

Wiggle Waggle

Summer 2009



www.bbc.co.uk/schoolradio/earlylearning/wigglewaggle.shtml

Age: 3-5

These programmes are available to order (for UK schools only) on pre-recorded CDs from:

BBC Schools' Broadcast Recordings

Tel: 08701 272 272 Monday to Friday 0800 to 1800

Or visit www.bbc.co.uk/schoolradio/howtoorder.shtml for more information

Audio on demand. These programmes are also available as audio on demand from the School Radio website for 7 days following the original date of transmission. Refer to programme titles below to find out when programmes are available as audio on demand.

Wiggle Waggle

Summer 2009

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

Introduction	3
1 London Bridge is falling down	6
2 Sing a song a blackbird	9
3 Hickory dickory dock	12
4 Hey diddle diddle	15
5 One grey elephant balancing	18
6 I saw three ships	21
7 I went to the garden to dip up the ground	24
8 Lavender blue dilly dilly	27

Introduction

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

Aims

The key aim of the series is to provide a resource which will help to fulfil learning objectives of the Foundation stage – which became a statutory component of the curriculum in September 2000 – and in particular:

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

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

Structure

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

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

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

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

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

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

If you are listening to **Wiggle Waggle** using pre-recorded CDs you may wish to note that each song has its own track marker, allowing you to relocate the song quickly and replay it as often as you wish.

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

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

Using Wiggle Waggle from pre-recorded CDs

This series is available on pre-recorded cassettes and CDs at cost price (to UK primary schools only).

On the CDs each programme is divided into 4 separate tracks, so that you can easily navigate each programme and replay sections as you wish. The track numbers are listed in the content grids for each programme below.

For quick reference, the CD tracks are as follows:

CD 1 Tracks: Programmes 1-4

Programme 1: London Bridge is falling down

- Track 1: Wiggle Waggle song + Car movement sequence
- Track 2: Song 1: *I'm driving in my car*
- Track 3: Story: 'Nick fixes the bricks in the bridge'
- Track 4: Song 2: *London Bridge is falling down.*

Programme 2: Sing a song a blackbird

- Track 5: Wiggle Waggle song + Bird movement sequence
- Track 6: Song 1: *Two little blackbirds*
- Track 7: Story: 'King Chin and the blackbird'
- Track 8: Song 2: *Sing a song a blackbird*

Programme 3: Hickory dickory dock

Track 9: Wiggle Waggle song + Clock movement sequence

Track 10: Song 1: *Hickory dickory dock*

Track 11: Story: 'The sneaky cheeky mice'

Track 12: Song 2: *Four small mice came out to play*

Programme 4: Hey diddle diddle

Track 13: Wiggle Waggle song + Moon movement sequence

Track 14: Song 1: *Hey diddle diddle*

Track 15: Story: 'Nuru and the sleeping sun'

Track 16: Song 2: *The sun and the moon*

CD 2 Tracks: Programmes 5-8**Programme 5: One grey elephant balancing**

Track 1: Wiggle Waggle song + ballet movement sequence

Track 2: Song 1: *One grey elephant balancing*

Track 3: Story: 'Mina the balancing ballerina'

Track 4: Song 2: *An elephant goes like this and like that*

Programme 6: I saw three ships

Track 5: Wiggle Waggle song + ship movement sequence

Track 6: Song 1: *The big ship sails*

Track 7: Story: 'Captain Codface learns his lesson'

Track 8: Song 2: *I saw three ships*

Programme 7: I went to the garden to dig up the ground

Track 9: Wiggle Waggle song + garden movement sequence

Track 10: Song 1: *There's a worm at the bottom of my garden*

Track 11: Story: 'Curly the worm'

Track 12: Song 2: *I went to the garden to dig up the ground*

Programme 8: Lavender blue dilly dilly

Track 13: Wiggle Waggle song + bee movement sequence

Track 14: Song 1: *Here is the beehive, where are the bees?*

Track 15: Story: 'Lavender Dilly'

Track 16: Song 2: *Lavender blue dilly dilly*

Content grids

Refer to the grids below to identify the content of each programme.

1. London Bridge is falling down

Today Liz is outside in the town and there's a big traffic jam because the bridge is being mended.

Before the programme

If you can, show the children a picture of a large brick bridge over a river.

Talk about whether the children have ever been stuck in the car in a traffic jam. What are the colours for 'Stop' and 'Go'. What should you do if the lights are at red?

