



ACTIVITY BOOK 2



National Foundation for
Youth Music



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**ARTS COUNCIL
ENGLAND**

LOTTERY FUNDED

Musical Wonderland

Introduction



Quench Arts' Musical Wonderland project uses identified children's books as a stimulus for music-making. The project was devised to use music as a way to build a love of books, to increase engagement with local libraries and to inspire speech, language and literacy development.

For this phase of the Musical Wonderland project, project sessions were delivered in Chelmsley Wood library (North Solihull) and Handsworth library (Birmingham). Activity delivered in Chelmsley Wood was a continuation of a long-standing offer to families in the area, through previous Youth Music funding, and the area was selected due to deprivation, a lack of local opportunities for the age group, low levels of literacy and high numbers of children with developmental delays. Our partnership with Handsworth library was a new element to this phase of the project, enabling us to adapt the model to this diverse demographic, which included many parents and children with English as an additional language. In Handsworth, the library were keen to attract local nurseries to improve engagement, as well as individual families.

The 2 key aims for the programme were:

- To increase the number of Early Years music opportunities in Handsworth and Chelmsley Wood and to use music as a way to build a love of books/the library to inspire speech, language and literacy development.
- To increase the confidence of Early Years practitioners, library staff and parents in delivering music.

Musical activities and experiences can support all aspects of children's learning and development, helping to meet the early learning goals and themes set out in the Early Years Foundation Stage framework and Development Matters guidance. Through running our Musical Wonderland project sessions, we have seen how activities have supported children and their parents with expression and communication and with vocabulary development. The children have developed the social skills and interaction with peers and adults and the project activities have really helped build and enhance children's bonds with their parents/carers. The activity sheets in this book have enabled musical activities to be extended beyond the project sessions, by both parents and Early Years practitioners.



For further reading about the importance of music in supporting children's development we recommend reading Nicola Burke's 'Musical Development Matters', alongside the EYFS Framework and 'Development Matters' guidance. Links are provided below:

<https://tinyurl.com/EarlyYearsFS>

<https://tinyurl.com/EYDevMatters>

<https://tinyurl.com/MusDevMatters>

The worksheets contained in this book have been put together by the lead artists employed on the project between 2017-18, working in conjunction with Quench Arts. We are incredibly grateful to Youth Music for funding the Musical Wonderland programme.

Musical Wonderland

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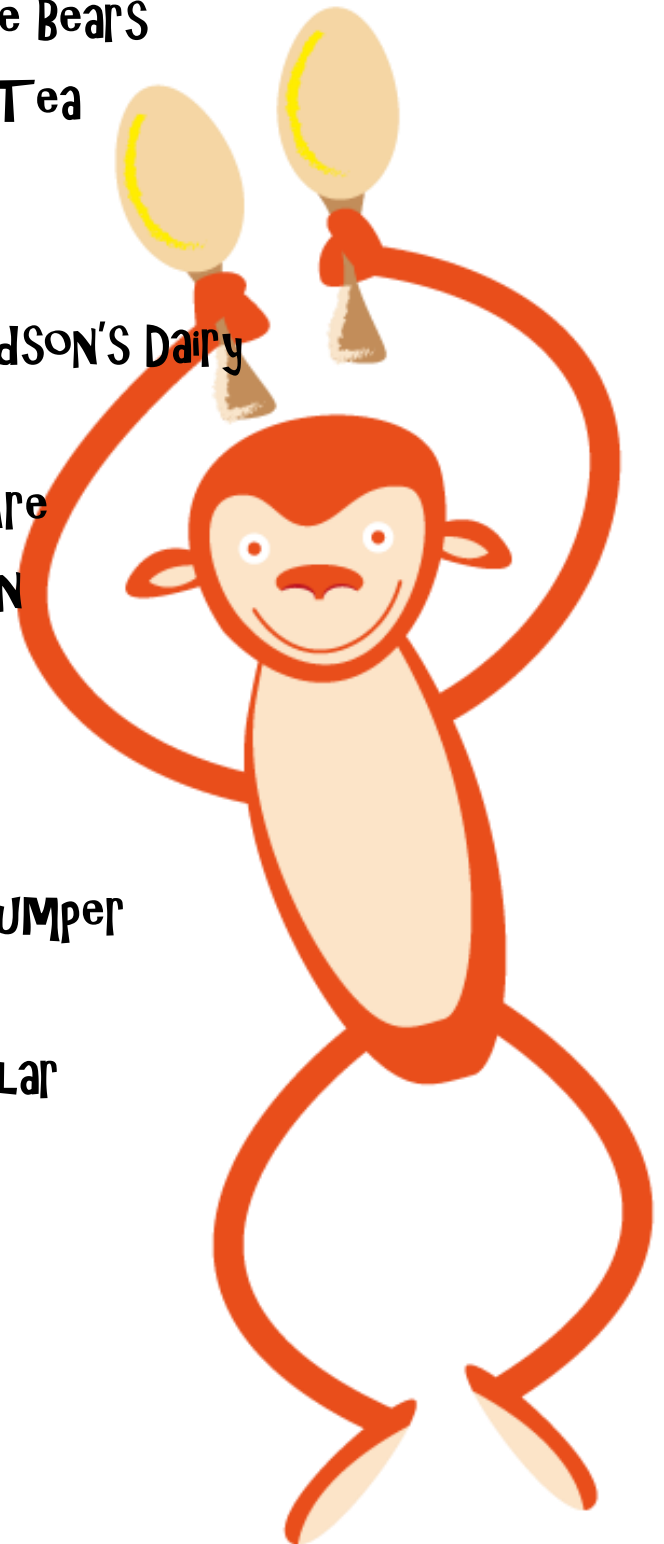
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Please note that we recommend that you photocopy or trace any of the craft pages in this book before you use them!

MONKEY PUZZLE

MUSIC ACTIVITY: Put Your Hands By Your Side Adapted by Sue Buntin

Sung to melody of 'If You're Happy and You Know It'

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/put-your-hands-by-your-side

LYRICS:

Put your hands by your side, by your side

(Do - actions/sounds/movements - see list below)

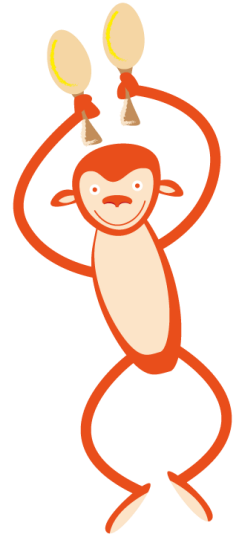
Put your hands by your side, by your side

(Do - actions/sounds/movements)

Put your hands by your side, put your hands by your side

Put your hands by your side, by your side

(Do - actions/sounds/movements)



INSTRUCTIONS:

Do different actions /movements to depict creatures from the Monkey Puzzle story.

Listen to the recording to get an idea about how to do this. Here are some suggestions:

- Stamp your feet like an elephant
- Slither like a snake... hisssss
- Scurry like a spider
- Flap your wings and fly like a parrot
- Croak like a frog
- Go to sleep like a bat
- Be a monkey!

Children love moving around. Being physical is essential for their development.

Can your child (or yourself!) think of different sounds/actions or movements for each of the creatures? Letting your child think is an excellent way of helping their brain build new pathways called neurons. These neurons enable the brain to process and transmit information which is vital for learning.

Have FUN!



MONKEY PUZZLE

MUSIC ACTIVITY: Love Somebody Adapted by Sue Buntin

This is a lullaby. Lullabies are sung much slower than a lot of songs, such as 'Row, Row, Row Your Boat' or 'The Wheels on the Bus' and other popular children's songs. Lullabies, therefore, will slow the heart rate down and are ideal to sing to babies and children to calm them, especially at sleep or bed times.

Give it a try! Sing the song with the words a few times then sing it just using 'la, la, la,' all the way through, again repeating this. Finally, simply hum the melody until your little one has dropped off to sleep.

LISTEN HERE TO THE TUNE:

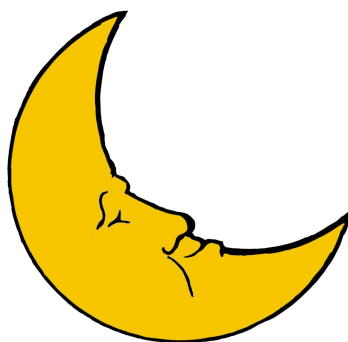
https://soundcloud.com/quench_arts/love-somebody

LYRICS:

Love somebody, yes I do
Love somebody, yes I do
Love somebody, yes I do
Love somebody and that is you!

Love somebody, yes I do
Love somebody, yes I do
Love somebody, yes I do
Love somebody and that is you!

If you are holding your child you can give them a kiss and a cuddle when singing the last line. Of course you don't have to be holding them. I have known many, many babies and young children drift off to sleep while this song is being sung. Some parents have told me this song is a must at bed time!




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MONKEY PUZZLE

LANGUAGE DEVELOPMENT ACTIVITY: Questioning By Sue Buntin

Talking about the creatures in the Monkey Puzzle story with children

Babies and very young children need to hear language in order for them to learn and have an understanding of it in the first place. So when reading a story, you can comment on the pictures in the book, e.g., 'That elephant is very big!' or 'The butterfly is small.'

Remember - a child is never too young to listen to its parents' voice or another adult. When your child is at the stage when they can copy the words that you say, move on to questions that just require a simple 'yes' or 'no' answer e.g., 'Is it big?' or 'Is it small?'

As language begins to develop, the question could be altered to, 'Is it big or small?' This gives the child a choice. When their language develops further, the question could now be, 'What size is it?'. This is an open question where they think of their own answer.

Some examples of question's for adults to ask children:

- What does it look like?
- What sound does it make?
- Has it got any legs?
- How many legs has it got?
- How does it move?
- What colour is it?
- Has it got fur or skin?



I'm sure you could think of other questions to ask.

For older or more able children, you could play the game with them asking you the questions to guess the animal! This can be challenging but also lots of fun!

Extended Reading

Visit the library! Look out for animal themed books. Here are a few suggestions:

Little Butterfly by Image Books

Night Monkey, Day Monkey by Julia Donaldson & Lucy Richards

Lost and Found by Oliver Jeffers



Happy reading!



MONKEY PUZZLE

ARTS ACTIVITY - Making a Collage Butterfly By Sue Buntin

Things you will need:

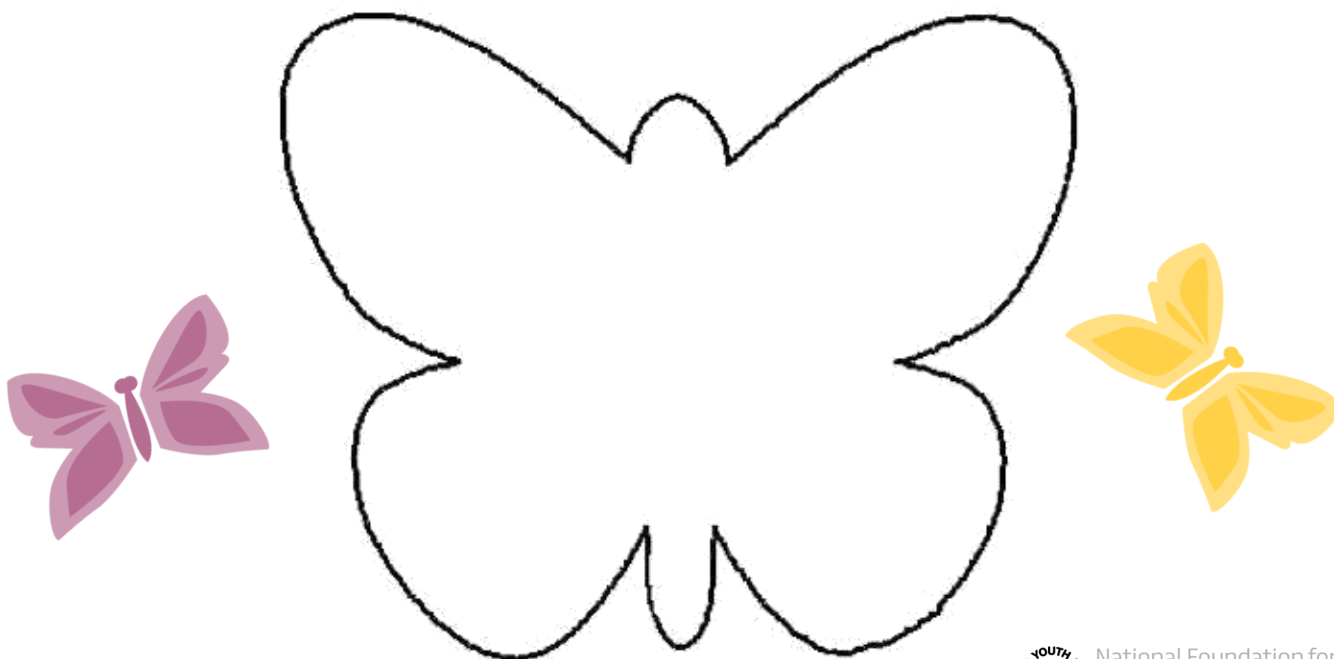
- Cereal box or thin card
- Glue (PVA or glue stick)
- Scissors (child friendly scissors, if child is old enough to cut out)
- Black felt pen
- Any bits of coloured paper (shiny foil chocolate wrappers/tissue paper/coloured cellophane)



INSTRUCTIONS:

- ~ Cut out a butterfly shape from an empty cereal box or similar.
- ~ Draw 2 eyes on your butterfly
- ~ Stick cut out pieces of paper etc. onto the butterfly shape making sure not to cover the eyes
- ~ You could use some sequins for extra shine!
- ~ Make as many as you want. You could even find different shades of blue to make the butterfly in the story!

TEMPLATE:



THE RAINBOW FISH

MUSIC ACTIVITY: I Have One Friend Adapted by Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/i-have-one-friend

This is a song that involves counting (numbers 1-5 or 1-10) with the children finger counting.

INSTRUCTIONS:

- Start with a clenched fist, hiding all of your digits. Show your thumb for the first line, 'I have one friend'. Your child should be encouraged to copy you. At the end of the second line, add your first finger to your thumb, 'Now I have two'.
- Add another finger each time the next number is sung.
- After 'Now I have five', wiggle all five digits. Continue wiggling whilst the last verse is sung, 'Goodbye little friends...'
- When singing, 'It's time to go to sleep', hide all of your digits in a clenched fist, the same as you did when you started the song!
- Sing the song again using the other hand this time.

With younger children, the adult gently squeezes the fingertips of the child, corresponding to the number/s sung as the song progresses. With older children, carry on using both hands, counting on to number 10.

LYRICS:

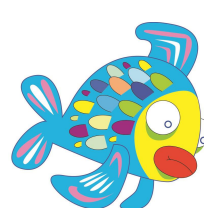
I have one friend, one friend, one friend,
I have one friend, now I have two.

I have two friends, two friends, two friends,
I have two friends, now I have three.

I have three friends, three friends, three friends,
I have three friends, now I have four.

