics of the world unite [Draw a huge bar in the air]
Dream of chocolate; dream, dream of chocolate
Shop for chocolate; shop, shop for chocolate
Pay for chocolate; pay, pay for chocolate [*think of three more sequence steps/actions before.....*]
Eat the chocolate; eat, eat the chocolate!

MAKE A CAKE Bobby Shaftoe Clap Your Hands [A & C Black]

Tune: Simple Simon

We can make a cake for tea, but what shall we put in it?
Eggs and flour and milk and jam; we'll bake it in a minute

Keep a steady beat [pulse] by tapping a spoon on a plastic mixing bowl. Modify the song: 'We can fill a party bag... 'We can fill a treasure basket.....make a magic spell....make a cake for Jane [birthday]

Invent up warm-ups as preparation to specific songs:

Physical warm-ups:

Reaching up high to a shelf for the flour
Opening the cupboard door for sugar
Stirring in the eggs and butter
Flicking the mixture into the baking tin
Bending to put the tray in the oven

Vocal warm-ups:

Mmmmm... as the cake is lifted out of the oven
Ooooh...the cake is rather hot!

LUNCH MENU

Tune: Frère Jacques [every line echoes]

Chips and sausage

Lunch today!
Read it on the menu
Find your tray!

Quiche and salad

Lunch today!
Read it on the menu
Find your tray!

Rice and curry

Lunch today!
Read it on the menu
Find your tray!

Make up verses that reflect your school menu and accompany to the sound of cutlery and utensils!

SEE THE WAVING CORN Voicelinks [OUP]

See the **waving corn**, shining in the sun
Growing in the farmer's field: Harvest time has come!

Other verses: apples, red and green, onions' copper coats, marrows, fat and round... Encourage interlude music using packets of dried food: onion, pasta, cereal, lentils

HANDA'S SURPRISE

Tune: Knees up, Mother Brown!

A song acted out with props to retell this classic children's story

1. Lovely juicy fruits! X2
Seven fruits in Handa's basket
Lovely juicy fruits!

2. Monkey stole a banana! x2
Six fruits left in Handa's basket!
Monkey stole a banana! x2

3. Ostrich stole a guava! x2
Five fruits left in Handa's basket
Ostrich stole a guava!

4. Zebra stole an orange! x2
Four fruits left in Handa's basket!
Zebra stole an orange!

5. Elephant stole a mango! x2
Three fruits left in Handa's basket
Elephant stole a mango!

6. Giraffe stole a pineapple x2
Two fruits left in Handa's basket
Giraffe stole a pineapple!

7. Antelope stole an avocado! x2
One fruit left in Handa's basket
Antelope stole an avocado!

8. Parrot stole a passion fruit! x2
Nothing left in Handa's basket
Parrot stole a passion fruit!

9. Tangerines instead! X2
Lots of fruit in Handa's basket
Tangerines instead!

10. Handa's big surprise! x2
Tangerines in Handa's basket
Handa's big surprise

FESTIVALS songs with accompaniments played on percussion and sound-makers

SILVER AND GOLD by Jan Holdstock

A simple but elegant song that can be enhanced with a chime bar accompaniment using two chords:

Notes **D F A** are played on the word '**sil** [ver]' and notes **C E G** on gold.

Silver is the star ahead, gold the desert sand,
Silver is my royal gown, **gold** is in my hand
Silver and gold, silver and gold: silver, silver, silver * * [played on a bell]

v2: myrrh v3: incense

NB: If using chords - start the song on note F

DRAGON DANCE Pat-a-cake, Make and Shake [A & C Black]

The Chinese dragon dances,
In the street, in the street,
The Chinese dragon dances
In the street [clap, clap, clap]

His mouth can shut and open
In the street, in the street,
His mouth can shut and open
In the street [clap, clap, clap]

We hear the dancers' footsteps... We see the streamers flying... Let's dance just like the dragon....

Use a simple dragon headdress and a sheet of fabric for the dragon's body. Play improvised patterns on C D E G A chimes [pentatonic scale] to accompany a performance. Start on note C.