Movement (CD1 Track 1)	Song 1 (CD1 Track 2)	Story (CD1 Track 3)	Song 2 (CD1 Track 4)
<p>Movement words: Fast and slow</p> <p>Actions: Driving a car, lorry, riding a bicycle.</p> <p>1. Taking the steering wheel and driving a car all around quite fast.</p> <p>2. Driving a heavy lorry slowly up a hill.</p> <p>3. Riding a bicycle and pedalling along at a medium pace.</p> <p>This sequence should encourage careful listening so that the children move to the speed of the music throughout.</p>	<p>'I'm driving in my car'</p> <p>The focus of the song is to get the children to listen to changes in tempo and to adjust their movement to fit.</p> <p>Car – fast Bike – medium Lorry – slow Parking car – slower to stop.</p> <p>Encourage children to listen out to the sound effects between each verse. Can they recognise each one: car, bicycle, lorry, car approaching.</p>	<p>'Nick fixes the bricks in the bridge'</p> <p>Synopsis: Nick has been called to come and fix London Bridge. He uses his traffic sign to signal the traffic to stop and go. Mysteriously, bricks keep falling out. Eventually, he discovers that a group of small beetles are to blame.</p> <p>The joining in action phrase is: FAST OR SLOW, JUST GO GO GO!</p> <p>Children should say the words and hold onto a steering wheel, pretending they're driving across the bridge.</p>	<p>'London bridge is falling down'</p> <p>Encourage the children to join in and sing along, pretending to mend the bricks like Nick from the story.</p> <p>Encourage rhythmic movement; tapping bricks into place, mixing cement, etc.</p>

Song 1: I'm driving in my car

(To the tune of 'Farmer's in his den')

I'm driving in my car
I'm driving in my car
I'm driving along the road
I'm driving in my car.

I'm riding on my bike
I'm riding on my bike
I'm pedalling very hard
I'm riding on my bike.

I'm driving up a hill
I'm driving up a hill
I'm going very SLOW
I'm driving up a hill.

I'm going to park my car
I'm going to park my car
The wheels are turning SLOW
I'm going to park car.

Song 2: London Bridge is falling down

London Bridge is falling down,
Falling down, falling down
London Bridge is falling down,
Come and mend it.

Build it up with bricks and stones
Bricks and stones, bricks and stones
Build it up with bricks and stones
Come and mend it.

Bricks and stones, keep falling out
Falling out, falling out
Bricks and stones, keep falling out
Come and mend it.

Stop the traffic on the bridge
On the bridge, on the bridge
Stop the traffic on the bridge
Come and mend it.

Turn the sign from red to green
Red to green, red to green,
Turn the sign from red to green
Come and mend it.

London Bridge was falling down,
Falling down, falling down
London Bridge was falling down,
Now it's mended.

2. Sing a Song a blackbird

Today Liz is outside in her garden, listening to a blackbird singing high up in the oak tree.

Before the programme

Show the children a picture of a blackbird. Encourage them to close their eyes and listen to see if they can hear any birds singing outside through the window.

Movement (CD1 Track 5)	Song 1 (CD1 Track 6)	Story (CD1 Track 7)	Song 2 (CD1 Track 8)
<p>Movement words: High and low</p> <p>Actions: Being a blackbird.</p> <ol style="list-style-type: none"> 1. Stretching out wings. 2. Wagging feathery fingers. 3. Flying high and low, inspired by the music. 4. Repeat <p>The children need to listen very carefully, following the low notes and rising high to the flute sound.</p>	<p>'Two little blackbirds' (based on 'Two little dicky birds')</p> <p>This is a well-known action rhyme. Encourage the children to make one finger on each hand into a bird. They should wiggle waggle it for the bird's name, then make it fly away behind their back. Each bird should return in turn, when its name is called.</p>	<p>'King Chin and the blackbird'.</p> <p>Synopsis: This story is in the style of a traditional fable. One day the King of China is out walking in the forest when he hears a lovely blackbird singing. After the bird is injured, the King cares for her. The bird leaves him and the King becomes ill. It returns each day to tell him amazing tales and in time he recovers.</p> <p>The joining in phrase is: FLAP FLAP FLAP</p> <p>The children should say the words and flap their hands like a small bird.</p>	<p>'Sing a song a blackbird' (the tune is 'Sing a song of sixpence')</p> <p>The children should learn the words of this song, so they can sing it by heart.</p> <p>They are encouraged to fly high and low like the blackbird.</p>

Song 1: Two little blackbirds

Two little blackbirds
Sitting on a wall
One called Peter, one called Paul
Fly away Peter, fly away Paul
Come back Peter, come back Paul.