I have four friends, four friends, four friends,
I have four friends, now I have five.

Goodbye little friends, little friends, little friends,
Goodbye little friends... it's time to go to sleep.



THE RAINBOW FISH

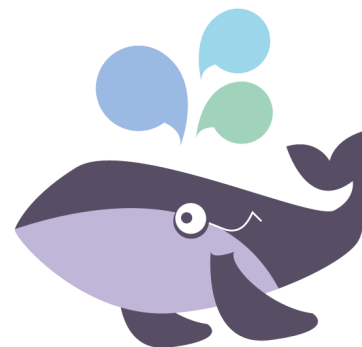
MUSIC ACTIVITY: Sea Shells Adapted by Sue Buntin

LULLABY

A lullaby is a soothing song or piece of music played for, or sung to, babies and young children. There has been quite a lot of research into the benefits of singing lullabies to very young children and the positive effects this has. Research also reveals that singing lullabies to poorly children can help ease pain and aid healing. A lullaby is sung much slower than other types of songs and therefore will slow the heart-rate and ease anxiety. It may feel a little strange singing so slowly but children really enjoy this, especially if they are being held closely to their parent/carer. If you have access to the internet, look up 'lullaby research'. It is fascinating!

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/sea-shells



LYRICS:

Sea shells, sea shells, sing a song for me
Sing about the ocean, tell me about the sea

INSTRUCTIONS:

- Rock your child slowly to the beat (pulse) of the song as you sing.
- You can repeat the song many times.
- Humming to the melody will be also very soothing for your child.

Extended Reading

Visit the library! Look out for fish themed books. Here are a few suggestions:

Ten Little Fish by Audrey Wood & Robert Bruce Wood

Hooray for Fish! by Lucy Cousins

Rainbow Fish to the Rescue by Marcus Pfister & Alison James

Happy reading!



THE RAINBOW FISH

MUSIC ACTIVITY: What Colours Do We Need? Adapted by Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/what-colours-do-we-need-vocal

LYRICS:

What colours do we need to make The Rainbow Fish?
 What colours do we need to make The Rainbow Fish?
 We need to use blue, we need to use green, we need to use purple
 And... we need to use some silver
 To make The Rainbow Fish
 To make The Rainbow Fish

INSTRUCTIONS:

This song can be sung as you and your child are actually making a rainbow fish!
 You can use lots of different things to make your rainbow fish.

- Try different colours of either: tissue paper, copier paper, card, paper plates, foil paper or a mixture of any of these. You will probably come up with other ideas of things to use.
- Your child can practise their cutting skills (make sure they are supervised at all times when scissors are available to them).
- You won't need glue. Simply place cut out scale-like shapes (they don't need to be perfect) on a surface – table, floor, a tray etc. in a fish-like shape. You can make them as big or as small as you wish.
- Make sure that you talk with your child about things like shape, colour, size, where the fish might be going etc.
- When you have finished your rainbow fish, all of the pieces can be collected and saved so they can be used again!

Have fun!



www.quench-arts.co.uk

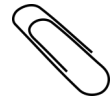
THE RAINBOW FISH



ARTS ACTIVITY - The Fishing Game By Sue Buntin

Things you will need:

- Paper or card (cereal box card will do or you could use coloured paper). You will need enough for 5 or 10 fishes (or more if you want!)
- Scissors
- Felt pen (to write the numbers on each fish)
- Paper clips (one for each fish)
- A length of twine or wool (for the fishing rod; half a metre would probably do)
- A short stick or dowel or even a pencil (for the fishing rod handle)
- A small magnet (an old fridge magnet would do)



INSTRUCTIONS:

To Make The Fishes

- Cut out fish shapes on card or paper
- Draw a mouth and eye on each
- Write a different number on each fish (1–5 or 1–10 depending on the age/ability of your child)
- Slip a paper clip on to each fish



To Make The Fishing Rod

- Attach your magnet to a piece of garden twine (or similar)
- Attach the other end of the twine to the short stick

Play the game!

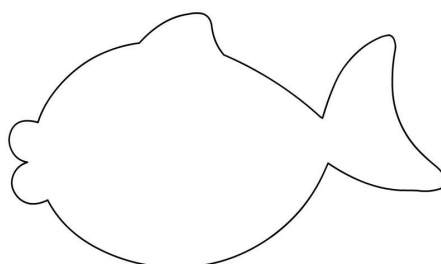
Level 1 - for very young children: See if your child can manage to 'catch' a fish with the rod

Level 2 - for children beginning to recognise numbers 1–5:
Ask your child to 'catch' the number 1, then number 2 etc.

Level 3 - for children who can recognise numbers up to 20:
Ask your child to 'catch' a particular number i.e. number 8 etc.

Level 4 - for children who are beginning to add simple numbers together:
Ask your child to 'catch' 2 fishes Can they add the numbers up? (i.e. $6 + 8 = 14$)

Happy fishing!



coloringpage.eu

GOLDILOCKS AND THE 3 BEARS

MUSIC ACTIVITY: Goldilocks Songs Adapted by Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/goldilocks-song

HERE IS AN INSTRUMENTAL VERSION FOR YOU TO SING ALONG TO:

https://soundcloud.com/quench_arts/goldilocks-instrumental

LYRICS:

1st verse:

When Goldilocks went to the house of the bears
What did her two eyes see?
A bowl that was huge
A bowl that was small
A bowl that was tiny and that was all
She counted them one, two, three

2nd verse: replace 'bowl' with the word 'chair'

3^d verse: replace 'bowl' with the word 'bed'

4th verse:

When Goldilocks ran from the house of the bears
Oh what did her two eyes see?
A bear that was huge
A bear that was small
A bear that was tiny and that was all
They growled at her: grrr, grrr, grrr!



INSTRUCTIONS:

Babies will enjoy you singing this song to them. You could gently rock them as you sing the song.

For older children, talk to them about different sizes of things - big, small or tiny for example. Can they find different sized objects around the house? Talk about the items size. You could ask these types of questions:

Is it bigger than you? What is it smaller than? Can you find something tiny?

Compare the different sizes.

You might be amazed at how long this activity can last for and how your child begins to spot things around them more!!

GOLDILOCKS AND THE 3 BEARS

MUSIC ACTIVITY: Porridge Adapted by Sue Buntin

This is a song that requires an older child to follow the actions. For babies, you can blow on them, gently shiver and pull a funny face as you sing the song to them!

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/porridge

LYRICS:

Porridge hot	<i>(blow into hands)</i>
Porridge cold	<i>(shiver)</i>
Porridge in the pot, nine days old	<i>(pull a funny face!)</i>
Some like it hot	<i>(blow into hands)</i>
Some like it cold	<i>(shiver)</i>
Some like it in the pot, nine days old	<i>(pull a funny face!)</i>



Extended Reading

Visit the library! Look out for bear themed books. Here are a few suggestions:

The Bedtime Bear (a lift up flap book) by Ian Whybrow & Axel Scheffler

The Bear and the Piano by David Litchfield

Postman Bear by Julia Donaldson

The Bear Who Went Boo! by David Walliams and Tony Ross



Happy reading!



GOLDILOCKS AND THE 3 BEARS

MUSIC ACTIVITY: Goldilocks, Bayushka Bayu By Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/goldilocks-bayushka-bayu

Bayushka Bayu is a lovely lullaby to sing to your child either at bed time/sleep time or even when they are upset. Lullabies are known to soothe and to help parents or other carers with the bonding process with a baby or young child. If you incorporate singing lullabies into your baby's bedtime routine, they will still enjoy them even when they have turned 5 years old!

Bayushka Bayu (pronounced: by – ush – ka by – u) is a Russian lullaby and means 'Goodnight'. I have adapted this song by changing the words to fit in with the Goldilocks theme.

LYRICS:

Goldilocks you go to sleep now, Bayushka Bayu
You have had a busy day now, Bayushka Bayu
Goldilocks you go to sleep now, Bayushka Bayu
You have had a busy day now, Bayushka Bayu



INSTRUCTIONS:

You could sing the name of your child instead of the word, 'Goldilocks'. You can repeat this lullaby many times.

As you see your child is becoming sleepy, sing it again but to 'la la la la' instead of the words. Again, repeat as many times as you like.

Finally, you can quietly hum the melody. It is really amazing how children (and sometimes adults!) become sleepy and eventually drift off to sleep. That's the power music!!



GOLDILOCKS AND THE 3 BEARS

SENSORY ACTIVITY: MESSY PLAY WITH PORRIDGE OATS

By Sue Buntin

It is important for your child to experience many different types of play. One they usually really enjoy is messy play! Babies and children learn and develop through play, but especially through unstructured, exploratory play, allowing young children to make their own discoveries using their senses, curiosity and knowledge. Messy and sensory play is all about exploring, so there's no right or wrong way for your child to do this. Obviously, you need to make sure you have an appropriate place in your home or outside for this sort of play to take place, (cover anything you don't want to become too messy!).

INSTRUCTIONS:

- Use a suitable container – could be a large tray, shallow container, washing up bowl or even a large outdoor sand or water tray.
- Put plenty of porridge oats in the container.
- For older children, add empty bottles, jugs, bowls, spoons and similar items so your child can fill and tip with the oats.
- For babies, sit them in the oats if possible. They will enjoy the sensory benefits by feeling, throwing and even eating the oats!
- When your child has experienced playing with the dry oats, add warm (not hot!) water. Older children can add water themselves, discovering how thick or thin the mixture becomes. Your child can then mix the water and oats and experience the change in the texture of the oats. Babies will love covering themselves in the porridge!! You might want to do this on another day so your child has had plenty of time experiencing the dry oats.
- This is messy so remember not to dress your child in best clothes! Babies can play in just their nappy as long as they are warm enough.

This type of activity will give you lots of opportunity to talk to your child using language like: big; small; tiny; thick; thin; tip; pour; mix etc.

Have fun!!




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The Tiger Who Came To Tea

MUSIC ACTIVITY: At The Door Adapted by Jameela Rose

These two songs are great to sing at the beginning of The Tiger Who Came to Tea.

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/at-the-door

This is to the tune of London Bridge Is Falling Down. You can repeat this song a couple of times.

LYRICS:

Who is waiting at the door, at the door, at the door?
Who is waiting at the door?
Let's find out!



MUSIC ACTIVITY: Hungry and Thirsty Adapted by Jameela Rose

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/hungry-and-thirsty

LYRICS:

I am hungry, hungry, hungry
What is there to eat?
I am thirsty, thirsty, thirsty
What is there to drink?



Extended Reading

Visit the library! Look out for tiger themed books. Here are a few suggestions:

Tiger - Tiger, Is It True? by Byron Katie

Tiger in a Tutu by Fabi Santiago

Supermarket Zoo by Caryl Hart



Happy reading!

The Tiger Who Came To Tea

MUSIC ACTIVITY: Clip Clop Adapted by Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/clip-clop

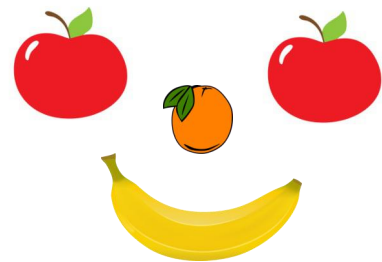
This song encourages children (and adults!) to use their imagination. Ask your child if they know what a market is. They might not be familiar with the word 'market' so explain it's a place where you can buy lots of different things – food; clothes; material, in fact you could buy almost anything at a market!

Are you ready? Here's how to play the game:

- ~ 'Climb' on your horse and hold on tight (lift your leg up and pretend you are climbing on a horse and 'hold onto the reins')
- ~ Keep the beat with your feet as you 'ride' to the market, encouraging your children to do the same
 - ~ For babies, you say what you're going to buy and they sing the song as you carry your baby on your 'horse'
 - ~ For the very young who can repeat words, suggest 2 items to choose from – e.g. shall we buy apples or bananas?
 - ~ For older children, ask you child what they would like to buy from the market (it can be anything!)
- ~ Sing the song

LYRICS:

Clip, clop, clip, clop, off to market, never stop
We'll be fast as we can be
And be home in time for tea
Clip, clop, clip, clop, back from market, never stop!
Whoa!



You can repeat this song for as many times as your child is enjoying it!

This song is very useful if your child is learning about different groups of things so you could categorise what you're going to buy e.g. fruit; vegetables, food for breakfast, lunch or tea

Make the song 'real' next time you go shopping! You could ask your child beforehand what they would like to buy. When you arrive at the shop, ask your child to find the item or items.



The Tiger Who Came To Tea

MUSIC ACTIVITY: The Man In The Moon Adapted by Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-man-in-the-moon

Lullaby

A lullaby is a soothing song or piece of music played for or sung to babies and young children. There has been quite a lot of research into the benefits singing lullabies to very young children and the positive effects this has. Research also reveals that singing lullabies to children who are ill can ease pain and aid healing. A lullaby is sung much slower than other types of songs and therefore will slow the heartrate and ease anxiety. It may feel a little strange singing so slowly but children really enjoy this, especially if they are being held closely by their parent/carer. If you have access to the internet, try looking up 'lullaby research' - it is fascinating!

LYRICS:

The man in the moon looked down from the moon
Looked down from the moon and said,
'It's time for all tigers who live down below
To think about going to bed.'
Good night, good night.



INSTRUCTIONS:

- Rock your child slowly to the beat (pulse) of the song as you sing.
- You can repeat the song over and over again.
- Try singing the words a few times and then replace the words just with 'la, la la' to the melody and finally humming to the melody. This will be very soothing for your baby and older children.
- You can replace the word 'tigers' with the word 'babies' or 'children'. Even better, try replacing the words 'all tigers' with the name of your child.

This is a great song to sing at sleep times or bedtimes. I know a lot of parents who use this song in their child's sleep/bedtime routine and tell me how it really helps their child to drift off to sleep!


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The Tiger Who Came To Tea

ARTS ACTIVITY: Make a Tiger Mask by Sue Buntin

NB. Please supervise and keep your child safe at all times when making and using the mask

Have a go at making a simple tiger eye mask so your child can become a tiger!

WHAT YOU NEED:

- Paper and felt pens
- Cardboard
- Glue and sellotape
- A Stick or elastic

INSTRUCTIONS:

- ~ Copy the mask below to a size appropriate to fit your child on paper
- ~ Stick the mask onto card (card from food packaging is ideal!) with glue
- ~ Attach a stick approximately 15cm long with tape onto one of the sides of the mask (or you could add a piece of elastic to each side of the mask and your child could then wear the mask with the elastic around the back of their head)

Your child can then hold the mask up to their eyes or wear it and there's a tiger in your home who has come to tea!



Whatever Next!

Why is it important for young children to use their imagination?

Here are some good reasons:

- It supports social and emotional development
- It helps improve language and communication skills
- It develops thinking, learning and problem solving abilities
- It enhances physical development



Whatever Next! is all about using your imagination... so here we go!

ARTS ACTIVITY: Make Your Own Astronaut Costume! by Sue Buntin

NB. Please supervise your child at all times when helping them to make this costume and when they are wearing it. Children can choke on small items, e.g., a small piece of ripped foil.

