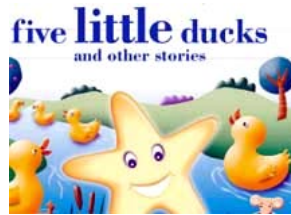


Listen and Play

Summer 2010



BBC School Radio Online

Age: 3-5

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Introduction

How to use the programmes and notes:

The *Listen and Play* programmes are designed for use in four sections. For younger children, or those who need help in developing their attention span, listen to one section at a time, interspersed with opportunities for movement or play. As children get better at listening activities, extend the length of time until they can manage a complete programme at one sitting.

Children are usually able to listen for longer on a second or third hearing of the programme. It is also easier to encourage participation on repeated hearings, especially if you have practised songs and/or actions in the meantime.

Section 1: Introduction and sound discrimination games

- Title song:

Listen all around / Listen for the sounds / Listen, Listen, Listen,

Listen all around / Listen for the sounds / Listen, Listen, Listen.

Encourage children to join in with and learn the words of *Listen all around* featured at the beginning and end of the programme. Make up appropriate actions, so kinaesthetic and visual memory aid the development of auditory memory.

- Hello

Encourage listeners to join in with the children's voices. The 'hellos' are a good starting point for modelling how to do this.

- Listen all around

The presenter, Liz, invites children to guess where the programme is set (some settings are easier to guess than others). They are invited to respond, but you need to ensure plenty of listening time first of all. When Liz says 'Listen', make a shhh action for a count of 3–5 seconds to ensure that everyone gets to hear before anyone calls out.

- Listening for individual sounds

Now that children are orientated to the setting, discriminating individual sounds should be easier. Liz then provides a 'voiced' version of the sound (e.g. snake: ssssssss). Use these voiced versions later when talking about the programme.

Section 2: Songs and rhymes

Some of the songs and rhymes are traditional, others have been specially composed or adapted, but all employ simple, repetitive, rhythmic, patterned language. Many of the songs are simple enough for children to begin to join in on first hearing, and the tunes have been specially designed to be accessible for young voices.

The notes provided for each song/rhyme often suggest making up actions to accompany performance. If you know Makaton or another signing system, use selected signs – if not, just make up your own or ask children for suggestions.

The words of songs and rhymes are provided so you can sing/recite them again afterwards. With plenty of repetition and related activity (e.g. dramatisation, making actions, dancing), they should be easy to memorize – with all the advantages this implies for language and listening development. The more songs and rhymes children learn by heart, the better the development of their auditory memory, critical for literacy learning.

Section 3: Story time

The stories have all been specially written to provide repetitive, patterned language with plenty of language play (rhyme, alliteration, onomatopoeia). Specific suggestions for focusing children's attention are given in these notes, often involving the use of pictures or artifacts. If it's possible to provide relevant items, try to place them down in chronological order (left to right), which helps to illustrate the concept of story sequence and the 'reading direction'.

On first hearing of a story, don't encourage children to join in with sound effects or choruses too much, as this can distract from their listening and ability to follow the story. However, on subsequent hearings, encourage as much participation as possible. Model this participation by joining in yourself. Then, once children have got the idea, go silent and leave it to them.

All the stories offer plenty of leads for dramatisation, art and role-play. These activities give opportunities to use the story vocabulary and help develop children's understanding, so they are more able to appreciate the story on a second hearing.

Play each story at least twice. Ask which stories the children would like to hear again, and allow as many repeat hearings as they wish. Some children may soon be able to recite their favourites – offer them the opportunity to sit in a 'storyteller's chair' while they tell their story to a group of friends. Encourage and celebrate storytelling as much as possible. A child who can tell a story will one day be good at writing them.

Section 4: Song and goodbye

The final song provides opportunities for movement: clapping, swaying, skipping, dancing, marching. If children have listened to the entire programme, they will be ready to move by this time. Once the song is familiar, you can work on more sophisticated sequences of movement to help develop the children's physical coordination and integration of left-right brain functions.