ONE CANDLE FLAME Voicelinks [OUP]

Tune: Pease Pudding Hot

One candle flame,
One small light,
Changes a dark room
Makes it bright!

Two candle flames,
Two small lights,
Changes a window ledge
Makes it bright!

Three candle flames... changes a birthday cake.... Four candle flames.... changes an Advent crown....
Five candle flames.....changes our festival

Sing verse one with one instrument; add another for verse two and so on. Invent alternative verses!

KS1: Children can accompany the song using a repeated chord pattern. Start on note C.

Child 1	C	C	D	C
Child 2	E	E	F	E
Child 3	G	G	G	G

Modify the words to provide a song to celebrate Diwali, substituting divas [lamps] for candles:

One diva flame,
One small light,
Changes a dark road
Makes it bright!

Two diva flames,
Two small lights,
Welcome Prince Rama
Make him bright!

Three diva flames
Three small lights
Welcome Queen Sita
Make her bright

Four diva flames
Four small lights
Welcome brave Hanuman
Make him bright!

Five diva flames, five small lights, welcome Diwali, here tonight.

FIREWORKS The Handy Band [A & C Black]

Tune: Mary, Mary quite contrary

Poppers, bangers, whizzers and sizzlers
Squeakers and squealers too!
Our firework music's full of sounds
That we're going to play to you!

Have a selection of untuned percussion and sound makers available. After learning the song, divide the children into three groups: 'poppers and bangers', 'whizzers and sizzlers', 'squeakers and squealers'. The first two groups select sound-makers to match their firework 'sound'; the third group use voices. Each group plays improvised firework music using the 'magic clock' device.

CREATURES GREAT AND SMALL

DOGGIE, DOGGIE WHERE'S YOUR BONE? A three-note call and response song

Doggie, doggie, where's your bone?	Sung by everyone
Someone stole it from my home!	Sung by the dog
Who stole your bone?	Sung by everyone
I stole your bone!	Sung by the 'thief' – making voice as different as possible!

The 'dog' sleeps while someone tiptoes in and 'steals' the bone. The dog tries to identify the thief's voice. Three guesses allowed then the thief becomes the dog! Good for encouraging solo singing!

KAERU NO UTA A traditional Japanese song [*The frog's song; we can hear it getting louder! Listen!*]

Kaeru no uta ga,
Kiko ete kuru yo
Gwa* Gwa* Gwa* Gwa*
Gero,gero,gero,gero
Gwa, gwa, gwa

This song has a simple stepping note melody. It can be accompanied by playing the note C throughout, or more experienced children could repeat the first line: C D E F E D C

I'M A LITTLE YELLOW DUCK

I'm a little yellow duck, quack, quack [echo: *quack, quack*]
And I swim over there and I swim right back
I'm a little yellow duck, quack, quack [echo: *quack, quack*]
And I live in the park by the pond.

The song can be modified to accommodate any park creature: I'm a little brown worm, wiggle, wiggle...

SNAIL, SNAIL a three-note dance song

Snail, snail, snail, snail, go a-round, around, around

A delightful circle dance that creates a spiral and then unwinds! The participants keep meeting new faces and voices and, after unwinding everyone is facing outwards – a 'magical' moment which delights young children!

PEOPLE WHO HELP US

BUILDER

Builder, builder, what do you do?
I build houses just for you
Builder, builder, what do you need?
Bricks and timber, yes, indeed!

This song uses a pentatonic scale [5 notes C D E G A]. Remove B and F bars from a xylophone and invite children to improvise melody patterns as an accompaniment to the song, or use chime bars. Change the 'worker' and the line about the job being done to create new songs.

POSTMAN'S KNOCKING

Tune: Polly put the kettle on

Postman's knocking, rat-tat-tat x3
He's at your door

Shamir has a **yellow car** x3
The postman's on his way

The children decide on the items to put into the postman's sack, with an adult investing the game with enriched descriptive vocabulary. The postman circles the group with his bag of toys [not letters], and when you reach the words: 'He's at your door', he/she stops and offers the sack to the nearest child who dips in to find a toy. The 'dipping' child tells the group what he/she has in their hand; it may simply be 'a hat', perhaps 'a yellow car' or 'a soft brown mouse', this description is sung for the next verse.