There are 3 elements to this costume: the space helmet, the jet pack and space boots.

WHAT YOU NEED FOR THE SPACE HELMET:

A colander or bowl covered in foil!!



WHAT YOU NEED FOR THE JET PACK:

- ~ Two empty plastic bottles (the bottle size will depend on the size of your child)
- ~ PVA (white) glue
- ~ Aluminium foil
- ~ Silver tape (duct tape type)
- ~ String (or similar)
- ~ Orange, red and yellow card (or tissue/crepe paper)

WHAT YOU NEED TO DO FOR THE JET PACK:

- ~ Take the 2 empty plastic bottles and remove the caps
- ~ Cover one bottle with a thin layer of PVA glue
- ~ Cover the bottle with the silver foil and press down gently so it sticks
- ~ Do the same with the other bottle
- ~ Tape the two bottles together about half way down
- ~ **With the bottles upside down, make 2 separate loops with the string to become the straps to go over your child's shoulders (like backpack straps). Attach 1 loop to each bottle. The length of the string will depend on the size of your child (you'll need to measure it before attaching).**



Whatever Next!

To make the 'flames' coming out of the jet pack:

- ~ Cut a 5cm wide strip from each colour of card. Cut ½ cm strips on each piece leaving a 6cm top part uncut (so you should have 3 pieces of card/paper still). Don't cut all the way up to the top otherwise you will have loads of tiny strips!!
- ~ Cut across the red piece on the already small strips that you have cut, about 4cms up. Do the same on the yellow card but 6cms up.
- ~ Place a red on top of an orange and then a yellow on top of the red. Roll them lengthways and push them into the cap end of the bottle.
- ~ Secure with PVA glue or tape. Do the same with the other pieces. You should now have flames coming out of the jet pack!



WHAT YOU NEED FOR THE SPACE BOOTS:

- An old pair of wellington boots
- PVA (white) glue
- Aluminium foil
- Silver tape (duct tape type)

WHAT YOU NEED TO DO FOR THE SPACE BOOTS:

- ~ Cover one boot with a thin layer of PVA glue
- ~ Cover the boot with silver foil
- ~ Tape around the top of the boot
- ~ Do the same with the other boot
- ~ Leave to dry

Now you have space boots!



Now your child will be ready for a space adventure just like Baby Bear!!

Extended Reading

Visit the library! As well as 'Whatever Next!' by Jill Murphy, look out for space and picnic themed books. Here are a few suggestions:

Red Rockets and Rainbow Jelly by Nick Sharratt & Sue Heap

I Love You to the Moon and Back by Little Tiger Press & Tim Warnes (Illustrator)

Bear's Magic Moon by Suzanne Pinner (Author) & Karen Sapp (Illustrator)

Picnic Farm by Christine Morton (Author) & Sarah Barringer (Illustrator)



Happy reading!

Whatever Next!

MUSIC ACTIVITY: Blast Off! Adapted by Sasha McGeary

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/blast-off-1

This is a number song which will help your child remember the order of the numbers. Older children can count on even further! This is sung to the melody of 'Once I Caught a Fish Alive'

LYRICS:

1, 2, 3, and 4 off to the moon and further more,
5, 6, 7 and 8 boost the engines, don't be late!
1, 2, 3, 4, 5, 6, 7, 8, 9, 10... BLAST OFF!!



MUSIC ACTIVITY: Zoom! By Sasha McGeary

Here's a song to sing after blasting off:

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/zoom

LYRICS:

Zoom, zoom, zoom, we're going to the moon,
Zoom, zoom, zoom, we'll be there very soon.

(Repeat this as your astronaut is travelling through space. The last time you sing it change the last line to finish)

Zoom, zoom, zoom... oh look, we're on the moon!

You can talk to your child about what they might have seen in space, e.g., other rockets; stars; meteors; was it light or dark? Etc.

After you have landed on the moon... (use these lyrics to the same melody as above)

Bounce, bounce, bounce, we're bouncing on the moon,
Bounce, bounce, bounce, we're bouncing on the moon.

Can your child think of different ways to move on the moon?

Examples:

~ jog, jog, jog, we're jogging on the moon

~ walk, walk, walk...


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Whatever Next!

MUSIC ACTIVITY: A Picnic, by Sue Buntin

Just like Baby Bear, you can have a picnic too! Children love having picnics and will enjoy being included in the preparations! See if your child can think of some food items suitable for a picnic. When you go shopping see if they can find some of these items.

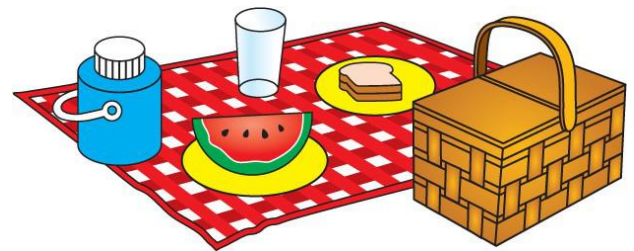
Find a good spot, maybe in a park or a garden for your picnic. It doesn't have to be a nice sunny day for a picnic outside - an indoor picnic is just as much fun! Use a plastic coated tablecloth (these can be bought cheaply) or picnic blanket to cover a suitable spot on the floor in your home and there you have it... a place for your indoor picnic! If you have plastic or paper plates, etc., use those. It makes it more special. Have fun!

HERE'S 'A PICNIC' SONG. LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/a-picnic

LYRICS:

A picnic, a picnic,
We're going to have a picnic,
Lots of food for us to share,
Hurry now and let's get there,
A picnic, a picnic we're going to have a picnic.



MUSIC ACTIVITY: Bayushka Bayu, adapted by Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/bayushka-bayu

This is a lovely lullaby to sing to your child either at bed time/sleep time or even when they are upset. Lullabies are known to soothe and to help parents or other carers with the bonding process with a baby or young child. If you incorporate the singing of lullabies into your baby's bedtime routine they will still enjoy them even when they have turned 5 years old! Bayushka Bayu (pronounced: by – ush – ka by – u) is a Russian lullaby and means 'Goodnight'.

LYRICS:

Go to sleep my little darling, Bayushka Bayu
See the moon is shining on you, Bayushka Bayu

I will tell you many stories, if you close your eyes
Go to sleep my little darling, Bayushka Bayu

You could sing the name of your child instead of the word, 'darling'. You can repeat this lullaby many times. As you see your child is becoming sleepy, sing it again but to, 'la la la la,' instead of the words. Again, repeat as many times as you like. Finally you can quietly hum the melody. It is really amazing how children (and sometimes adults!) become sleepy and eventually drift off to sleep. That's the power of music!!

RUMBLE IN THE JUNGLE

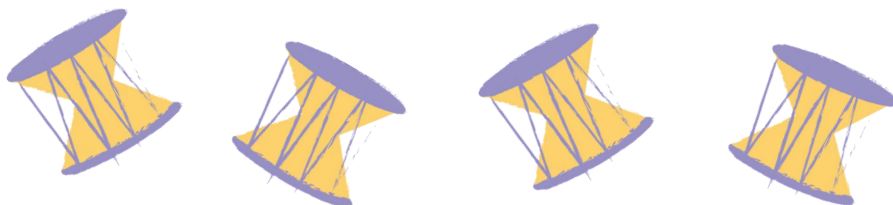
MUSIC ACTIVITY: Jungle Drumming (Rhythm Development) by Nathan Portlock

To get started. Here's an example of me reading the whole book:
https://soundcloud.com/quench_arts/rumble-in-the-jungle

I won't be giving you lots to learn here. There are no new tunes or words to remember. Everything is based around rhythm and chant broken up into bite sized chunks. These are things that you already know.

On the recordings, you'll hear me giving examples but I've also left the tracks blank so that you and your little ones can make up your own chants and songs etc. over my instrumentals.

LISTEN HERE:
<http://bit.ly/2hbpqti>



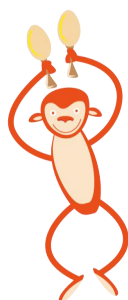
INSTRUCTIONS:

Listen to the recording and just use your hands to play along. Clap and count out loud "1,2,3,4" ...

Try chanting this over the top of the groove:

LYRICS:

You can drum in the car
 You can drum on the chair
 You can drum on the table
 There's a groove on there!
 You can drum on the carpet
 You can drum on the stair
 You can drum on your body
 There's a rhythm everywhere!



RUMBLE IN THE JUNGLE

MUSIC ACTIVITY: Chant It (Language Development) By Nathan Portlock

The next time that you read the story, play the recording of this rhythm track on your phone and try to chant the words along with the music. Begin by simply speaking the words in time and then chant them.

LISTEN HERE:

<http://bit.ly/2w1z1co>

The instrumental rhythm track can be found here:

<http://bit.ly/2ft7Mkx>



MUSIC ACTIVITY: Sing Song Reading (Singing and Creativity) By Nathan Portlock

This builds turn-taking, listening skills and creativity. It's very simple. All you need to do is say the name of an animal in your head, indicate to yourself and then say it in a sing song voice (or sing it if you feel confident enough). Indicate to your child and encourage your child to mimic you and repeat.

Have fun by deconstructing the parts of the word and singing them in funny ways.

Silly singing is normally easy for children but can be quite challenging for adults as we can sometimes be a bit shy. It doesn't need to sound good. The point is that you're using your creativity and your child will be encouraged to do so too. This also helps with language development and pitch awareness.

Go very slowly. It's much easier that way as your brain can process the challenge.

LISTEN HERE:

Here's an example of me doing this:

<http://bit.ly/2x6dYZZ>



RUMBLE IN THE JUNGLE

MUSIC ACTIVITY: Soundscape By Nathan Portlock

A soundscape is where you create some music to fit a certain topic or theme. I've included a link to a 10 minute jungle soundscape which you can play on your phone or laptop as you read the book. It will add some atmosphere to the story.

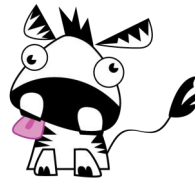
Keep the screen hidden, though, as it will be too much of a distraction.

LISTEN HERE:



<http://bit.ly/2xlqZJI>

Using your voice or things around the house, you can create your own soundscape. Ask your child to find sounds to represent different things: the weather; animals; the seaside - anything goes! There are no right or wrong ways to do this. For older children, you can ask why they have chosen certain sounds to represent something. This will help to develop their descriptive skills but also will stimulate their imagination!



Extended Reading

Visit the library! Look out for animal and jungle themed books. Here are a few suggestions:

Commotion In The Ocean - Giles Andreae and David Wojtowycz

Mad About Minibeasts - Giles Andreae and David Wojtowycz

Walking Through The Jungle - Stella Blackstone

Happy reading!

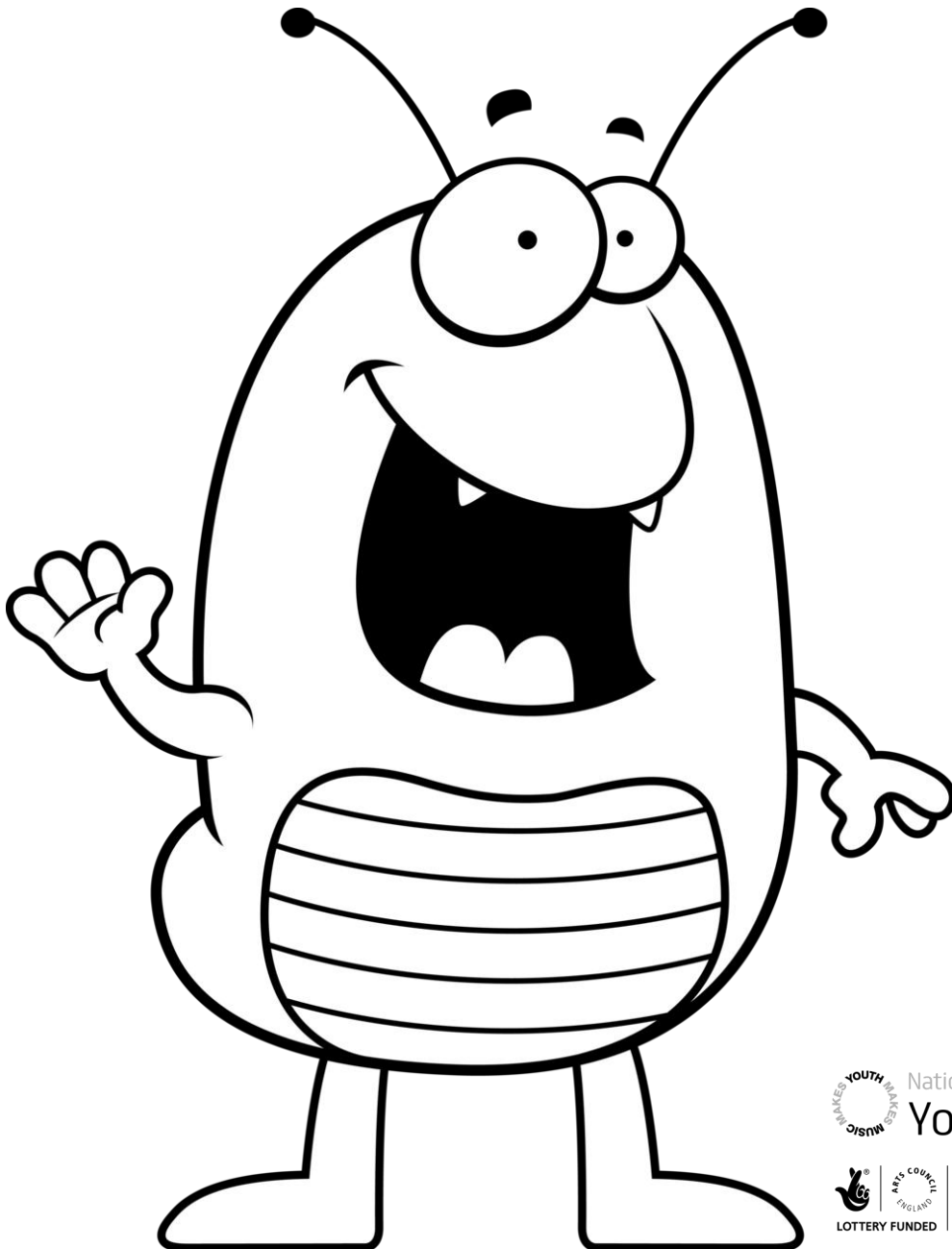


RUMBLE IN THE JUNGLE

ARTS ACTIVITY: Colouring in - Fleas! By Nathan Portlock

A flea is an insect that lives in the fur of some animals.

If you had fleas, what colour would they be?
Would they be nice? Could you invite them to tea?
Colour in this flea.
I wonder what colour this flea will be?