Two little blackbirds
Sitting on a gate
One called Betty, one called Kate
Fly away Betty, fly away Kate
Come back Betty, come back Kate.

Two little blackbirds
Sitting on a fence
One called Mattie, one called Spence
Fly away Mattie, fly away Spence
Come back Mattie, come back Spence.

Song 2: Sing a song a blackbird

**Sing a song a blackbird
Flying way up high
Can you see it soaring
Up there in the sky?**

**When the window opened
The bird began to sing
Wasn't that a lovely song
To sing before the King!**

**Sing a song a blackbird
Flying way up high
Can you see it soaring
Up there in the sky?**

**When the window opened
The bird began to sing
Wasn't that a lovely song
To sing before the King!**

3. Hickory Dickory Dock

Today Liz is inside a clock maker's shop. There are lots of different ticks, tocks, chimes and bongs to hear!

Before the programme

Show the children some pictures of different clocks, including a grandfather clock.

Talk about the different sounds that clocks can make.

Movement (CD1 Track 9)	Song 1 (CD1 Track 10)	Story (CD1 Track 11)	Song 2 (CD1 Track 12)
<p>Movement words: Big and small</p> <p>Actions: Being a grandfather clock.</p> <p>1. Standing tall and straight like a grandfather clock.</p> <p>2. Pointing one arm high above the head and sweeping it round slowly in a big circle.</p> <p>3. Repeated using the other arm.</p> <p>4. Moving all round the room with light tick tock steps.</p>	<p>'Hickory dickory dock'</p> <p>Each time the clock chimes in the song it strikes a different time. (1, 2 then 3 o'clock)</p> <p>The children should count the chimes and say the time out loud.</p>	<p>'The sneaky cheeky mice'</p> <p>Synopsis: Once upon a tick tock time there are two small mice and a big cat. The mice scamper up the grandfather clock to eat the clockmaker's chocolate - but can they escape from Chester, the big cat?</p> <p>Joining in phrase: TICK TOCK, TICK TOCK</p> <p>The children should move their head from side to side as they say the words.</p>	<p>'Four small mice came out to play'</p> <p>Join in and sing along, counting the mice on fingers.</p> <p>The children could also do their own mice scampering dance - freezing very still each time they hear the cat 'miaow!'</p>

Song1: Hickory dickory dock

Hickory dickory dock
The mouse ran up the clock
The clock struck ONE
The mouse ran down
Hickory dickory dock.

Hickory dickory dock
The mouse ran up the clock
The clock struck TWO
The mouse ran down
Hickory dickory dock.

Hickory dickory dock
The mouse ran up the clock
The clock struck THREE
The mouse ran down
Hickory dickory dock.

**Song 2: Four small mice came out to
play**

(To the tune of '5 current buns in a baker's shop')

FOUR small mice came out to play
Eating chocolate on their way
They were chased by a great big cat
MIAOW
THREE small mice came scampering back!

THREE small mice came out to play
Eating chocolate on their way
They were chased by a great big cat
MIAOW
TWO small mice came scampering back!

TWO small mice came out to play
Eating chocolate on their way
They were chased by a great big cat
MIAOW
ONE small mouse came scampering back!

ONE small mouse came out to play
Eating chocolate on his way
He was chased by a great big cat
MIAOW
All the mice came scampering back!

4. Hey diddle diddle

Today Liz is outside at night. There's a full moon and an owl hooting.

Before the programme

Ask the children about the sun and the moon. Which shines in the day, which one at night? Can they describe what the moon looks like?