LOLLIPOP LADY, LOLLIPOP MAN

Tune: Here we go round the mulberry bush

The lollipop lady stops the cars, [*The lollipop man, he stops the cars*]
Stops the cars, stops the **cars**
The lollipop lady stops the cars,
So we can cross the road.

Appoint a 'lollipop' person and a few children to cross the road, mark out a token zebra crossing and ask everyone else to be a vehicle. Sing the song as a series of verses...*stops the bikes...stops the vans...* with interludes of vehicular noises, conducted with the 'magic clock' device!

RECYCLED AND RECLAIMED SOUND SOURCES USED:

Bottle top shaker	strung bottle tops gathered into a shaker
Coffee lids	castanets
Pastry cutters	guiros
Berol penpots	guiros
Slither trays	ocean drums
Transparent containers	shakers
Shampoo/conditioner lids	castanets
Icing & marzipan tubes	claves
Chopsticks	sticks
Large envelopes	flappers
Pringle and Bisto canisters	finger drums
Plastic buckets	drums
Macaroni strung on a plate	tambourine
Selection of crackly papers	

Go to www.sound-connections.org.uk to see short films on how to make recycled instruments.

TAP YOUR STICKS

Tune: The wheels on the bus

Just hold your sticks and tap, tap, tap: tap, tap, tap; tap, tap, tap
Just hold your sticks and tap, tap, tap: tap, tap, tap!

Now find a friend and tap, tap, tap etc.

Now make a circle and tap, tap, tap etc.

BOTTLE TOP BAND

A rap for bottle top shakers

Bottle top band, bottle top band,
Shake and rattle, we're the bottle top band!

Shake high to the sky: shake down to the ground,
To the front, to the back, what a great big sound!

SHAKE UP! Tune: Knees Up! Mother Brown

Shaky, shaky, shake! That's the way to move!
Shaky, shaky, keep awake-y! Shake yourself and groove!

Shaky, shaky, shake! Play that shaky sound!
Shaky, shaky, keep awake-y! Shake yourself around!

Shaky, shaky, shake! Shaking as you play!
Shaky, shaky, keep awake-y! Shake yourself all day!

CAN YOU PLAY? Tune: Here we go round the mulberry bush

Can you play the slither tray?
The slither tray, the slither tray
Can you play the slither tray?
And make a lovely sound?

We can play the slither tray?
The slither tray, the slither tray
We can play the slither tray?
And make a lovely sound?

LET'S GO TRAVELLING!

I'M A TRAIN A gathering game from Voicelinks [OUP]

I'm a train: I'm a train, going down the line,
When I stop, when I stop, please join on behind. Toot! Toot!

At the end of the song the leader [engine] stops and the nearest child joins on behind the leader. The game repeats gathering children [carriages] in a long line. Start a second train after a few verses and then a third; ask mathematical questions: Which train is the longest? Is Betty's train longer than Shamir's? How many more people would be need to make Ruby's train the same as Fred's?

ROLLING OVER THE WATER Playground Song Book published by MES [www.mesdirect.com]

Rolling over the water; rolling over the sea,
Roll it over to **Samuel*. Roll it back to me.

A rolling game- the leader sits in the middle of the circle:encourage the recipient to sing/say their name.

BUILD THAT ARK! EYFS Music Express [A & C Black]

Tune: Frère Jacques

Find a forest
Choose your tree
Cut it down with axes
Carefully!

Hand over eyes, gazing out
Arms make a trunk shape; fingers become branches
Chopping actions**
Rub/shake hands as if tired

Shape the timber
With your saw
Got to put a roof on
Build a floor!

Fingers trace the shape of a plank of wood
Sawing action **
Fingertips touch making pointed roof shape
Hands move horizontally low down

Noah's ready
So's his boat
Feel those heavy raindrops
Time to float!