Hairy Maclary From Donaldson's Dairy

LISTENING ACTIVITY: Hairy Maclary from Donaldson's Dairy

LISTEN HERE TO THE STORY:

https://soundcloud.com/quench_arts/hairy-example-reading

This is an example reading of the story written by Lynley Dodd, read by Nathan Portlock



MUSIC ACTIVITY: The Hairy Maclary Theme Tune (singing) Written by Nathan Portlock

Here's a little a song that Nathan made up. It's a theme tune for the Hairy Maclary film that hasn't been made yet. It only has four words. Sing along before you start the book and maybe at the end as well:

https://soundcloud.com/quench_arts/hairy-theme-tune



LYRICS:

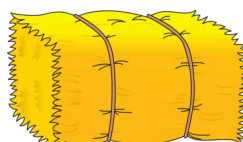
They say you came from ...
Donaldon's Dairy

Hairy, Hairy Maclary,
Hairy Maclary, Hairy Maclary..., so
Hairy, Hairy Maclary,
Hairy Maclary, Hairy Maclary...., so
Hairy, etc.

EXTENSION:

Why not make your own theme tune up for the other characters in the book? You can use the same tune and just change the words. If you lead your child will get the idea.

Muffin Mclay, like a bundle of hay
Bitzer Maloney, all skinny and bony
Hercules Morse, as big as a horse, etc.




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Hairy Maclary From Donaldson's Dairy

MUSIC ACTIVITY: Howl at the Moon (singing)

Howling is one way that dogs can talk to each other when they're far apart. Howls begin at a high pitch and then descend and they can be loud or soft. Howling is a good way for children to explore their vocal range whilst controlling their volume.

Controlling volume is an important skill for musical and social development and helps to create self awareness. Try quiet or high pitched howls for small dogs, and louder, lower pitched howls for the bigger ones.

LISTEN HERE TO SOME EXAMPLES :

https://soundcloud.com/quench_arts/howling

These are some different examples of howling by Nathan Portlock.



EXTENSION:

Start with a high howl and go as low as you can. This helps your child to explore the entire range of vocal pitches available to them which is important in their language development. One theory as to why the French speak English with such strong accents is that their language doesn't feature such a wide tonal range as ours. Exploring high and low sounds will help your child to better mimic the sounds that they hear.



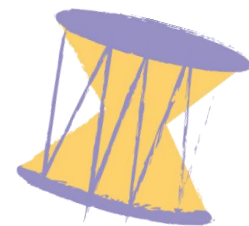
MUSIC ACTIVITY: Scar Chase (drumming)

Run away it's Scarface Claaaawww! He's trying to find you!

Find some things to drum on. This might be the sofa, the bed or even a drum. You can use your hands and hands are best for this. Play quietly and slowly as you try to escape (the drumming is the sound of your feet on the ground). When you hear him scream it's time to panic! Play fast and loud as you're running away.

HERE'S A RECORDING TO PLAY ALONG WITH:

https://soundcloud.com/quench_arts/scarface-chase



SCAR CHASE EXTENSION:

Steady beat is a vital part of language development as it builds an awareness of the pulse and rhythms that underpin all verbal language. Nursery rhymes are very light on groove. Think of the grooviest songs you know and play them as often as you can.

Hairy Maclary From Donaldson's Dairy

Children get more than enough nursery rhymes and simplistic music at school and on TV. Never be afraid to play them good 'adult' music provided the lyrics are appropriate. Young children experience music quite differently to adults and do not register the emotional content in the same way that we do.

Your child has the potential to learn and speak any language in the world. Before they reach six they can do this multiple times. For some reason we often choose not to give children access to 'real' music but the more diverse the music they hear, the more stimulated their brains will be. Compared to the following music, Twinkle Twinkle is an insult to their intelligence.

LISTENING EXAMPLES.

Here are some examples at different tempos (speeds). Clap or tap along with the groove. You'll know where it is.

Michael Jackson, Don't Stop 'Til You Get Enough: <http://bit.ly/OVD9nj>

Marvin Gaye, I Heard It Through The Grapevine: <http://bit.ly/1qnDqNb>

Herbie Hancock, Chameleon: <http://bit.ly/1jp6zG0>

DEEP LISTENING ACTIVITY

If you can find some comfortable over ear headphones and a two way adapter you can do some deep listening. Both can be found on eBay for a less than £10.00.



Use your phone to pick lyrically appropriate songs that you like and press play. Try it before bedtime in muted light with no screens around so that you can both focus on the sound and not on visual distractions. Be sure that the volume is not too loud.

This is a brilliant way to explore sonic landscapes together and to build your child's listening skills and love of music.



Extended Reading

If you'd like to read more books about Hairy Maclary, visit the library to find these other books in the series:

Hairy Maclary's Bone

Hairy Maclary Scattercat

Hairy Maclary's Caterwaul Caper

Hairy Maclary's Rumpus at the Vet

Hairy Maclary's Showbusiness

Hairy Maclary, Sit

Hairy Maclary and Zachary Quack

Hairy Maclary's Hat Tricks

Hairy Maclary, Shoo



Happy reading!


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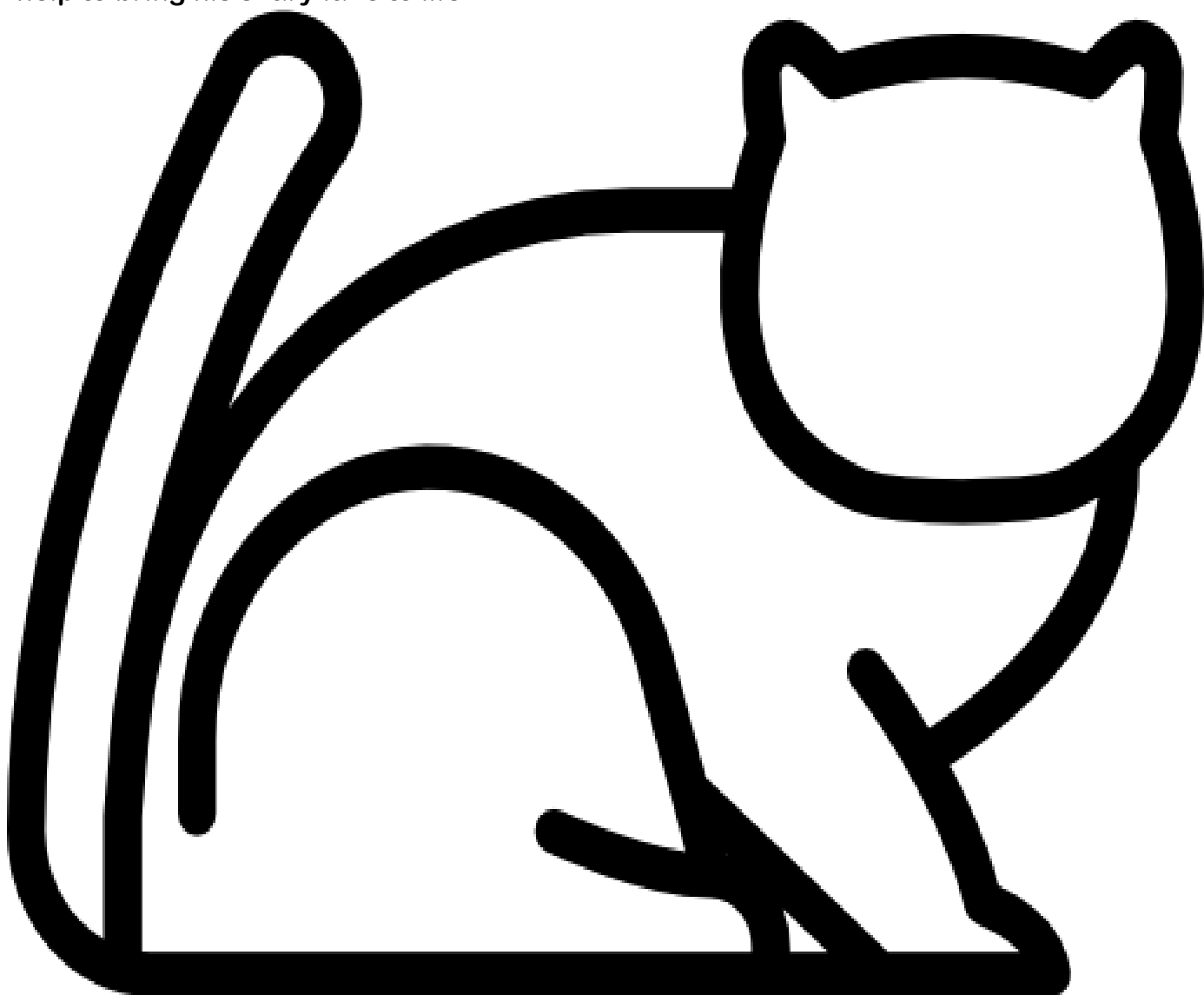
Hairy Maclary From Donaldson's Dairy

Extended Reading Continued:

Lynley Dodd, the author of the Hairy Maclary series, has also written stories about Slinky Malinki (the cat thief), Zachary Quack (a duck), Scarface Claw (another cat) and Schnitzel von Krumm (another dog). You could also read these!

COLOURING ACTIVITY

It's Scarface Claw, the toughest Tom in town. I wonder what he looks like. Can you help to bring his scary face to life?



THE SNAIL AND THE WHALE

LISTENING ACTIVITY: The Snail and the Whale

LISTEN HERE TO THE STORY:

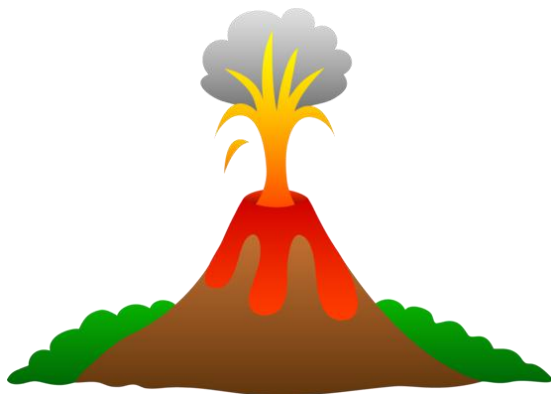
https://soundcloud.com/quench_arts/the-snail-and-the-whale-example-reading

This is an example reading of the story written by Julia Donaldson, read by Nathan Portlock.



MUSIC ACTIVITY: Sound Effects

This book is well illustrated and the words are often used like sound effects. E.g. 'splashed', 'zigging and zooming', etc.



Pick a word or an image on the page and bring it to life in sound and action. For example, the 'fiery mountain' (an exploding volcano) can explode with your hands in a big whoosh of flame.

This technique is especially useful if reading the book with a mixture of older and younger children. The older ones will engage a bit more with the emotional elements of story, the younger ones with the sensory stimulation.

EXTENSION:

Download a very simple and easy to use sound recording app and record your child's sound effects to play back to them. It's free to do and hearing their voice recorded will help to build volume awareness and vocalisation as well as self confidence:

IOS - <http://apple.co/2zUu0Xx>

Android - <http://bit.ly/1v1g2ee>

You will probably already have an app that you can use on your phone.


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THE SNAIL AND THE WHALE

LISTENING ACTIVITY: Seawash

Here's a recording of waves gently lapping the shore:

https://soundcloud.com/quench_arts/waves

If you have two pairs of over-ear headphones and a two way adapter, plug them in and you can listen to the sounds of the seas in intimate and calming stereo. These are a great investment and allow you to share audio experiences and songs in higher quality than is possible through a tiny phone or laptop speaker.

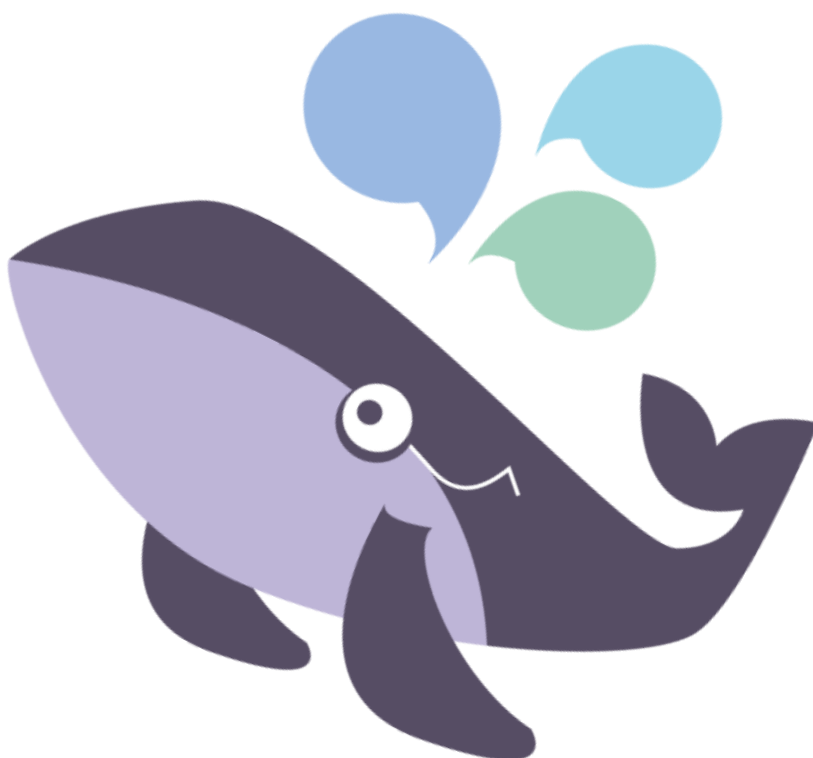
Higher quality audio means higher levels of stimulation for your child's (and your) brain.

EXTENSION:

Play the audio on your phone whilst reading and it will help to bring the story to life. It may even prove useful at bedtime.

Here also is some actual whale song (headphones a must):

https://soundcloud.com/quench_arts/whale-song



THE SNAIL AND THE WHALE

RHYTHM ACTIVITY: Clean Grooves

Your bath is actually a brilliant drum. It's (normally) built into a wall and provides the perfect acoustic cavity for some pre-bath drumming.

A rhythm is a pattern of sound and is often repeated. It's different to a pulse. That's where you tap your foot in time.

In Indian classical music, the drummer is taught to speak all of the rhythms before he or she begins to learn how to play them.

Here's an example recording of me speaking and then playing two rhythms inspired by the text. I used my own bath (with some water in it):

https://soundcloud.com/quench_arts/clean-grooves

Encourage your child to copy or join in with you as you speak and play the rhythms aloud. Insist on two hands and go slowly, speaking the words first and then playing the words and rhythm both together. This builds motor as well as language skills as all language is comprised of patterns of sound.

EXTENSION:

Make up your own rhythms from words in the story or by using your full name to create enough syllables for a longer pattern.

EXTENDED READING

Julia Donaldson has written loads of fantastic children's books. Here are a few suggestions that you could look for in the library related to other insects, small animals and/or the sea:

- Sharing a Shell
- Spinderella
- The Rhyming Rabbit
- The Singing Mermaid
- Superworm
- Tiddler



Happy reading!