Follow-up ideas

Ensure that the follow-up to the programmes is very active, and be sure to include as many opportunities as possible for the children's interest and new vocabulary to be carried into their self-initiated learning (e.g. through role-play, small world play, outdoor activities, designing and making).

Link the material to the children's prior knowledge through other familiar songs, rhymes or stories (selections are listed in these notes). We also provide other traditional action rhymes and songs linked to the theme.

1. Rappa Tappa

Today Liz is outside in the town. There's a queue of cars in a traffic JAM. The medial vowel focus for the story is 'a'.

Listening Focus (CD1 Track 1)	Song 1 At 3'08'	Story At 5'12'	Song 2 At 11'20'
<p><i>Listen and play</i> sound words:</p> <p>1. J – A – M (It's a traffic jam)</p> <p>B – EE - P (Beep goes the car horn)</p> <p>V – A – N (It's a red post office van)</p>	<p>'I'm driving in my car' (Tune of the farmer wants a wife)</p> <p>This is a very simple song you may want to teach your group. They should be encouraged to join in and make the car sounds</p> <p>Rhyme: 'Rappa Tappa' (This rhyme summarises the story).</p>	<p>'Rappa Tappa'</p> <p>Synopsis: Once upon an exciting time a boy called Sam goes for a car journey with his Gran. His Gran is taking him to the circus, but they have rather an exciting adventure on the way in her Rappa Tappa car.</p> <p>The joining in phrase is: RAPPA TAPPA [This phrase repeats with additional words added each time eg. BRRM/ BEEP/ JUMP/BUMP</p> <p>Words with medial vowel 'a' used in the story: SAM, GRAN, CAR, RAPPA TAPPA, JAM, WAY, CLAP.</p>	<p>'Rappa Tappa Rap'</p> <p>Encourage the children to learn this and to speak rhythmically.</p> <p>After the programme:</p> <ul style="list-style-type: none"> - invent your own RAP about something else - work with the children to see how many words they can list with 'a' in the middle, e.g. Gran, van, Sam, jam <p>You could use some of the words from the story to make a class poem.</p>

Song 1: We're driving in our car

We're driving in our car

Brmmm, Brmmm, Brmmety, Brmmm

We're driving in our car.

We're stopping in our car

We're stopping in our car.

The lights have turned to red

We're stopping in our car.

We're driving in our car

We're driving in our car

The lights have changed to green.

We're driving in our car.

Rhyme:

There was a car called Rappa Tappa

When it drove along it went

Rappa Tappa BRRRRMM

When it honked it's horn it went

Rappa Tappa BEEP

When it stopped it went

Rappa Tappa SCREECH

Rappa tappa tappa!

Song 2: The Rappa tappa tappa RAP!

Rappa tappa Brrrrmmm

Goes the car

Rappa tappa Brrrrmmm

Rappa tappa Brrrrmmm

Rappa tappa Beep

Goes the horn

Rappa tappa Beep

Rappa tappa Beep

Rappa tappa jump

Go the wheels

Rappa tappa jump

Rappa tappa jump

Rappa tappa Brrmmmm

Rappa Tappa Beep

Rappa tappa jump

Rappa tappa tappa

Rappa tappa Brrmmmm

Rappa Tappa Beep

Rappa tappa jump

Rappa tappa tappa

Goes Gran's car!

2. Bangle Jangle

Today Liz is inside a music shop, listening to the sounds of different musical instruments. The medial sound focus for the story is 'a'.