Movement (CD1 Track 13)	Song 1 (CD1 Track 14)	Story (CD1 Track 15)	Song 2 (CD1 Track 16)
<p>Movement words: round and wide</p> <p>Actions: Being the moon.</p> <p>1. Making a round wide moon shape with the arms.</p> <p>2. Bending low to the floor and rising slowly, lifting a big ball.</p> <p>3. Repeat.</p> <p>Encourage the children to imagine holding a big round shape and lifting it slowly high over their head. Like the moon rising in the sky.</p>	<p>'Hey diddle diddle'</p> <p>The children can make their own gentle moon dance, jumping over the moon when they hear the sound of each animal. Cow, pig, sheep.</p>	<p>'Nuru and the sleeping sun'</p> <p>Synopsis: Once upon an African time, a small boy called Nuru tries to wake up the sun. But the sun remains asleep. So he goes to get the help of his animal friends: Mbuzi the goat, Simba the lion, Tumbali the monkey and Ku Ku the cockerel.</p> <p>The joining in phrase is: RISE AND SHINE, RISE AND SHINE! SHOW US THAT IT'S DAYTIME!</p> <p>The children say the words and pretend to be the sun yawning!</p>	<p>'The sun and the moon'</p> <p>This is an original song, with a lyrical feel.</p> <p>Teach the chorus to the children: 'Rise and shine Mr. Sun, show us that it's day time.'</p> <p>Encourage the children to make their own sun and moon rising movements.</p> <p>They should respond to the mood of the song, which is slow and atmospheric.</p>

Song 1: Hey diddle diddle

Hey diddle diddle
The cat and the fiddle
The COW jumped over the moon
MOO
The little dog laughed to see such fun
And the dish ran away with the spoon.

Hey diddle diddle
The cat and the fiddle
The PIG jumped over the moon
OINK OINK
The little dog laughed to see such fun
And the dish ran away with the spoon.

Hey diddle diddle
The cat and the fiddle
The SHEEP jumped over the moon
BLEAT BLEAT
The little dog laughed to see such fun
And the dish ran away with the spoon.

Song 2: The Sun and the Moon

**Rise and shine Mr Sun
Show us that it's daytime!
Rise and shine, rise and shine
Show us that it's daytime!**

**When it's day - the sun rises high
A golden ball shines in the sky
It makes the whole world seem to glow
At the end of the day it sinks down low.**

**Rise and shine Mr Moon
Show us that it's night time!
Rise and shine, rise and shine
Show us that it's night time!**

**When it's night – and the moon is high
A silver ball shines in the sky
It makes the whole world silvery white
When the moon shines low, it's no longer
night.**

**The sun by day, the moon by night
Their glowing beams give us light
The sun by day, the moon by night
Their glowing beams give us light**

(Lyrics: Katriona MacEwan; music: Michael Omer)

5. One grey elephant balancing

Today Liz visits a ballet school to see all the children tiptoeing and balancing.

Before the programme

If there are any children in the class that take ballet classes, ask them to bring in their ballet shoes. Why do they wear special shoes for dancing? What ballet steps can they demonstrate?

Movement (CD2 Track 1)	Song 1 (CD2 Track 2)	Story (CD2 Track 3)	Song 2 (CD2 Track 4)
<p>Movement words: tiptoe and balance</p> <p>Actions: being a ballet dancer.</p> <p>1. Taking tiny light tiptoe steps all round the room.</p> <p>2. Walking along a tightrope and balancing.</p> <p>3. Keeping in a very straight line on the tightrope.</p> <p>The emphasis should be on development movement control and co-ordination.</p>	<p>'One grey elephant balancing'</p> <p>Counting the elephants on their fingers as the children sing along.</p> <p>After learning the song the children could perform their own elephant balancing dance.</p>	<p>'Mina the balancing ballerina'</p> <p>Synopsis: Once upon a dancing time, there was an Indian elephant called Mina. One day her balancing gets her into trouble as a parrot, a tiger and a cow try to join her on the tightrope!</p> <p>Joining in phrase:</p> <p>TIPTOE TIPTOE TIPTOE</p> <p>Making light tiptoe movements along the leg or on the floor next to them as they say the words.</p>	<p>'An elephant goes like this and like that'</p> <p>This is a well-loved action rhyme.</p> <p>1. 'Big' - make yourself big like an elephant.</p> <p>2. 'Fat' - make yourself wide like an elephant.</p> <p>3. 'Fingers' – wiggle your fingers.</p> <p>4. 'Toes' – wiggle your toes.</p> <p>5. 'Long nose' – make your arm into a big long trunk. Walk around like an elephant swaying your trunk.</p> <p>Play this song several times, until the actions and words become familiar.</p>

Song 1: One grey elephant balancing

ONE grey elephant balancing
Step by step on a piece of string
He thought it was such tremendous fun
He called for another elephant to come.