Thumbs up!
Hands wide apart showing a really large boat
Look up; hands held out to feel raindrops **
Hands make wave patterns

Encourage children to choose sound-makers or instruments for chopping, sawing and rain drops

STORY-TELLING

ME, TARZAN! YOU, JANE! A superhero song with actions and simple dance steps

Me, Tarzan; you, Jane,
Flying through the air like an aeroplane
When I fall, now and again, I feel pain ...Arrgghh! Yeah, yeah, yeah

Shoo bi-doo-bi, shoo-bi-doo-bi, shoo-bi-doo, waah, waah x3 Yeah, yeah, yeah!

The chorus uses the same tune as the verse, so for KS1 perform in two halves at the same time!

CINDERELLA A traditional story song; sing to: 'One finger, one thumb...'

She had two ugly sisters.....Who made her do all the work
A servant brought a letter.....Inviting them to a ball
But Cinders had no dresses.....So she stayed home and cried
A fairy found a pumpkin..... And changed it into a coach
Now Cinders and Prince Charming..... They danced the night away
The midnight chimes were ringing..... ..She dropped her little glass shoe
The prince went round the city..... ..To find the girl he loved
Now here's a happy ending.....For Cinders and her prince

Improvisation: using the 'magic clock' – as in 'What a star!'

Scrubbing, cleaning, sweeping	The palace band
Knocking at the door	Chiming clock
Cinderella crying	Marching feet
'Magic' sounds for Fairy Godmother's wand	Celebration – the wedding

SPECIAL FRIENDS Puppets to introduce stories Tune: Pease Pudding Hot

I have a special friend, On my knee, She/He's going to tell a story What will it be?	Here is a princess Wave hello, <i>She wears a yellow dress....</i> Off we go!
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SHHH! by Sally Grindley & Peter Utton ISBN 0-340-7462-9 Tune: Here we go round the Mulberry Bush

Giant's Castle, me oh my!
Tiptoe quietly, I'll tell you why,
The giant's mouse is just nearby,
Squeak, squeak, squeak, squeak,
[Hurriedly]Turn the page over quickly!

Giant's Castle, me oh my!
Tiptoe quietly, I'll tell you why,
The giant's hen is just nearby,
Cluck, cluck, cluck, cluck,
[Hurriedly]Turn the page over quickly!

Giant's Castle, me oh my!
Tiptoe quietly, I'll tell you why,
The giant's cat is just nearby,
Miaow, miaow, miaow, miaow,
[Hurriedly]Turn the page over quickly!

Giant's Castle, me oh my!
Tiptoe quietly, I'll tell you why,
The giant's wife is just nearby,
[Arms folded; one foot tapped angrily four times]
[Hurriedly]Turn the page over quickly!

Giant's Castle, me oh my!
Tiptoe quietly, I'll tell you why,
The giant himself is just nearby,
[Shouted] **AND HE'S AWAKE!** [Hurriedly]
Shut the book very quickly!

THE KING IS IN THE CASTLE Voicelinks [OUP]

The king is in the castle, bow down low! [repeat]
Bow down low! Bow down low!
The king is in the castle, bow down low!

The queen is in the castle...curtsey low
The prince ... wave hello!
The cook ... stir the dough
The servant's....watch her sew!
The soldier'smarching to and fro

The ghost... Whoooooooh!
The giant's Ho! Ho! Ho!
The dragon's No! No! No!
And we are in the castle... round & round we go!

Encourage children to make up actions for each character and to invite new people into the castle.

WHATEVER NEXT?

Tune: 'Can you hear the Muffin Man?'

1: Let's go on a rocket trip,
A rocket trip,
A rocket trip,
Let's go on a rocket trip,
And find the things we need!

2: Find a helmet for your head,
For your head,
Yes, for your head,
Find a helmet for your head,
And here's one by the sink.

3: Find the space boots on the mat,
On the mat,
Yes, on the mat,
Find the space boots on the mat,
And here's a pair by the door.

4: Find a rocket for the trip,
For the trip,
Yes, for the trip,
Find a rocket for the trip,
And here's one under the stairs!

5: Something tasty for our tea,
For our tea,
Yes, for our tea,
Something tasty for our tea,
And here's some in the 'fridge. **WHOOSH!**

6: On and on and up and up
Up and up,
Yes, up and up,
On and on and up and up
And landed on the moon!