Listening Focus (CD1 Track 2)	Song 1 At 3'18'	Story At 5'50'	Song 2 At 11'40'
<p><i>Listen and play</i> sound words:</p> <p>1. B- E - LL (It's a bell)</p> <p>2. T – A - P (I can tap the drum with my hand)</p> <p>3. T – I -NG (Ting goes the triangle).</p> <p>After the programme:</p> <p>- experiment with different instruments. What onomatopoeic words describe the sounds they make? (Swish, zing, bang, click, clop, clap ding dong.)</p>	<p>'I am the music maker'</p> <p>The children may well know this song. If you have access to instruments invite the children to play and sing along, using bells, chimes and drums.</p> <p>Play it again! Giving each child a different instrument and encourage them to wait for the right verse before they play.</p> <p>1 Bell 2 Chimes 3 Drum</p> <p>Rhymes: 'Ride a cock horse' 'Bangle Jangle'</p>	<p>'Bangle Jangle'</p> <p>Synopsis: Once upon a jangly time, there was man called Bangle Jangle who made wonderful jewellery. One day he meets a fine lady at Banbury Cross and he makes some rings for her fingers and bells for her toes!</p> <p>Joining in phrase: JANGLE JANGLE JANGLE</p> <p>CVC medial vowel words with 'a' used in the story: Man, day, was, make, tap, say.</p>	<p>'Ride a cock horse to Banbury Cross'</p> <p>The children can stand up and pretend to be riding a horse. If you have enough space they can move around.</p> <p>If you have access to any bells, ask the children to shake them for the joining in phrase JANGLE JANGLE JANGLE.</p> <p>After the programme:</p> <p>- can the children think of any other things that jingle and jangle? E.g. Santa's sleigh bells, keys, church bells, door bells, wind chimes, etc.</p>

Song 1: I am the music maker

I am the music maker,
I come from down your way,
And I can play.
What can you play?
I can play the TING-A-LING BELL.
Ting-a-, Ting-a, Ting-a-ling
Ting-a-ling, Ting-a -ling
Ting-a-, Ting-a, Ting-a -ling
Ting goes the bell.

I am the music maker,
I come from down your way,
And I can play.
What can you play?
I can the play THE JINGLING CHIMES.
Jing-a, jing-a, jingaling
jing-a-ling, jing-a-ling
Jing-a, jing-a, jingaling
Jingle go the chimes.

I am the music maker,
I come from down your way,
And I can play.
What can you play?
I can the play THE BIG BASS DRUM
Boomdi, boomdi, boomdi-boom
Boomdi-boom, boomdi-boom
Boomdi, boomdi, boomdi-boom
Boomdi goes the drum.

Rhymes:

Ride a cock horse to Banbury cross
To see a fine lady upon a white horse
With rings on her fingers and bells on her toes
She shall have music wherever she goes!

There once was a man who made rings and bells
His name was Bangle Jangle.
But the rings didn't ping or even go zing
And the bells didn't dong or even go ding
They always went jangle jangle jangle!

Song 2: Ride a Cock horse to Banbury Cross

Ride a cock horse to Banbury Cross,
To see a fine lady upon a white horse
With rings on her fingers and bells on her toes
She shall have music wherever she goes!
JANGLE, JANGLE, JANGLE.
JANGLE, JANGLE, JANGLE.

Ride a cock horse to Banbury Cross,
To see a fine lady upon a white horse
With rings on her fingers and bells on her toes
She shall have music wherever she goes!
JANGLE, JANGLE, JANGLE.
JANGLE, JANGLE, JANGLE.

Ride a cock horse to Banbury Cross,
To see a fine lady upon a white horse
With rings on her fingers and bells on her toes
She shall have music wherever she goes!
JANGLE, JANGLE, JANGLE.
JANGLE, JANGLE, JANGLE.

3. Steady Neddy

Today Liz is outside in a field with some horses. The medial vowel focus for the story is 'e'.