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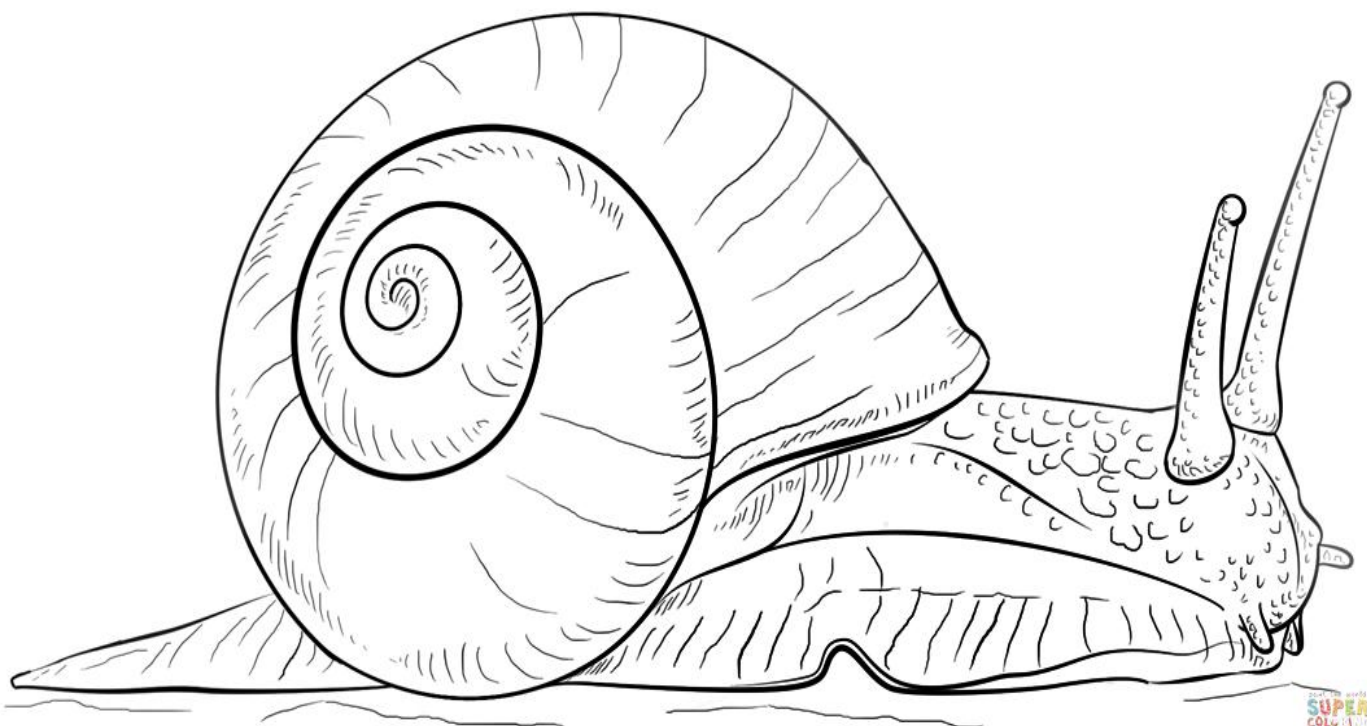
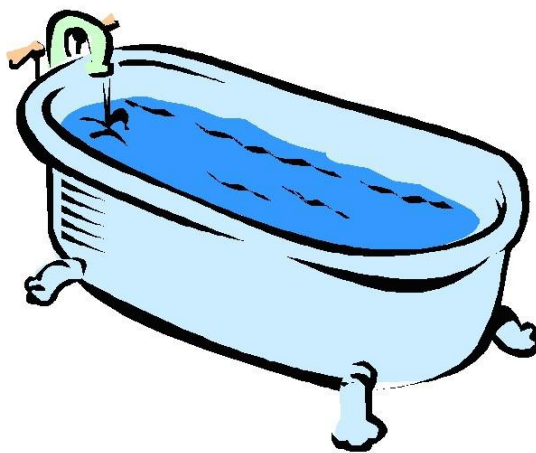
THE SNAIL AND THE WHALE

EXPLORING ACTIVITY: Snails in the Bath!

Next time that you're outside in the garden, the woods, or the park, ask your child to keep their eyes peeled for snails, specifically for snail shells that are empty. They must be empty!

The best place to find these can often be in very dry areas of garden sheds. Wash the shell out and you'll have your very own snail to take on a bath-time adventure.

Where will your snail go?



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Where The Wild Things Are

MUSIC ACTIVITY: Listening To Music by Nathan Portlock

‘Where The Wild Things Are’ is a very famous book. For me, it seems to be about the power of imagination, a power that we all need more than ever if we’re to resist the brain-sapping lure of digital devices that do our thinking for us!

The book reminds us of our need for real world, or internal, imaginary travel. It encourages us to access our inner wilderness where we can conquer our fears. The imaginary world is a great place to confront fear and build resilience to fear with young people as it’s the only place that we can help them to practise for the challenges that they’ll face in later life. Besides, going wild is natural and fun!

LISTEN HERE TO ME READING WHERE THE WILD THINGS ARE:

https://soundcloud.com/quench_arts/sets/wild-things

WHERE THE WILD THINGS ARE PLAYLIST:

Here are two related songs to listen to in the car or on headphones. These are essential listening if you like songs with ‘wild’ in the title.

‘Wild Thing’ by The Troggs: <https://bit.ly/1lu277q>

‘Born to be Wild’ by Steppenwolf: <https://bit.ly/2kOTP00>

These tracks are good for every road trip/ journey into the wild. This next track has nothing to do with the book but it’s a great cover that I’m listening to whilst creating this worksheet. Having said that, rocket men are also adventurers...

‘Rocket Man’, a cover of the Elton John song: <https://bit.ly/1skTI3R>

Decent over ear headphones really do add a depth and sensory intensity that buds or small speakers can’t. The more we can stimulate a child’s brain, the more powerful it becomes. When we listen to music on small speakers we’re only hearing one third of the sonic story.

Protection

Always set volume protection on headphones. If you can hear the music when you’re not wearing them, then it’s too loud. This generation will suffer more hearing loss than any previous one due to the prevalence of mobile devices with loud amplifiers that can compete with the ambient noise of our cities. Long exposure to even tolerably loud music can cause damage if done regularly.

I recommend over ear headphones and a two-way adapter (less than £15.00 on eBay):



Where The Wild Things Are

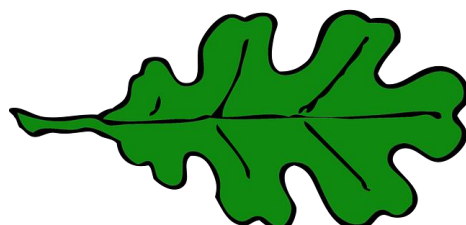
NATURE ACTIVITY: WILD TREE ID by Nathan Portlock

Trees are actually our neighbours. When we see them as neighbours, it starts to seem odd that we don't know them. The Woodland Trust have an excellent app to help us to integrate with the wooden population and it's a great way to find out about the other creatures that trees are home to. The app also has information of tree folklore and history.

You can download the app here if you have an android or smart phone:

<https://bit.ly/2nTKJGq>

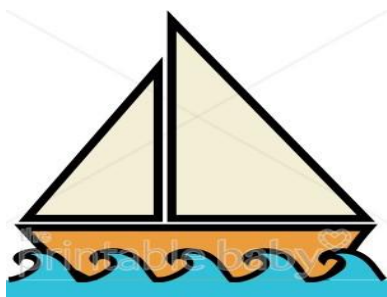
To measure a tree you can hug it! With oak trees, one adult hug width means it is 95 years old. They can live for hundreds of years. How old is your local oak tree? Here is what an oak tree leaf looks like so that you can find one to hug!



QUESTIONING ACTIVITY: We Are Sailing

LISTEN HERE: <https://bit.ly/1shUH9T> (Sailing by Rod Stewart)

Perhaps this could be the new tune at bath time? You could make a boat for Max and take it sailing in the park or in the bath. Old plastic tubs and Lego men will work and your sail can be made from a piece of paper and a dead twig from one of those trees you identified in the activity above. Use open questioning to ask your child about their imaginary journeys such as:



Is somebody sailing that boat?
Where are they going?
How do they feel?
What can they see?
What can they smell?

Extended Reading

Visit the library! Look out for more books by Maurice Sendak who wrote Where The Wild Things Are. Here are a few suggestions:

Higglety Pigglety Pop!
In The Night Kitchen
Nutshell Library
Kenny's Window
My Brother's Book



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Where The Wild Things Are

MUSIC ACTIVITY: Wild King by Nathan Portlock

If you have instruments at home then you can create a crown from paper and a throne from a chair and have the King of the Wild Things organise a **MUSICAL RUMPUS!**

Shouting and roaring are probably essential so this is not for the faint-hearted! However, it's a chance to devolve power to the child and also encourage them to follow musical instructions when it's not their turn. It can be done simply by playing recorded music, pressing **STOP**, **PLAY** and controlling the **VOLUME** but can also be extended to include drumming, dancing and conducting. It will also build their musicality and verbal communication by encouraging them to explore dynamic range and give commands to others.

COMMANDS TO USE:

"Be still!" = **STOP!**

"Roll on the rumpus!" = **GO, LOUD!**

"I said gently!" = **QUIET!**



It would be even better if you can try this outside in the 'wilderness' (the garden) with drums, chimes etc.

FROM WILD TO MILD!

For every wild escapade, there's a come down. Putting the wild characters to bed or taking off the costume to sleep, might be a good way to prepare the way for a calm transition.

LISTEN HERE:

<https://bit.ly/2jRJ7I8>

<https://bit.ly/2G8hWBH>

<https://bit.ly/2CTILbE>



These pieces of music are peaceful. A lot of people use them to meditate or to practice mindfulness. I find these drones and soundscapes incredibly relaxing and they help me to focus on work. These could be quite calming just before bed or at bath-time. They create quite a deep but positive emotional space but are quite a personal thing.

It would be interesting to hear of any children that find them relaxing. I have a feeling that once they become used to them that they will find them so.

As they're not very distracting, you could try playing them when reading the story before bed or bath time.


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Where The Wild Things Are

ARTS ACTIVITY: Make A Crown

Here is a template to make a paper crown to use in your wild musical rumpus!

YOU WILL NEED:

Paper/ card

Scissors

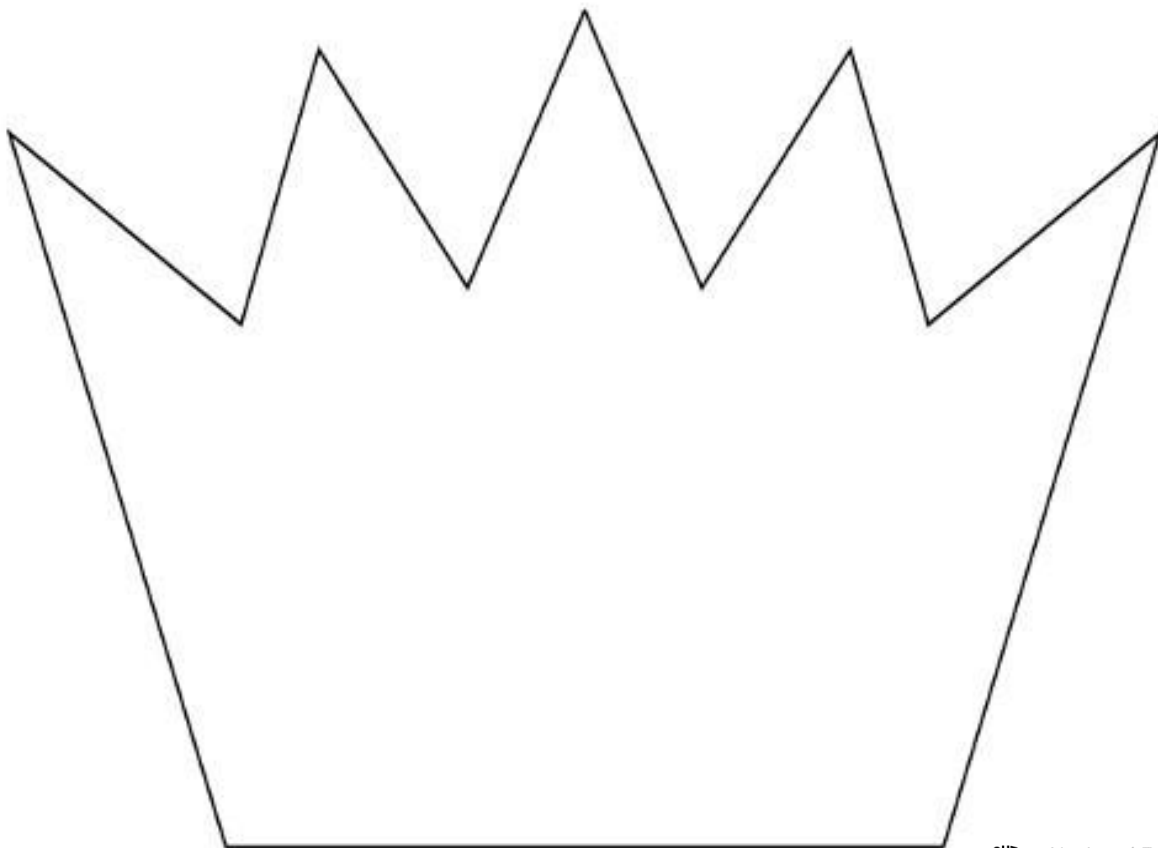
Elastic or a ribbon

Sellotape

Colouring pencils to decorate



Here is the template for the front of your crown that you can cut out or trace on to card. Decorate it using coloured pencils. Once coloured in, you need to attach elastic or ribbon to each side using sellotape so that you can wear it!



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DRUMMER BOY OF JOHN JOHN

MUSIC ACTIVITY: Listening to music from Trinidad by Nathan Portlock

The Drummer Boy of John John is set on the island of Trinidad. Trinidad can be found off the South American coast, the southernmost island in the Caribbean. John John is a village on the island. Here's a piece of music to get you in the mood for reading the book – a piece by Lord Shorty, who comes from Trinidad, called Sweet Music.

LISTEN HERE: <https://bit.ly/2IT9Mpb>

The Drummer Boy of John John is about one child's desire to be involved in the carnival celebrations and the musical journey he takes to reach his goal. There is no teacher or adult present in his quest except for the musicians and dancers that he looks up to.



Here are some links to the music of Trinidad that you can listen to with your child.

Modern commercial Soca music:

Soca music started in the 1970s and is a genre of music that has tried to make Calypso music more popular:

Olatunji - Ola and Benji feat H2O Phlo - Phenomenal <https://bit.ly/2u161Sf>

Trinidad Soca Mix <https://bit.ly/2IPKLeu>

Modern Calypso:

Calypso is a style of Afro-Caribbean music that originated in Trinidad and Tobago during the 19th century. Calypso drew upon African and French influences and became the voice of the people. Calypso often uses steel pans.

Calypso Medley <https://bit.ly/2KJzKpD>

Old School Calypso:

Mighty Sparrow - Smart Bajan <https://bit.ly/2u3072Q>

It's good to expose children to all types of music to broaden their horizons and it is important to listen to music that is linked to the books you read with them so that they can immerse themselves into the literary world.