TWO grey elephants balancing
Step by step on a piece of string
He thought it was such tremendous fun
He called for another elephant to come.

THREE grey elephants balancing
Step by step on a piece of string
He thought it was such tremendous fun
He called for another elephant to come.

FOUR grey elephants balancing
Step by step on a piece of string
He thought it was such tremendous fun
He called for another elephant to come.

FIVE grey elephants balancing
Step by step on a piece of string
But all of a sudden the thin string broke
And down came all those elephant folk!

Song 2: An elephant goes like this and that

An elephant goes like this and that,
He's terribly big...[ACTION]
And he's terribly fat;...[ACTION]
He has no fingers...[ACTION]
He has no toes...[ACTION]
But goodness gracious what a long
nose...[ACTION]

An elephant goes like this and that,
He's terribly big
And he's terribly fat;
He has no fingers,
He has no toes
But goodness gracious what a long nose.

An elephant goes like this and that,
He's terribly big
And he's terribly fat;
He has no fingers,
He has no toes
But goodness gracious what a long nose.

6. I saw three ships

Today Liz is at the seaside. Out in the bay there's a big sailing ship.

Before the programme

Show the children a picture of a sailing ship. Talk about whether the children ever been to the seaside? Have they ever been on board a ship or boat? What was it like? How did the boat move?

Movement (CD2 Track 5)	Song 1 (CD2 Track 6)	Story (CD2 Track 7)	Song 2 (CD2 Track 8)
<p>Movement words: side to side</p> <p>Actions: Being a ship on the sea.</p> <p>1. Standing with feet wide apart and rocking from one foot to the other.</p> <p>2. Repeat with bigger heavier steps.</p> <p>3. Swaying and rocking all round the room.</p> <p>Focus should be on trying to achieve a side to side rocking movement throughout. Also responding to the different tempo of the music.</p>	<p>'The big ship sails on the alley alley o!'</p> <p>Rocking and swaying in time to the music as they sing along. The last verse is much slower - can the children keep in time?</p> <p>Encourage individuality and creativity as the children make their own ship dance.</p>	<p>'Captain Codface learns his lesson'</p> <p>Synopsis: Once upon a pirate time there is a mean captain. He makes his crew dig for buried treasure. They dig up two chests, one full of coins, the other full of jewellery. The captain decides to keep it all for himself...but the crew are rather too clever for him.</p> <p>Joining in phrase: SIDE TO SIDE, SIDE TO SIDE, SIDE TO SIDE.</p> <p>Rocking gently on the floor, but staying seated.</p>	<p>'I saw three ships come sailing by'</p> <p>The children should learn the words to this song and join in.</p> <p>Replay the song again and ask the children to make up an action dance for onboard ship: steering the boat, pulling the sails, hoisting the anchor.</p>

**Song 1: The big ship sails on the alley alley
oh**

The big ship sails on the alley alley oh
The alley alley oh, the alley alley oh
The big ship sails on the alley alley oh
On the last day of September.

The captain said it will never never do
Never never do, never never do.
The captain said it will never never do
On the last day of September.

The big ship sank to the bottom of the sea
The bottom of the sea, the bottom of the sea.
The big ship sank to the bottom of the sea
On the last day of September.

Song 2: I saw three ships

**I saw three ships come sailing by
Come sailing by, come sailing by
I saw three ships come sailing by
On New Year's Day in the morning.**

**The ships were full of golden coins
Of golden coins, of golden coins
The ships were full of golden coins
On New Year's Day in the morning.**

**The ships they rocked from side to side
From side to side, from side to side
The ships they rocked from side to side
On New Year's Day in the morning.**

**I saw three ships come sailing by
Come sailing by, come sailing by
I saw three ships come sailing by
On New Year's Day in the morning.**

7. I went to the garden to dig up the ground

Today Liz is outside in her garden trying to dig a path.

Before the programme

Ask the children if they have ever seen a worm. Ask them to describe what it looked like and how it moved. What shape was it? Did they see any worm casts?