Listening Focus (CD1 Track 3)	Song 1 At 2'45'	Story At 5'19'	Song 2 At 11'32'
<p><i>Listen and play</i> sound words:</p> <p>1. H – OR - SE (There's a horse in the field).</p> <p>2. F – AR – M (They live on a farm).</p> <p>3. TR-OT (Farmer's Ed's Horse likes to trot).</p>	<p>'This is the way the ladies ride' This rhyme is often used with a small infant being bounced on an adult's knee.</p> <p>Staying seated on the ground, bouncing up and down in the way each character does in the song.</p> <p>Play it again! Split the class into 4 groups and ask them to wait for their verse before moving in the way of their character. 1 Ladies – trit trot 2 Gentlemen – a gallop a trot 3 Farmer – jiggety jog 4 Old man – Hobblety hoy [If you have space, allow them to move all around the room!]</p> <p>Rhyme: 'Horsie horsie'</p>	<p>'Steady Neddy'</p> <p>Synopsis: Once upon a clip-clopping time, there was a farmer called Ed with a cart horse called Neddy. Ed decides to take his horse into town to enter a singing competition.</p> <p>Joining in phrase: CLIPETY CLOP, CLIPETY CLOP.</p> <p>Words used in the story with 'e' sound in the story: Neddy, steady, Ed.</p>	<p>'Horsie horsie, don't you stop' If your group are very familiar with this song, emphasise that Verse 2 is different to the words they know – it's about Steady Neddy!</p> <p>Get the children to really announce and exaggerate 'Clippety Clop' each time. Encourage them to develop a strong sense of rhythm and rhyme.</p> <p>After the programme:</p> <p>- play the song again using percussion instruments for the clippety clop rhythm. You could use different objects to make the sound of hooves, e.g. two paper cups against each other, coconut shells, woodblocks, etc</p>

Song 1: This is the way the ladies ride

This is the way the LADIES ride,
Trit trot, trit trot.

This is the way the ladies ride,
Trit trot, trit trot, trit trot.

This is the way the GENTLEMEN ride,
A gallop, a trot, a gallop, a trot.
This is the way the gentlemen ride,
A gallop, a trot, a gallop.

This is the way the FARMER rides
Jiggety-jog, jiggety-jog,
This is the way the farmer rides
Jiggety – jiggety – jog.

This is the way the OLD MAN rides,
Hobblety hoy, hobblety hoy!
This is the way the old man rides
Hobblety hobblety hoy!

And down into the ditch!

Rhyme:

Horsie horsie don't you stop
Just let your feet go clippety-clop
Your tail goes swish
And the wheels go round
Giddy up we're homeward bound.

Horsie horsie off you trot
Just let your hooves go tritetty trot
Hold your head up high
As the wheels go round
Giddy up we're off to town!

Song 2: Horsie Horsie don't you stop

Horsie horsie don't you stop
Just let you feet go clippety clop
Your tail goes swish
And the wheels go round
Giddy up we're homeward bound.

STEADY NEDDY off you trot
Just let you feet go clippety clop
Your tail goes swish
And the wheels go round
Giddy up we're off to town.

Horsie horsie don't you stop
Just let you feet go clippety clop
Your tail goes swish
And the wheels go round
Giddy up we're homeward bound.

4. Ishy Fish

Today Liz is outside beside a pond. The medial vowel focus in the story is 'i'.