DRUMMER BOY OF JOHN JOHN

MUSIC ACTIVITY: Exploring Sounds by Nathan Portlock

It's important that children have the chance to explore sounds and to discover for themselves as this builds critical thinking and listening skills as well as improving decision making and problem solving. All we need to do is to provide a safe context and the relevant materials, all of which can be found at home.

Whilst we don't want our children exploring rubbish tips and dangerous pieces of metal, we can still help them in their voyage of discovery by selecting materials for them and placing them in a big box, sack or under some material to be 'found'. Try to watch rather than show children 'how' to make a sound, as if we do this, we're relieving them of some of the cognitive load and joy of experimenting. We can make an effort to be seen to tap on random objects, etc. if they're more interested in building things but that's also part of the journey.

MUSIC ACTIVITY: Upcycled Percussion by Nathan Portlock

Here's some inspiration from The Bucket Boy: <https://bit.ly/2MLagc9>

SAVE YOUR EARS!

Avoid metal on metal or metal on glass. I doubt whether the classic kitchen 'junk music' scenario of children bashing pots and pans with spoons is realistic. If it ever happens, it's probably short lived due to the aural fatigue created by the harsh sound of metal on metal. Children may find the novelty and the movement to be more important than the quality of the sound and this can actually be unhealthy for their ears (as well as ours). Instead, use wooden spoons on metal and glass!



On the following page are some ideas for you to make your own percussion instruments!


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DRUMMER BOY OF JOHN JOHN

MUSIC ACTIVITY: Upcycled Percussion

BASS DRUMS

Large plastic containers are useful as bass drums. These can be an upturned washing-up bowl, paint buckets or waste bins (cleaned of course!). Anything smaller won't have the same resonance (this means the same type of sound, in this case a deep, low sound).

A stick with a thick sock wrapped around the end and secured with electrical tape will provide a great bass beater. This will give a warm, low sound without any of the harsh 'attack' that we normally associate with hitting junk.



SHAKERS

An easy shaker can be made from a kinder egg, old camera film case or margarine tub filled with a little bits of rice and then taped shut. These are simple and fun to make. It's important that the material is hard and resonant. An old biscuit tin is ideal, for example. Avoid cardboard as this would 'dull' the sound.

TEN GREEN BOTTLES

The colour doesn't matter but glass is great for making music. If you have empty glass bottles at home, great fun can be had by washing them and then filling them partially with water to create different notes. You can either blow over the lip of the bottle to create a note or use lightweight wooden spoons (they must be lightweight to avoid loud volumes - the recyclable ones from coffee shops are good) to tap out a tinkling, glassy and watery melody. Good fun at any age!



Here's a great example of a child playing a melody on some glass bottles:

<https://bit.ly/2ISgepo>


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DRUMMER BOY OF JOHN JOHN

SAVING THE PLANET

By Nathan Portlock

This is a great chance to talk about plastic. I'm not sure that anybody is too young to watch this extract from David Attenborough's Blue Planet documentary on how the use of plastic is negatively affecting the environment:

<https://bit.ly/2EXPbbG>



Think about taking the children to the recycling centre to dispose of their drums responsibly when they have finished playing with them. The sooner we learn about the dangers of plastic and not recycling, the sooner we can save the planet.

If you'd like to do more activities about the environment with your children, here are some great ideas to get you started:

<https://www.highspeedtraining.co.uk/hub/environmental-awareness-for-kids/>

Extended Reading

Visit the library! Look out for more books about carnivals, the environment and different parts of the world and their traditions. Here are a few suggestions:

Steve Goes To Carnival - Joshua Button & Robyn Wells

Ramadan (Celebrate the World) - Hannah Eliot & Rashin

The Earth Book - Todd Parr

Lighting A Lamp (A Diwali Story) - Jonny Zucker & Jan Barger

Lanterns and Firecrackers: A Chinese New Year Story - Jonny Zucker & Jan Barger

Chicken in the Kitchen - Nnedi Okorafor



Happy reading!

THE GRUFFALO

MUSIC ACTIVITY: Let's All Be A Little Mouse Adapted by Nicola Burke

Sung to melody of 'Mulberry Bush'.

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/lets-all-be-a-little-mouse

The Gruffalo is a great story to tell to encourage movement as the story is all about a mouse taking a stroll through the forest. This song here uses the characters from the story. Whilst singing it children may like to make actions and move like the animals.

LYRICS:

Let's all be a little mouse, little mouse, little mouse,
Let's all be a little mouse, walking round the woods.

Let's all be a sly fox, sly fox, sly fox,
Let's all be a sly fox, walking round the woods.

Let's all be a big brown owl, big brown owl, big brown owl,
Let's all be a big brown owl, flying round the woods.

Let's all be a slithering snake, slithering snake, slithering snake,
Let's all be a slithering snake, slithering round the woods.

Let's all be a Gruffalo, Gruffalo, Gruffalo,
Let's all be a Gruffalo, stomping round the woods.

INSTRUCTIONS:

~Ask children for their ideas about how different animals move - you may like to talk about the kinds of animals and creatures that you could find in a woods.

~You can change the words in the song to use other words which encourage children to move in different ways, such as:

Let's all be a little mouse, creeping round the woods.
Let's all be a sly fox, running round the woods.

~Invite children to suggest their own ideas and change the song to use their ideas.



THE GRUFFALO

MUSIC ACTIVITY: Oh When The Gruffalo Goes For A Walk Adapted by Nicola Burke

Sung to the tune of 'Oh When The Saints Go Marching In'.

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/oh-when-the-gruffalo-goes-for

LYRICS:

Oh when the Gruffalo, goes for a walk,
Oh when the Gruffalo goes for a walk,
He wants to listen for different noises,
Oh when the Gruffalo goes for a walk.



INSTRUCTIONS:

Invite children to suggest what sounds you may hear whilst walking in a forest. Ask the children if they would like to create the sounds that they suggest.

Oh when the Gruffalo, goes for a walk,
Oh when the Gruffalo goes for a walk,
He wants to see what he can find,
Oh when the Gruffalo goes for a walk.



Invite children to suggest what you may find whilst walking in a forest. Ask the children if they would like to pretend to pick up the things they find and place them in an imaginary bag.

Extended Reading

Visit the library! Look out for books by Julia Donaldson. Here are a few suggestions:

The Gruffalo's Child - Julia Donaldson & Axel Scheffler

Zog - Julia Donaldson & Axel Scheffler

Superworm - Julia Donaldson & Axel Scheffler



Happy reading!

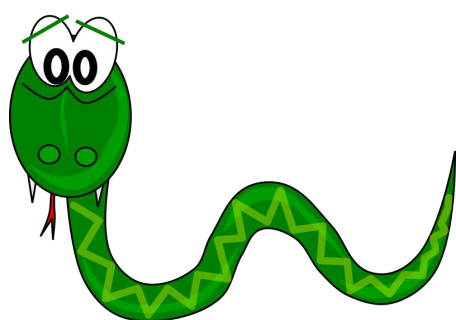
THE GRUFFALO

Musical Activity: The Animals in the Forest Adapted by Nicola Burke

Sung to the tune of 'The Wheels On The Bus'.

LISTEN HERE: https://soundcloud.com/quench_arts/the-animals-in-the-forest

LYRICS:



The snake in the forest goes ss, ss, ss,
Ss, ss, ss, ss, ss, ss
The snake in the forest goes ss, ss, ss,
All day long.

The owl in the tree goes
Twit twoo, twit twoo, twit twoo,
The owl in the forest goes twit, twoo,
All night long.

Musical Activity: Slowly, Slowly Spoken Chant

Slowly, slowly, very slowly,
Creeps the garden snail.
Slowly, slowly, very slowly up the garden trail.
Quickly, quickly, oh so quickly runs the little mouse,
Quickly quickly, oh so quickly back into his house.



Babies may enjoy an adult 'creeping' their fingers up the baby's body during the slow part of the chant followed by some quick tickling in the second half. Older children can be invited to move with the chant or could play instruments - slowly in the first part of the song and quickly in the second half.

Musical Activity: Hush, Hush, Hush Lullaby

LISTEN HERE: https://soundcloud.com/quench_arts/hush-hush-hush

Babies and young children often love lullabies at bedtime and they can also be used at other times to soothe and calm young children. Babies and young children can be rocked or stroked rhythmically as you sing.

LYRICS:

Hush, hush, hush,
Quiet as a mouse,
Hush, hush, hush,
All about the house.



THE GRUFFALO

Make your own Gruffalo Crumble!

Adapted by Nicola Burke
(from the BBC Good Food Guide)

Gruffalo crumble can be any kind of crumble that you like: apple, rhubarb or blackberry. The recipe here is for apple crumble – you can simply change this to other fruit if you prefer.

Children may like to make the crumble part (number 4 below) as it involves getting hands stuck into the mixture to mix together.

IMPORTANT - Please ensure that an adult supervises children at all times throughout the cooking process and never leave a child unattended whilst using a hob or oven.

THINGS YOU WILL NEED:

- 3 - 4 cooking apples
- 100g granulated sugar
- 150g plain flour
- 75g softened, salted, butter
- Scales to weigh everything
- Saucepan
- Oven proof dish
- Mixing bowl



INSTRUCTIONS:

1. Preheat the oven to 180C/350F/Gas mark 4.
2. Peel, chop and core the apples into small (approx. 1cm) chunks and place them in a saucepan of water – this will stop them from going brown.
3. Drain the water from the saucepan and add another 2 tbsp of water and 50g of the sugar, and place on a medium heat on the hob. Stew until the apples become mushy.
4. Once mushy, put the apples into an ovenproof dish.
5. Place the flour and the remaining sugar in a mixing bowl. Add the butter and use your hands to mix everything together until the mixture resembles large breadcrumbs. Pour this evenly on top of the stewed apple.
6. When ready to cook, place the crumble in the preheated oven and bake for 30 minutes. Don't worry if the crumble doesn't look cooked properly, it most likely is!

Let it cool a bit and then eat! YUM YUM!


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LULU LOVES THE LIBRARY

MUSIC ACTIVITY: Tick Tock Adapted by Nicola Burke

Lulu Loves The Library is all about a little girl called Lulu who visits the library with her mum. She has lots of fun reading.

The library opens at 9 o'clock in the morning. Here is a lovely song about time.

LISTEN HERE:

https://soundcloud.com/quench_arts/tick-tock

LYRICS:

Tick tock, tick tock, listen to my cuckoo clock,
Tick tock, tick tock, now it's nearly 3 o'clock,
Cuckoo!
Cuckoo!
Cuckoo!

Tick tock, tick tock, listen to my cuckoo clock,
Tick tock, tick tock, now it's nearly 2 o'clock,
Cuckoo!
Cuckoo!

Tick tock, tick tock, listen to my cuckoo clock,
Tick tock, tick tock now it's nearly 1 o'clock,
Cuckoo!

Tick tock, tick tock, listen to my cuckoo clock,
Tick tock, tick tock, now it's time for us to stop!



INSTRUCTIONS:

~During the song you can encourage children to sway from side to side as you sing 'tick tock' or gently rock babies.

~On each 'cuckoo', you can invite children to either jump up or wave their arms up and then down in time with the 'cuckoo.'

~With babies, you can lift them up and down with each 'cuckoo.'

LULU LOVES THE LIBRARY

MUSIC ACTIVITY: Days Of The Week Song Sung to the tune of 'The Addams Family' Adapted by Nicola Burke

Lulu visits the library with her mum on Tuesdays. Here is a fun song to help children learn the days of the week.

LISTEN HERE: https://soundcloud.com/quench_arts/days-of-the-week

LYRICS:

There's Sunday and there's Monday
There's Tuesday and there's Wednesday
There's Thursday and there's Friday and then there's Saturday,
Days of the week (*clap, clap*)
Days of the week (*clap, clap*)
Days of the week, days of the week
Days of the week (*clap, clap*)



Musical Activity: The Giant's Castle (Sung to the tune 'Here We Go Round The Mulberry Bush')

This song is a story about the giant's castle and encourages children to create the story with you as you sing it. Get out a large imaginary book and hold it out in front of you. Open the book slowly.

LISTEN HERE: https://soundcloud.com/quench_arts/the-giants-castle-1

LYRICS:

The giant's castle, me oh my,
Tiptoe quietly, I'll tell you why,
The giant's (dog) is just nearby,
Woof, woof, woof (*encourage children to make the sound effects*)
And turn the page very quickly.

The giant's castle, me oh my,
Tiptoe quietly, I'll tell you why,
The giant's awake!!!!
And shut the book very quickly.

INSTRUCTIONS:

Invite children to suggest 'who' or 'what' is nearby and invite them to create the sound effects of 'who' or 'what' they have suggested. You can create many verses of the song by asking the children for their ideas and the story can last a long time!



LULU LOVES THE LIBRARY

Music Activity: You Walk and Stop! Adapted by Nicola Burke

Lulu walks to the library and loves books about shoes. Here are 2 songs about walking and about different kinds of shoes!

LISTEN HERE: https://soundcloud.com/quench_arts/you-walk-and-stop

LYRICS:

You walk and you walk and you walk and you stop,
You walk and you walk and you walk and you stop,
You walk and you walk and you walk and you stop,
You walk and you walk and you walk and you stop.

You hop and you hop, etc.
You wriggle and you wriggle, etc.
You dance and you dance, etc.



Invite children to suggest their own ideas and change the song to use their ideas.

Music Activity: Jump Into The Circle (Sung to the tune 'Alouette') Adapted by Nicola Burke

LISTEN HERE: https://soundcloud.com/quench_arts/jump-into-the-circle

LYRICS:

If your name is Nicola and you're wearing blue shoes,
Jump into the circle, jump and jump and jump.
If your name is Lucas and you're wearing trainers,
Jump into the circle, jump and jump and jump.



INSTRUCTIONS:

You can change this song to discuss body parts, favourite foods, or, for example:
If you have brown eyes and you like pasta,
Jump into the circle, jump and jump and jump.

Invite children to suggest their own ideas and change the song to use their ideas. When singing this at home and there are not enough children to create a circle, you can change the words to:

If your name is Nicola and you're wearing blue shoes,
Jump into the air now, jump and jump and jump.

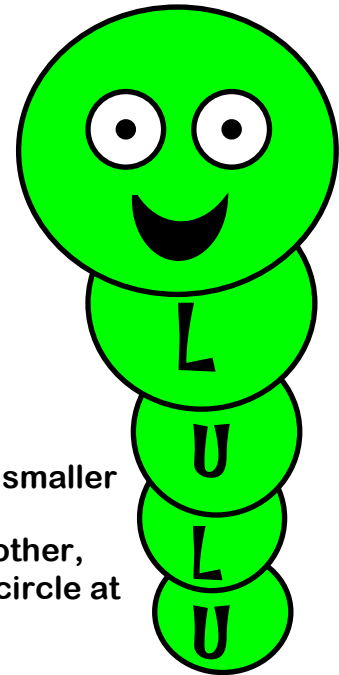
LULU LOVES THE LIBRARY



ART ACTIVITY: Make Your Own Bookworm Bookmark!