7: 'Better go!' said Baby Bear, Baby Bear, Yes, Baby Bear
Through the rain and home again and landed with a BUMP!

OWL BABIES

Tune: Oh when the saints

Three baby owls, lived in a tree
Three baby owls lived in a tree
Their names were Sarah, Bill and Percy
They each had names those baby owls.

'She'll bring us mice; and something nice',
'She'll bring us mice and something nice'.
'Let's sit on one branch altogether'
'I want my mummy,' said young Bill.

They woke one night, and mum was gone
They woke one night and mum was gone.
'Perhaps she's hunting for our supper?'
'I want my mummy,' said young Bill.

'What's all the fuss?' said Mother Owl
'What's all the fuss?' said Mother Owl.
You knew I'd come back here to feed you!
What's all this fuss?' said Mother Owl.

PIRATES! Tune: Drunken Sailor

We are the pirates, brave and bold
See the treasure in the hold,
Bars of silver, jewels and gold,
Stolen by us pirates!

Other verses: Jingly coins, new and old... Silks & satins neatly rolled... Boots with leather heels & soles

RECOMMENDED RESOURCES

A & C Black

EYFS Music Express Music Scheme
Bobby Shaftoe Clap Your Hands
Three Singing Pigs
Three Tapping Teddies
Three Little Nativities
Pat-a-cake Make and Shake
Bingo Lingo
Tom's Thumb's Musical Maths
PlaySongs [Lively and Sleepytime, too]

The Handy Band
Let's Go Zudie-O
Let's Go Shoolie-Shoo
Tam Tam Tambalay
Singing Phonics
Songsheets
Musical Steps series: Animals, The Sea,
Homes, Ourselves

The Playground Song Book available from www.mesdirect.com

John Feierabend books: Call & Response, Simple Songs and Circles, Echo songs and other titles available from www.lindsaymusic.co.uk

Voiceplay, Voicelinks published by OUP

KS1: Singing Sherlock 1 and 3 published by Boosey and Hawkes

Singing Breakfast Clubs, simple activities to download, Google 'Singing Breakfast Clubs' for links to activity sheets

email: suelnicholls@hotmail.com

RHYMES FOR RAPS			
sure - floor	hand - band	click - flick	groove - move
bend - end	crawl - wall	twiddle - middle	put - foot
trip - flip	sky - fly	wave - rave	slide - glide
USING NAMES			
head - Fred	bike - Mike	keep on - John	still - Phil
fuss - Guss	again - Wayne	Dive - Clive	do - Sue
crawl - Paul	whizz - Liz	Kick - Nick	squeak - Razik
back - Jack	awake - Jake	clear - Shamir	knee - Lee

Write your 4-line rap here – keep the lines nice and short!

TRADITIONAL STORY SONG

Tune: One finger, one thumb

Model: She had two ugly sisters x3
Who made her do all the work!

First verse: one line x 3 and a short final line

Last verse: one line x 3 and a shorter final line

PUPPETS TO INTRODUCE TRADITIONAL STORIES

Tune: Pease Pudding Hot

I have a _____ friend [describing word]

On my knee

He's/she's going to tell a story

What will it be?

Here is a _____ [name of character [prince, dragon etc.]

Wave hello!

He/she _____ [something he/she did]

Off we go!