Listening Focus (CD1 Track 4)	Song 1 At 2'45'	Story At 5'24'	Song 2 At 11'45'
<p><i>Listen and play</i> sound words:</p> <p>1. F – I- SH (The fish are swimming in the pond).</p> <p>2.T – OA- D (It's a toad.)</p> <p>3. N – E - T (You can clean the pond with a net).</p>	<p>'One two three four five'</p> <p>Teach the song to the children if they do not know it already. Ask them to count 1, 2 3 4 5 on their fingers.</p> <p>Play it again! Make a shiny pond on the floor, using a silver space blanket and sit the children in a circle round it. Then add props such as a toy fish, crab, and an eel. Ask the children to act out the song pre-tending they're holding a fishing rod and throwing the different creatures back into the pond at the appropriate moments.</p> <p>Rhyme: '5 jolly fishermen'</p>	<p>'Ishy Fish'</p> <p>Synopsis: Once upon an underwater time, there is a fish called Ishy, a pink fish with purple stripes. But because she's so brightly coloured, she keeps being caught. One day she finds a magic pebble and soon Ishy's not so easy to catch.</p> <p>Joining in phrase: MAKE A WISH ISHY FISH, MAKE A WISH</p> <p>Encourage the children to whisper the words of the joining in phrase. You can add tinkling chimes or small bells, if you have them.</p> <p>Try listening to the story in a darkened room with torch light/spot lights reflecting on the shiny pond and create your own magical space!</p>	<p>'Five little fish went out to play'</p> <p>This is an original song, composed with a tune that is easy to learn.</p> <p>Encourage the children to use their hands to swim and swish their tails.</p> <p>After the programme:</p> <p>- ask the children to use their imaginations to make their own Ishy Fish by using shiny paper and bright colours to make a swishy tail. - then use these props to act out the story and perform the songs.</p>

Song 1: One two three four five

One two three four five
Once I caught a FISH alive
Six, seven, eight nine ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so
Which finger did it bite?
This little finger on the right!

One two three four five
Once I caught a CRAB alive
Six, seven, eight nine ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so
Which finger did it bite?
This little finger on the right!

One two three four five
Once I caught AN EEL alive
Six, seven, eight nine ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so
Which finger did it bite?
This little finger on the right!

Rhyme:

Five Jolly fishermen

Sitting back to back

The first caught a tiddler

The 2nd caught a jack

The 3rd caught a crab

The 4th caught an eel

And the last one caught

And old cart wheel!

Song 2: Five little fish went out to play

FIVE little fish went out to play
Swishing their tails in the sea one day
Along came a CRAB...who chased them away
Splish splash splish!

FOUR little fish went out to play
Swishing their tails in the sea one day
Along came AN EEL...who chased them away
Splish splash splish!

THREE little fish went out to play
Swishing their tails in the sea one day
Along came A SHARK...who chased them away
Splish splash splish!

TWO little fish went out to play
Swishing their tails in the sea one day
Along came A SEAL...who chased them away
Splish splash splish!

ONE little fish went out to play
Swishing her tail in the sea one day
Along came A WHALE...
But Ishy made a wish and was left to play
Splish splash splish. Splish splash splish!

5. Jiggy Pig

Today Liz is outside at a fair. The sound focus for the story is medial vowel ‘i’

Listening Focus (CD2 Track 1)	Song 1 At 2'55'	Story At 5'10'	Song 2 At 11'22'
<p><i>Listen and play</i> sound words:</p> <p>1. J – I – G (The music is called a jig.)</p> <p>2. C – A – T (It's a cat).</p> <p>3. P – I – G (It's a noisy pig).</p>	<p>'A cat came dancing out of the barn'</p> <p>This is an original song is based on an old traditional rhyme about a cat and a fiddle.</p> <p>It's in the style of a reel. Encourage the children to clap in rhythm and you could use percussion instruments too.</p> <p>Play it again! Make one big circle, choosing 3 children to play the 3 different animals. As each verse is sung, that child goes into the centre of the ring to dance. 1 Cat 2 Pig 3 Cow Why not use additional animal toys as visual cues to the children.</p>	<p>'Jiggy Pig'</p> <p>Once upon a dancing time, there's a pig whose favourite dance is a jig. When Jiggy hears that the Queen is having a party, she decides to dance at the palace. On the way there, she meets Doug the dog who wants to play his drum too.</p> <p>The joining in phrase is: HEY DIDDLE DIG THE PIG DID A JIG WITH A JIGGY JIG JIG</p> <p>This is a more complex phrase than so practise it with your group first.</p>	<p>'Hey diddle dig'</p> <p>This is an original song. Encourage the children to clap or tap their feet in time to the music.</p> <p>After the programme:</p> <p>- play one of the songs again, and get the children to dance their own jig to the music. They could dance with a partner or even in a small group.</p> <p>- how many words can the children come up with that rhyme with pig? Can you make up a silly class rhyme using them? The list of CVC words has some suggestions.</p> <p>- encourage the children to find words with 'i' in the middle.</p>

Song 1: A Cat came dancing

A CAT came dancing
Out of the barn
With a fiddle under her arm;
She could play nothing
But fiddle cum fee;
The mouse has married the bumblebee

Play cat! Dance mouse!
We'll have a jig in our good house.
Play cat! Dance Mouse!
We'll have a jig in our good house.