You will need:

- Green Craft Foam
- Wiggle Eyes
- Felt tips
- Glue
- Scissors



INSTRUCTIONS:

~Cut several circles out of green craft foam, each one a little smaller than the previous one.

~Using the glue, stick the circles so that they overlap one another, with the biggest circle (the head) at the top and the smallest circle at the bottom.

~Stick the wiggle eyes on the head of the bookworm.

~Draw the mouth and then decorate the body with letters, e.g. a child's name.

Extended Reading

If you'd like to read more books about Lulu, visit the library to find these other books in the series. All of these books are written by Anna McQuinn and Rosalind Beardshaw.



Lulu Reads to Zeki
Lulu Loves Stories
Lulu Loves Flowers
Lulu Gets A Cat



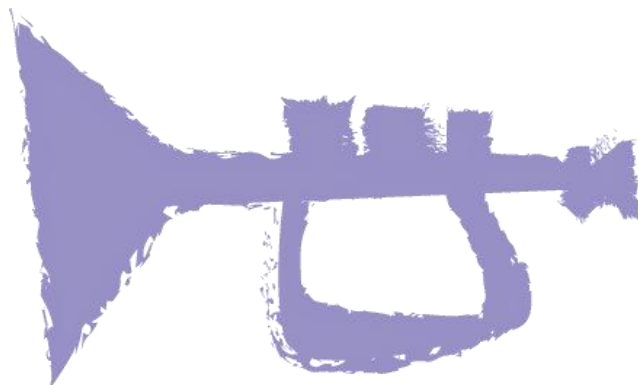
Happy reading!


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Here Comes Frankie

'Here Comes Frankie' is a story that involves a boy named Frankie who learns to play the trumpet. Throughout the story there is lots of silence, high notes and low notes, patterns of sounds and dancing.



MUSICAL ACTIVITY: Ready And....

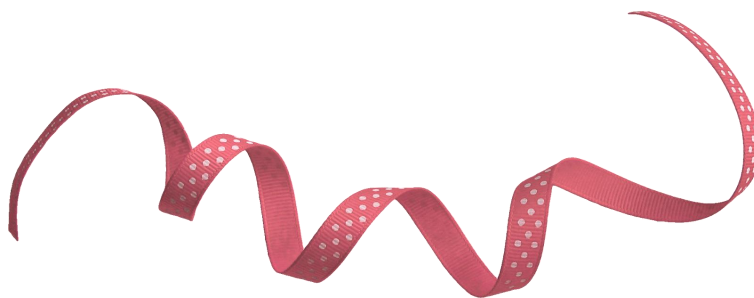
LISTEN HERE:

https://soundcloud.com/quench_arts/ready-up

LYRICS:

Ready and ...
Up and down and up and down,
And side to side and side to side,
And round and round and round,
Here we go again.

Ready and ...
Up and down and up and down,
And side to side and side to side,
And round and round and round,
Now it's time to stop.



INSTRUCTIONS:

There is a lot that you can do with this song. Instead of making all of the movements such as side to side and round and round, you could, for example, repeat 'up and down' all the way through.

With babies you can gently lift them up and down to the words and older children can wave scarves or ribbons to match the words or make movements with their bodies that they feel match the words.



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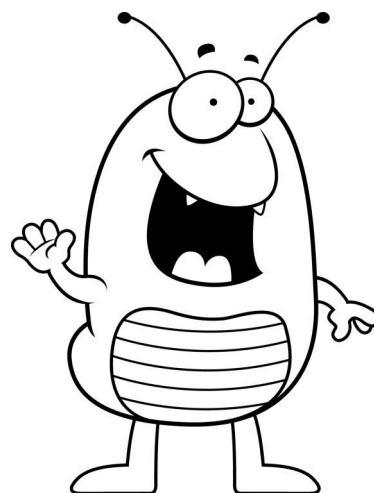
Here Comes Frankie

MUSICAL ACTIVITY: On My Toe A Little Flea

LISTEN HERE:

https://soundcloud.com/quench_arts/on-my-toe-a-little-flea

On my toe a little flea,
Now he's jumping on my knee,
Past my tummy, past my nose,
On my head where my hair grows.
On my head a little flea,
Now he's jumping down on me,
Past my tummy, past my knee.
On my toe. Take that, you flea!



With babies you can move your fingers over the baby's body to match the words; with older children you can invite them to make the movements themselves.

Frankie really enjoys blowing his trumpet in the story. Blowing and many mouth games are a great way of supporting children's speech development. Very young babies will carefully watch the movements that others make with their mouths and even the tiniest of babies will try to mimic mouth movements. This is all part of children's pre-verbal speech development.

Try having fun with the following mouth exercises. These are really helpful for building tongue and mouth muscles.

- Try and touch your nose with your tongue
- Stick your tongue out, give it a wave and try not to touch any teeth or any part of your lips whilst you do this
- Pretend to chew something really sticky
- Open your mouth as wide as you can
- Smile as wide as you can and then squash your lips together like a tiny raisin
- Relax your lips and jaws by blowing air through lips like a horse
- Make raspberries with your mouth



Here Comes Frankie

MUSICAL ACTIVITY: Tap Your Feet & Clap Your Hands

(sung to the tune of 'London Bridge')

LISTEN HERE:

https://soundcloud.com/quench_arts/tap-your-feet-clap-your-hands

Everybody tap their feet,
Tap their feet, tap their feet,
Everybody tap their feet,
Now let's clap our hands.

Everybody clap their hands,
Clap their hands, clap their hands,
Everybody clap their hands
Now let's stamp our feet.



Invite the children to make up their own patterns of sounds and actions.

Silence really is golden in the sound-rich world that we live in. We are often surrounded by sound, from music playing in shops to birds singing in the trees. Have a go at creating time for silence and invite the children to listen. What can they hear?

You could try the following spoken rhyme and then lead into some silence at the end of the rhyme.

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now the wiggles are out of me,
And I'm as still as still can be.



EXTENDED READING

To read more books by Tim Hopgood, visit your library. Some suggestions are:

Wow! It's Night-time
A Dog Called Rod
It Was A Cold, Dark Night
Hooray For Hoppy!

Happy reading!




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Here Comes Frankie

MUSICAL ACTIVITY: Mark Making and Music



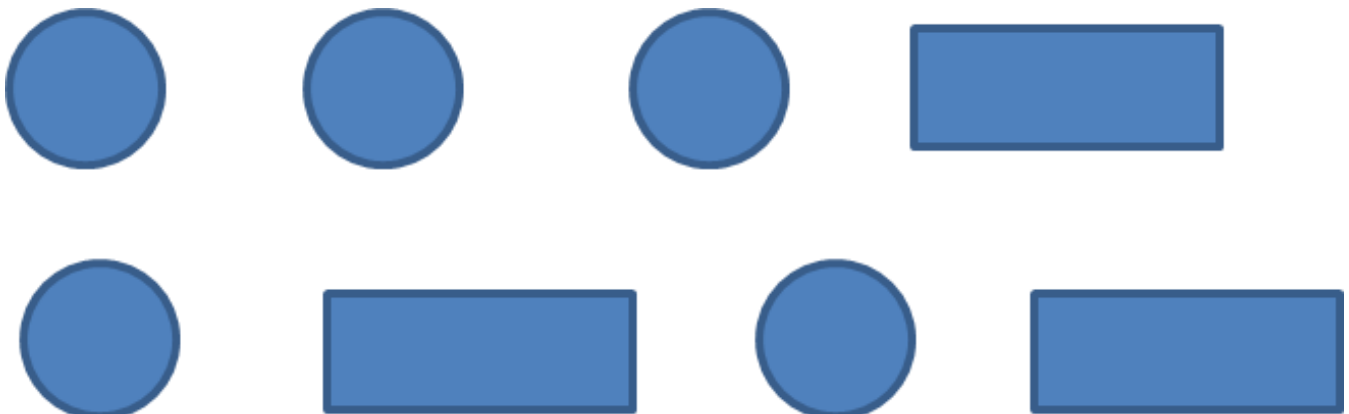
In the story, Frankie can see the colours of the sounds. He thinks that the lower notes sound dark and the higher notes sound light.

Invite children to mark make to sounds and encourage them to choose colours for different sounds. You can use instruments or sound makers like pots and pans or the scrunching of leaves.

By using the children's marks that they create to sounds, you can then create a visual pattern of the marks and invite the children to play the pattern back. You can introduce more sounds and invite children to create their own pieces of music by drawing their own patterns.

EXTENSION: Using Shapes to Create Music/ Patterns of Sound

Using pictures of shapes you can invite children to choose shapes to represent instruments, e.g. a circle could represent a tambourine/pan. Children can create visual patterns with the shapes which they could then either play themselves or an adult could play. For example, a pattern could be:



THE HUEYS IN THE NEW JUMPER

'The Hueys in...the New Jumper' is about the Hueys who all look the same until one day one of them knitted a nice new jumper...

What are the similarities and differences between us? This is great to discuss with children, for example we have eyes but there are lots of different colours of eyes. We all wear clothes but we all wear different clothes.

Songs that explore parts of our body are great for encouraging children to learn about the names of body parts and extend their vocabulary.

Here are 2 songs that explore our bodies!



MUSICAL ACTIVITY: Eyes, Nose & A Cheeky Cheeky Cheek Song (Sung to the tune 'Skip to my Lou', adapted by Nicola Burke)

LISTEN HERE: https://soundcloud.com/quench_arts/eyes-nose-cheeky-cheek

LYRICS:

Eyes, nose and a cheeky, cheeky, cheek,
Eyes, nose and a cheeky, cheeky, cheek,
Eyes, nose and a cheeky, cheeky, cheek,
Eyes and a nose and a cheeky, cheeky, cheek.



INSTRUCTIONS:

With babies you can gently touch around their eyes, nose and cheeks as you sing to them. Older children can touch their body parts as they sing.

You can change the words of this doing, e.g., eyes, nose and a toe, toe, toe. Invite children to change it and add in different parts of their bodies.



THE HUEYS IN THE NEW JUMPER

MUSICAL ACTIVITY: My Body Song (Produced by Nicola Burke and Martin Meredith)

LISTEN HERE: https://soundcloud.com/quench_arts/body-master

LYRICS:



Here are my eyes and here is my nose,
Here are my fingers, can I touch my toes?
Here are my legs, at the bottom are my feet
Left and right hand, wave hello!



Jump up and down, turn around
Clap your hands and shout hooray!
Jump up and down, turn around
This is my body!



Here are my eyes and here are my cheeks
Here is my mouth that helps me when I speak
These are my arms but where are my knees?
Left and right hand, wave goodbye!



Jump up and down, turn around
Clap your hands and shout hooray!
Jump up and down, turn around
This is my body!



EXTENDED READING

To read more books about The Hueys by Oliver Jeffers, visit your library. Some suggestions are:

- The Hueys in...It Wasn't Me
- The Hueys in...What's the Opposite?
- The Hueys in...None the Number

Other books by Oliver Jeffers include:

- Stuck
- Lost and Found
- Up and Down
- The Way Back Home
- How to Catch A Star
- Here We Are




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THE HUEYS IN THE NEW JUMPER

MUSICAL ACTIVITY: Musical Dice Game

There are many, many Hueys in the story, encouraging children to count, think about numbers and quantities which is really useful for supporting their mathematical development.

Using dice, you can chant the following words:

**Roll the dice, roll the dice, roll the dice on the ground,
When the dice stops, can you make a sound?**



Invite your child to clap or tap the number on the dice using body percussion, e.g. clapping hands, tapping knees, rubbing hands or a mixture of body percussion to create a pattern, e.g. the number 4 could involve 2 claps and 2 taps.

You can then extend this by using instruments or sound makers such as pots, pans and spoons.

Traditional counting rhymes and songs are also of course brilliant to share and sing with children:

- One, Two, Three, Four, Five, Once I Caught a Fish Alive
- Ten Fat Sausages
- Five Little Ducks
- Five Little Peas in a Pod
- Hickory Dickory Dock
- Five Little Speckled Frogs
- One, Two, Buckle my Shoe
- Five Little Men in a Flying Saucer
- Ten Green Bottles
- Five Little Monkeys Swinging in a Tree
- There Were Ten in the Bed



Rupert Huey decided to knit a jumper and wear it. Songs for getting dressed can be really useful to support getting dressed.

On the next page are 2 songs about getting dressed.

THE HUEYS IN THE NEW JUMPER

MUSICAL ACTIVITY: This Is The Way We...by Nicola Burke
(Sung to the tune 'Here we go Round the Mulberry Bush')

LISTEN HERE: https://soundcloud.com/quench_arts/this-is-the-way-we

LYRICS:

This is the way we put on our jumper, put on our jumper, put on our jumper,
This is the way we put on our jumper, on a Saturday morning.

This song is very versatile and can be used to accompany many routines:

This is the way we brush our teeth,
This is the way we comb our hair,
This is the way we wash our hands, etc.



MUSICAL ACTIVITY: Let's Get Dressed Song
(Sung to the tune 'London Bridge') Adapted by Nicola Burke

LISTEN HERE: https://soundcloud.com/quench_arts/lets-get-dressed

LYRICS:

Put your trousers on, let's get dressed, let's get dressed, let's get dressed,
Put your trousers on let's get dressed, now we look our best!

Put your shirt on let's get dressed, let's get dressed, let's get dressed,
Put your shirt on let's get dressed, now we look our best!

ARTS ACTIVITY:

Make your own Huey and create your own jumper for them!

You will need:

- Foam egg
- Wiggle eyes
- Felt tips
- Pipe cleaners
- Scissors (adult supervision needed!)



How to make a Huey!

- Cut your pipe cleaner into 4 pieces.
- Push the 4 pipe cleaner pieces into the foam egg so that the egg becomes a Huey with 2 arms and 2 legs.
- Stick on your wiggle eyes.
- Give the Huey a jumper by creating your own design on the egg using felt tips.


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Dear Zoo

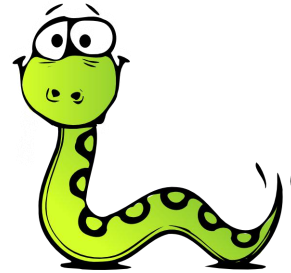
MUSIC ACTIVITY: Oh I Wish I Was a Silly Slippery Snake (Adapted by Nicola Burke)

Sung to the tune 'If You're Happy and You Know It'.

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/slippery-snake

LYRICS:

Oh I wish I was a silly, slippery snake,
Oh I wish I was a silly, slippery snake,
Oh, I'd slither across the floor,
And I'd slip under the door,
Oh I wish I was a silly, slippery snake.



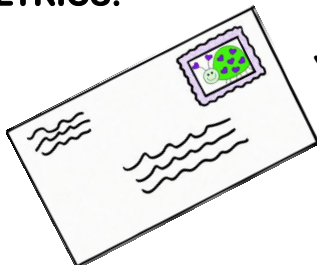
This is a great song for movement and to invite children to play with words. Alliteration is when a series of words in a row, or close together, have the same first sound. For example, "She sells sea-shells by the sea-shore" and "Peter Piper picked a peck of pickled peppers."