DEVELOPMENT MATTERS References to musical activities	
WHAT ADULTS COULD DO WHAT ADULTS CAN PROVIDE [bracketed text added SN]	
PLAYING AND ENGAGING:	
Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.	
Make sure resources are relevant to children's interests.	
Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play	
ACTIVE LEARNING:	
Keep significant activities [sound-makers]out instead of routinely tidying them away	
CREATING AND THINKING CRITICALLY:	
Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice...	
PSED MAKING RELATIONSHIPS	
16-26 months	Play name games [songs] to welcome children to the setting and help them get to know each other and the staff. Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.
22-36 months	Provide resources that promote cooperation between two children such as a big ball [shared drum/xylophone] to roll or throw to each other.
30-50 months	Plan activities that require collaboration such as ...ring games. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions [singing and playing together].
40-60 months	Provide activities that involve turn-taking and sharing in small groups
PSED SELF-CONFIDENCE AND SELF-AWARENESS	
Birth -11 months	Say or sing made-up rhymes or songs while stroking or pointing to the babies' hands, feet or cheeks.
40-60 months	Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.
PSED MANAGING FEELINGS AND BEHAVIOUR	
Birth -11 months	Learn lullabies that children know from home and share them with others in the setting.
16-26 months	Choose books and stories [songs] in which characters help and support each other.
30-50 months	Make available a range of music that captures different moods. Provide materials [story songs, sound-makers and props] for a variety of role play themes.
40-60 months	Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.
COMMUNICATION AND LANGUAGE: LISTENING AND ATTENTION	
Birth -11 months	Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes. Use a lively voice, with ups and downs to help babies tune in. Sing songs and rhymes during everyday routines. Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds Share stories, songs and rhymes from all cultures and in babies' home languages. Plan times when you can sing with young babies, encouraging them to join in.
16-26 months	Encourage young children to explore and imitate sound.
22-36 months	Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. Keep background noise to a minimum e.g. use music or radio briefly only for particular purposes. Use puppets and other props to encourage listening and responding when singing a familiar song ...
30-50 months	When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty". When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the... Set up a listening area where children can enjoy rhymes and stories.
40-60 months	Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.
COMMUNICATION AND LANGUAGE: UNDERSTANDING	
8-20 months	Speak clearly. Babies respond well to a higher pitched, sing-song voice. When you use nursery rhymes, help children understand the words by using actions as well.
40-60 months	Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out [sing] the scenarios in character.

COMMUNICATION AND LANGUAGE: SPEAKING	
Birth-11 months	Encourage babies' sounds and babbling by copying their sounds in a turn-taking 'conversation'. Provide tapes and tape recorders so that parents can record familiar, comforting sounds, such as lullabies in home languages
22-36 months	Provide activities which help children to learn to distinguish differences in sounds, word patterns & rhythms Plan to encourage correct use of language by telling repetitive stories [singing songs], and playing games which involve repetition of words or phrases.
40-60 months	Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation
PHYSICAL DEVELOPMENT: MOVING AND HANDLING	
16-26 months	Use music to stimulate exploration with rhythmic movements.
22-36 months	Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.
40-60 months	Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.
MATHEMATICS: NUMBER	
Birth -11 months	Sing number rhymes as you dress or change babies, e.g. 'One, Two, Buckle My Shoe'. Move with babies to the rhythm patterns in familiar songs and rhymes. Encourage babies to join in tapping and clapping along to simple rhythms. Collect number rhymes which are repetitive and are related to children's actions and experiences, for example, 'Peter Hammers with One Hammer'. Use song and rhymes during personal routines, e.g. 'Two Little Eyes to Look Around', pointing to their eyes, one by one. Collect number and counting rhymes from a range of cultures and in other languages. This will benefit all children and will give additional support for children learning English as an additional language.
22-36 months	Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds'. Provide props for children to act out counting songs and rhymes.
30-50 months	Use pictures and objects to illustrate counting songs, rhymes and number stories. Provide story [song] props that children can use in their play, e.g. varieties of fruit and several baskets like Handa's in the story Handa's Surprise by Eileen Browne.
40-60 months	Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens
MATHEMATICS: SHAPE, SPACE AND MEASURE	
16-26 months	Help children use their bodies to explore shape, through touching, seeing & feeling shape in art, music & dance.
UNDERSTANDING THE WORLD: PEOPLE AND COMMUNITIES	
16-26 months	Help children to learn each other's names, e.g. through songs and rhymes. Celebrate and value cultural, religious and community events and experiences
40-60 months	Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events
UNDERSTANDING THE WOLRD: TECHNOLOGY	
22-36 months	Support children in exploring the control technology of toys, e.g. toy electronic keyboard. Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.
EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS	
8-20 months	Encourage babies to join in tapping and clapping along to simple rhythms. Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things.
16-26 months	Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, e.g., loud and quiet, fast and slow.
22-36 months	Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances. Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages.
30-50	Introduce children to a wide range of music, painting and sculpture.
EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE	
40-60 months	Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof ...provide curtains and place dressing-up materials and instruments close by. Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.