A PIG came dancing
Out of the barn
With a drum under his arm;
He could play nothing
But diddle dum dee
The mouse has married the bumblebee

Play cat! Dance mouse!
We'll have a jig in our good house.
Play cat! Dance Mouse!
We'll have a jig in our good house.

A COW came dancing out of the barn
With a horn under her arm.
She could play nothing
But tootle tum tee
The mouse has married the bumblebee.

Play cat! Dance mouse!
We'll have a jig in our good house.
Play cat! Dance mouse!
We'll have a jig in our good house.

Rhyme:

Hey Diddle Diddle

The cat played a fiddle

The cow jumped over the moon

The little dog laughed

To see such fun

And the dish ran away with the spoon.

Hey Diddle Dum

The dog played a drum

The cow jumped over the moon

The little cat laughed to see such fun

And the dish ran away with the spoon.

Song 2: Hey diddle diddle

Hey diddle dig
Hey diddle dig
The pig did a jig
With a jiggy jiggy jig jig
The pig did a jig
With a jiggy jiggy jig jig...JIG

Hey diddle diddle
Hey diddle diddle
The cat played a fiddle
With a fiddle dee-dee, dee dee dee
The cat played a fiddle
With a fiddle dee-dee, dee dee dee...DEE

Hey diddle dum
Hey diddle dum
The dog played a drum
With a dum dee dum, dum dee dum
The dog played a drum
With a dum dee dum, dum dee dum...DUM

Hey diddle dig
Hey diddle dig
They all danced a jig
With a jiggy jiggy jig jig
They all danced a jig
With a jiggy jiggy jig jig...JIG!

6. Oggy Dog

Today Liz is outside with her dog in the park. The focus medial vowel for the story is 'o'.

Listening Focus (CD2 Track 2)	Song 1 At 2'55'	Story At 5'10'	Song 2 At 11'00'
<p><i>Listen and play</i> sound words:</p> <p>1. D – O – G (There's a dog in the park).</p> <p>2. W – A – G (The dog likes to wag his tail.)</p> <p>3. P – E – T (He's my favourite pet.)</p>	<p>'How much is that doggy in the window?'</p> <p>This is an old favourite. Encourage the children to sing along. It's an easy tune to learn.</p> <p>Rhymes: 'Old Mother Hubbard' 'Oh where, oh where has my little dog gone?'</p> <p>After the programme:</p> <p>- read the children some other traditional animal rhymes: Hickety Pickety my black hen Higgledy piggledy pop! Bow wow says the dog Hark hark the dogs do bark!</p>	<p>'Oggy Dog'</p> <p>Synopsis: Once upon a tea time there was a dog called Oggy with a very waggy tail. He lived with Old Mother Hubbard. Oggy wags his tail so much, that he often sends teacups and plates flying!</p> <p>Joining in words:</p> <p>WAG WAG, WAG WAG, WAG WAG</p> <p>Encourage the children to listen out for words with the 'o' sound in the middle - e.g. mop, soggy, splodge, got.</p>	<p>'Old Mother Hubbard'</p> <p>This is an original song, based on the rhyme.</p> <p>After the programme:</p> <p>- find a traditional version of 'Old Mother Hubbard' and read it with the children - compare it to the Oggy Dog story - ask the children to pick out the rhyming pairs of words in each verse. - have any of the children got a pet at home. What kind of pet is it, and what is its name? Why does it have that name? Ask the children to bring in a photograph of their pet. Can the children come up with an action verb to fit their pet - e.g. Dog – pants Cat – purrs Fish – swims</p>

Song 1: How much is that doggy in the window?