Movement (CD2 Track 9)	Song 1 (CD2 Track 10)	Story (CD2 Track 11)	Song 2 (CD2 Track 12)
<p>Movement words: curled and straight</p> <p>Actions: Being a hosepipe.</p> <p>1. Stretch out on the floor like a long, thin hosepipe.</p> <p>2. Make a curled up shape on the floor.</p> <p>3. Walk round and round the garden on a curly twisted path.</p> <p>If the children are good at their floor shapes, choose a good straight and curly one to show the rest of the group.</p>	<p>'I went to the garden to dig up the ground'</p> <p>The children should pretend they're digging, keeping in rhythm as they sing along.</p>	<p>'Curly the worm'</p> <p>Synopsis: Once upon a garden time there is a worm who likes to curl into different shapes. Her friends think she should be straight like them. At the creepy crawly fair, Curly at last gets a chance to show her true curling talent!</p> <p>Joining in phrase: CURL AND TWIST AND CURL</p> <p>The children should make curly patterns with one finger in the air, as they join in.</p>	<p>'There's a worm at the bottom of my garden and his name is Wiggly Woo'</p> <p>The children should do wiggly wiggly actions as they sing along.</p> <p>This is a wonderful traditional song for the children to learn.</p> <p>Encourage their wiggly actions to be in the musical breaks within each verse.</p>

Song 1: I went to the garden to dig up the ground

I went to the garden to dig up the ground,
Dig up the ground, dig up the ground,
I went to the garden to dig up the ground
On a Monday morning.

I went to the garden to make a path
Make a path, make a path,
I went to the garden to make a path
On a Monday morning.

I went to the garden, to plant a flower
Plant a flower, plant a flower
I went to the garden to plant a flower
On a Monday morning.

I went to the garden and I found a worm
I found a worm, I found a worm
I went to the garden and I found a worm
On a Monday morning.

I went to the garden to dig up the ground,
Dig up the ground, dig up the ground,
I went to the garden to dig up the ground
On a Monday morning.

Song 2: There's a worm at the bottom of my garden

There's a worm at the bottom of my garden
And his name is Wiggly Woo
There's a worm at the bottom of my garden
And all that he can do –
Is wiggle all night...
And wiggle all day...
Whatever else the people do say;
There's a worm at the bottom of my garden
And his name is Wiggly Wooo-ooo!

There's a worm at the bottom of my garden
And his name is Wiggly Woo
There's a worm at the bottom of my garden
And all that he can do –
Is wiggle all night...
And wiggle all day...
Whatever else the people do say;
There's a worm at the bottom of my garden
And his name is wig wig Wiggly
Wig wig Wiggly Wooo-ooo!

8. Lavender blue dilly dilly

Today Liz is outside in a field near a beehive.

Before the programme

Bring in some lavender to let the children smell it - either some fresh lavender, or scent or dried potpourri. Show them a picture of a lavender plant.

Movement (CD2 Track 13)	Song 1 (CD2 Track 14)	Story (CD2 Track 15)	Song 2 (CD2 Track 16)
<p>Movement words: move and freeze</p> <p>Actions: Being a bee.</p> <p>1. Making arms into wings and buzzing all around.</p> <p>2. Repeat, but stopping and freezing really still when the music does.</p> <p>3. Repeat</p> <p>The focus is on careful listening, to move only when music is playing. You may find you want to run this sequence again so that the children can practise.</p>	<p>'Here is the beehive where are the bees?'</p> <p>The children should count the bees on their fingers. This is an original tune which you may wish to teach to your group.</p> <p>They could do a buzzy bee dance too.</p>	<p>'Lavender Dilly'</p> <p>Synopsis: Once upon a summer time, there is a lavender plant called Dilly. Unfortunately she doesn't seem to know that she needs to freeze really still to help the bees collect the pollen. She gets rather too excited and then the bees buzz away.</p> <p>Joining in phrase: LAVENDER BLUE DILLY DILLY</p>	<p>'Lavender blue dilly dilly'</p> <p>The children pretend they are Dilly the flower in the lavender bed, swaying in the breeze.</p> <p>The words have been adapted to this song to fit the story.</p> <p>Teach the words to the children and then play the song again.</p> <p>You could play this as a movement sequence in pairs: one child is Dilly and the other is a buzzy bee. Act out the song.</p>

Song 2: Lavender blue dilly dilly

Lavender blue dilly dilly
Come buzzy bee
Visit me now dilly dilly
Come visit me...

Lavender blue, dilly dilly
Swaying in the breeze
Look at me now, dilly, dilly
Visit me please.

Lavender blue, dilly, dilly
I'm here quite still
Look at me now, dilly dilly
Land at your will.

Lavender blue dilly dilly
Come buzzy bee
Visit me now dilly dilly
Come visit me...