How much is that doggy in the window?

WOOF WOOF

The one with the waggely tail

How much is that doggy in the window

WOOF WOOF

I do hope that doggy's for sale.

I don't want a rabbit or a kitten

I don't want a parrot that talks

I don't want a tank of little fishes

I can't take a goldfish for walks.

How much is that doggy in the window?

WOOF WOOF

The one with the waggely tail

How much is that doggy in the window

WOOF WOOF

I do hope that doggy's for sale.

Rhymes:

Old Mother Hubbard

Went to the cupboard

To fetch her poor dog a bone

But when she got there

The cupboard was bare

And so the poor dog had none.

Oh where, oh where has my little dog gone?

Oh where, oh where can he be?

With his ears so short and his tail so long

Oh where, oh where is he?

Song 2: Old Mother Hubbard

Old Mother Hubbard
Went to the cupboard
To fetch her poor dog a bone;
But when she got there
The Cupboard was bare
And so the poor dog had none.

She went to the FISHMONGERS
To buy him some fish
But when she came back
He was licking the dish.

She went to the GROCER'S
To buy him some fruit;
But when she came back
He was playing the flute.

So Old Mother Hubbard
Went back to the cupboard
To fetch her poor dog a bone;
But when she got there
The cupboard was bare
And so the poor dog had none.

She went to the BAKERS
To buy him some bread
But when she came back
He didn't want to be fed.

So old Mother Hubbard
Went back to the cupboard
To fetch her poor dog a bone
And when she got there
It was no longer bare
And so she gave her poor dog a bone!

7. Funny Bunny

Today Liz is outside in a forest, in search of small animals. The medial vowel focus for the story is 'u'.

Listening Focus (CD2 Track 3)	Song 1 At 3'10'	Story 5'44'	Song 2 12'20'
<p><i>Listen and play</i> sound words:</p> <p>1. H – O – P (The rabbit likes to hop.)</p> <p>2. F – O – X (A fox lives in a hole in the ground.)</p> <p>3. D – I – G (They use their paws to dig.)</p>	<p>'Did you ever see a bunny?' (To tune of 'Did you ever see a lassie?') This is a very catchy tune to join in with.</p> <p>Play it again! Ask the children to be rabbits acting out the actions of each verse:</p> <p>1. Hopping slowly 2. Hopping on one foot 3. Hopping fast</p> <p>Then choose some rabbits to perform to the rest of the group. (This is likely to cause some hilarity so to calm down act out the bunnies sleeping).</p> <p>Rhyme: 'See the little bunnies sleeping' 'There once was a fox'</p>	<p>'Funny Bunny'</p> <p>Synopsis: Once upon a playtime in the forest there was a rabbit called Funny Bunny. When the foxes suggest a race, it's Funny Bunny who has to challenge Superdooperfast fox! Who will win?</p> <p>The joining in phrase is:</p> <p>hop funny bunny HOP HOP HOP hop funny bunny DON'T YOU STOP!</p> <p>(This is done in the form of a question and answer phrase) Encourage the children to be expressive with their voices, but not to shout.</p>	<p>'Hippety Hop, Hippety Hay'</p> <p>This is an original song based on the story. On first hearing it, the children should count the rabbits on their fingers.</p> <p>Replay it and the children could learn it, even acting out the song in groups of 3, as one rabbit hops away each time.</p> <p>After the programme:</p> <ul style="list-style-type: none"> - show the children some pictures of different rabbits, can they think of different names for them that describe their appearance – e.g. twitchy, patch, fluffy. - does anyone have a rabbit at home? Talk about how to look after a rabbit.

Song 1: Did you ever see a bunny?

Did you ever see a bunny, a bunny, a bunny

Did you ever see a bunny that hops – SO SLOW?

He hops and hops, and hops, and hops.

Did you ever see a bunny that hops so slow?

Did you ever see a bunny, a bunny, a bunny

Did you ever see a bunny, that hops – ON ONE FOOT

He hops and hops, and hops, and hops,

Did you ever see bunny that hops on one foot?

Did you ever see a bunny, a bunny, a bunny

Did you ever see a bunny, that hops – SO FAST

He hops and hops, and hops, and hops,

Did you ever see bunny that hops so fast?

Rhymes:

See the little bunnies sleeping till it's nearly noon

Shall we go and wake them with a merry tune

They're so still...are they ill?

Wake up little bunnies!

Hop little bunnies hop hop hop!

Hop little bunnies hop hop hop!

There once was a fox who ran very fast

He always came first and was never last

His paws would scurry as he raced along the ground

And if anyone tried to catch him, he was never found.

Song 2: Hippety hop hippety hay

Hippety hop, hippety hay
THREE little rabbits went out to play
Hippety hop, hippety hay
One little rabbit hopped away.

Hippety hop, hippety hay
TWO little rabbits went out to play
Hippety hop, hippety hay
One little rabbit hopped away.

Hippety hop, hippety hay
ONE little rabbit went out to play
Hippety hop, hippety hay
That little rabbit decided to stay.

Hippety hop, hippety hay
The foxes and rabbits went out to play
Hippety hop, hippety hay
They played and they played till the end of the day!

8. Huggy Bug

In the last programme of the term Liz is outside in her garden searching for small creatures.

Listening Focus (CD2 Track 4)	Song 1 At 2'44'	Story At 5'30'	Song 2 At 12'01'
<p><i>Listen and play</i> sound words:</p> <p>1. SH – E - D (It's a wooden shed).</p> <p>2. L – O – G (It's a big log!)</p> <p>3. B – U - G (It's a creepy crawly bug.)</p>	<p>'Three lady bugs' (Tune of '3 blind mice')</p> <p>This is very easy to join in with as the opening to each verse repeats throughout.</p> <p>Play it again! Devise a different creepy crawly action for each verse. 3 Lady bugs 2 Wiggly worms 1 Buzzy fly</p> <p>Make a minibeasts display, using the song as inspiration.</p> <p>Rhyme: 'Incey wincey spider'</p>	<p>'Huggy Bug'</p> <p>Synopsis: Once upon a party time there was a bug called Huggy Bug. She decides to send out party invitations. Incey the spider comes to her help with a brilliant idea using balloons tied to a water spout!</p> <p>Joining in phrase: FUN FUN FUN!</p>	<p>'Incey wincey Spider'</p> <p>Encourage the children to do the actions, as they sing along.</p> <p>After the programme:</p> <p>- find some other rhymes or songs about minibeasts and read them together: 'Ladybird, ladybird' 'Here is the beehive' 'Little Miss Muffet'</p>

Song 1: Three lady bugs

THREE lady bugs, three lady bugs.
See how they crawl, see how they crawl.
They all went off to the ladybug ball
To dance around in a great big hall
Did you ever see a thing like it at all?
As THREE lady bugs!

TWO wriggly worms, two wriggly worms
See how they crawl, see how they crawl.
They both went off to the ladybug ball
To dance around in a great big hall
Did you ever see a thing like it at all?
As TWO wriggly worms!

ONE buzzy fly, one buzzy fly
See how he flew, see how he flew.
So he went off to the ladybug ball
To dance around in a great big hall
Did you ever see a thing like it at all?
As ONE buzzy fly,
TWO wriggly worms and...
THREE...lady...bugs!

Song 2: Incey wincey

Incey wincey spider
Climbed up the water spout
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain
So Incey wincey spider
Climbed the spout again.

Incey wincey spider
Climbed up the water spout
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain
So Incey wincey spider
Climbed the spout again.