Playing with the initial sounds of words can be great fun. You can create easy tongue twisters which will support children's speech and language development. Have a go at creating your own tongues twisters. You can include children's names or objects that are important to them, for example, "Marie's marvellous monkey" and "Lisa's lovely lion."

MUSIC ACTIVITY: Early in the Morning at 8 O'Clock (Adapted by Nicola Burke)

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/early-in-the-morning

LYRICS:



Early in the morning at 8 o'clock,
You can hear the postman knock, knock, knock.
Up jumps (*add child's name*) to open the door,
One letter, two letters, three letters, four!

This is a fun song to incorporate the children's names into. You can invite children to jump up and clap 4 times to match the words of the song. With babies, you can gently bounce them along to the beat of the song and lift them gently when you sing their name in the song.

Dear Zoo

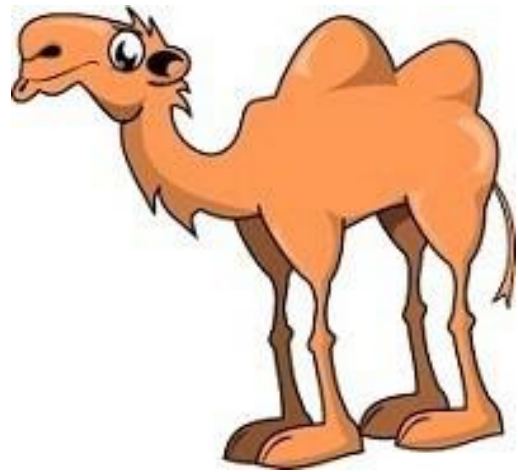
MUSIC ACTIVITY: Alice the Camel (Adapted by Nicola Burke)

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/alice-the-camel

LYRICS:

Alice the camel has five humps,
Alice the camel has five humps,
Alice the camel has five humps,
So go, Alice, go.

Alice the camel has four humps, (x3)
So go, Alice, go.
Alice the camel has three humps, (x3)
So go, Alice, go.
Alice the camel has two humps, (x3)
So go, Alice, go.
Alice the camel has one hump, (x3)
So go, Alice, go.
Alice the camel has no humps, (x3)
Because Alice is a horse!!!



This is a fun movement song. You can invite children to walk around and pretend to be camels and/or horses. You can also change the words of the song to sing about different animals, for example,



Lucy the lion has four paws, (x3)
And Lucy likes to roar!

Mikey the monkey has two ears, (x3)
And Mikey likes to jump!



Extended Reading

Visit the library! Look out for more books by Rod Campbell. Here are a few suggestions:

Noisy Farm
It's Mine!

Buster's Zoo
Animal Rhymes

Dinosaurs
Naughty Henry

Where's Teddy?
Oh Dear!



Happy reading!

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Dear Zoo

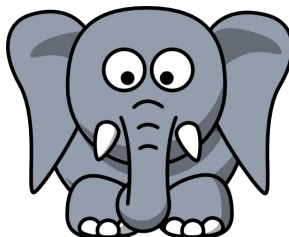
MUSIC ACTIVITY: Elephants are Big and Strong!

Here is another great song for moving. Invite children to stomp around like an elephant. Sung to the tune of 'London Bridge is Falling Down'.

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/elephants

LYRICS:

Elephants are big and strong,
Big and strong, big and strong,
Elephants are big and strong,
And their trunks are very long.



MUSIC ACTIVITY: Little Green Frog

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/little-green-frog

LYRICS:

Gullump went the little green frog one day,
Gullump went the little green frog,
Gullump went the little green frog one day,
And the frog went gullump, gullump, gullump.

We know frogs go (clap), la, la, la, la, la,
(clap), la, la, la, la, la (clap), la, la, la, la, la,
We know frogs go (clap), la, la, la, la, la,
They don't go gullump, gullump, gullump.



Children can crouch down on the floor and jump up on every 'gullump'. You can also change the words 'gullump' for other ideas, e.g. 'squeak, squeak, went the little white mouse one day' or 'snap, snap went the large crocodile one day'.

ACTIVITY: Make Your Own Monkey Finger Puppet

As well as the monkey template you will also need:

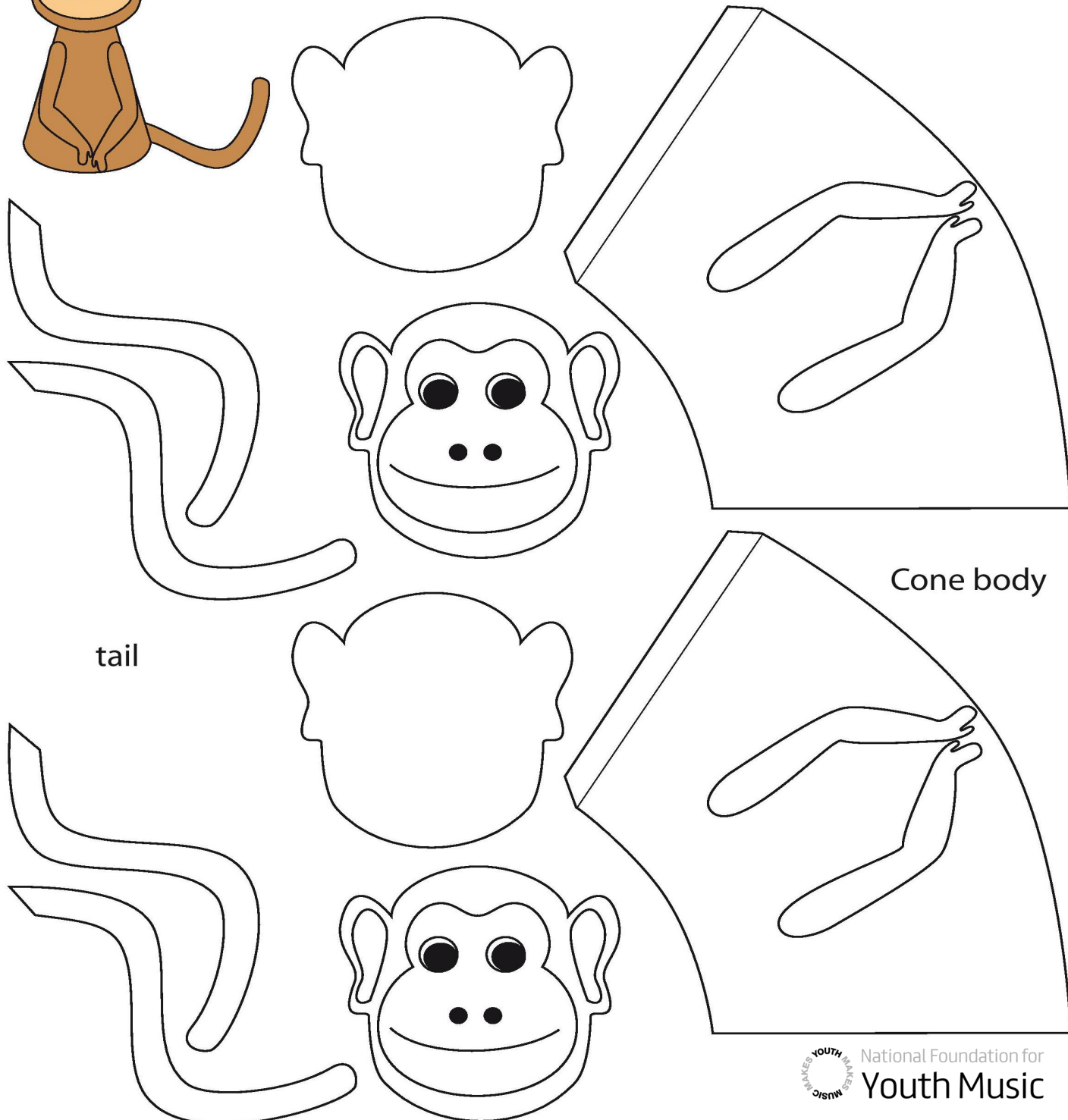
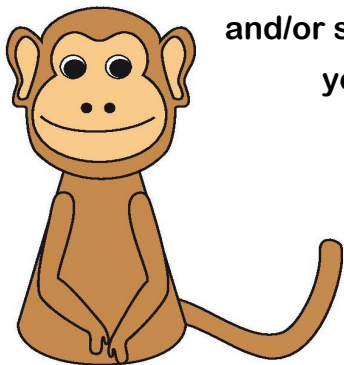
- Paper
- Glue
- Scissors
- Pencils/felt tips

- 1) Cut out the templates overleaf, colour them and decorate them however you want to.
- 2) Cut out the cone body, the front and back of the head and front and back of the tail.
- 3) Wrap the cone body into a cone shape and apply glue to the tab and on the inside of one edge. Press glued tab and edge together to form the cone. Pinch the top of the cone together and glue together.
- 4) Glue the puppet's head to the top of the cone. First glue the front (face) of the head to the front of the cone, then glue the back of the head to the back of the cone. Carefully align the two head pieces.
- 5) Glue the tail front and back together, or colour both sides of one tail cut-out. Glue the tail to the back of the cone on either side.

Dear Zoo

Pattern for Monkey Cone Finger Puppet

You can create lots of finger puppets and invite children to create songs and/or stories to go with the puppets that they create. For more templates you can visit: <http://www.auntannie.com/Puppets/ConeFinger>



tail

Cone body

The Very HUNGRY Caterpillar

MUSICAL ACTIVITY: Hungry Caterpillar Song (to the tune of She'll Be Coming Round The Mountain) adapted by Trish Power

This song incorporates actions, movement and singing, all essential components for babies and young children's development.

LISTEN HERE:

https://soundcloud.com/quench_arts/hungry-caterpillar-song

LYRICS:

There's a hungry caterpillar on a leaf, WRIGGLE, WRIGGLE.
There's a hungry caterpillar on a leaf, WRIGGLE, WRIGGLE.
There's a hungry caterpillar, a hungry caterpillar,
A hungry caterpillar on a leaf, WRIGGLE, WRIGGLE.

He will eat the leaves around him 'til he's full, MUNCH, MUNCH.
He will eat the leaves around him 'til he's full, MUNCH, MUNCH.
He will eat the leaves around him, eat the leaves around him,
Eat the leaves around him 'til he's full, MUNCH, MUNCH.

A cocoon is what he's spinning for his home, SPIN, SPIN.
A cocoon is what he's spinning for his home, SPIN, SPIN.
A cocoon is what he's spinning, a cocoon is what he's spinning,
A cocoon is what he's spinning for his home, SPIN, SPIN.

She will be a butterfly and fly away, FLAP, FLAP.
She will be a butterfly and fly away, FLAP, FLAP.
She will be a butterfly, be a butterfly,
Be a butterfly and fly away, FLAP, FLAP.

Now this hungry caterpillar goes like this,
WRIGGLE, WRIGGLE, MUNCH, MUNCH, SPIN, SPIN, FLAP, FLAP.
Now this hungry caterpillar goes like this,
WRIGGLE, WRIGGLE, MUNCH, MUNCH, SPIN, SPIN, FLAP, FLAP.
Now this hungry caterpillar, this hungry caterpillar,
This hungry caterpillar goes like this,
WRIGGLE, WRIGGLE, MUNCH, MUNCH, SPIN, SPIN, FLAP, FLAP.



See the next page for instructions!


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The Very HUNGRY Caterpillar

INSTRUCTIONS:

WRIGGLING: Parents can gently wriggle their babies on their laps. Babies who are not ready to walk yet can wriggle their legs, arms and upper bodies. Toddlers can stand up and have a wriggle and a dance. We know babies and children wriggle and move to music but now they can associate the word 'wriggle' with a particular movement.

MUNCHING: You can use your hands as a mouth to demonstrate munching movements. What kind of sounds and noises can we make with our mouths? Encourage your child to experiment making different sounds. This is an important part of play for young children as they are learning to be expressive, inventive and communicative with sounds, as well as exercising their vocal chords.

SPINNING: How many different ways can you find to spin? See how inventive your child can be. Encourage your child by copying them - remember, there isn't a wrong way to spin! You can gently hold your baby's hands and move them in a spinning motion. Children can stand up and twirl around. These are just a few ideas.

FLAPPING: Gently flap your baby's arms. Blow on the back of your baby's neck to demonstrate a feeling of floating through the air. Stand up and hold your baby and pretend to fly. Older children can flap their arms whilst moving around the room. How will they move? Gentle steps? Heavy steps? How does a butterfly move? Use lots of expressive words to describe a butterfly moving, such as floating, dancing, skimming, bobbing and hovering.

NOW – Can you do all four movements, one after the other?!



EXTENDED READING

Visit the library! Check out these other books by Eric Carle:

The Bad-Tempered Ladybird

I Love Mum

The Very Busy Spider

10 Little Rubber Ducks

Mister Seahorse

The Very Lonely Firefly



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The Very HUNGRY Caterpillar

MUSICAL ACTIVITY: In The Light of the Moon (to the tune of Pop Goes the Weasel) adapted by Trish Power

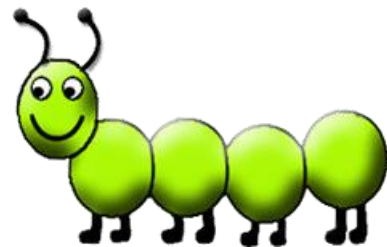
LISTEN HERE:

https://soundcloud.com/quench_arts/in-the-light-of-the-moon

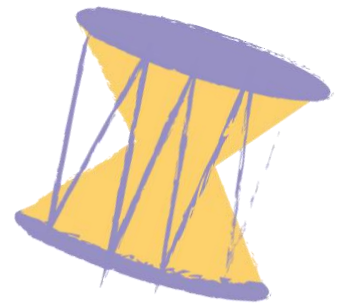
https://soundcloud.com/quench_arts/in-the-light-of-the-moon-harmonies

LYRICS:

In the light of the moon an egg lay on a leaf,
It was all a-quiver.
It wriggled and wriggled, what can it be?
POP! A caterpillar.



In the light of the moon an egg lay in a nest,
What a clever trick!
It swayed and swayed, what can it be?
POP! A baby chick.



In the light of the moon an egg lay in the sand,
In the land of the Cypress and Myrtle.
It rocked and rocked, what can it be?
POP! A baby turtle.

In the light of the moon an egg lay in the grass,
Just beside the lake.
It wibbled and wobbled, what can it be?
POP! A baby ssssssSSSSnake.



INSTRUCTIONS:

In this song, lie down on cushions and listen to the words of the song. Stay still until you hear a word that suggests a movement. On 'POP!' we all jump up (a bit like 'Sleeping Bunnies'). What sound would a caterpillar make? How would it move? Can you think of any other creatures that hatch out of an egg? What sound would they make?

What musical instruments can we use in this song?

When we sing the song, listen out for the harmonies.

Adults - try and sing a harmony that isn't the main melody. How many different parts are there in this song?



THE Very HUNGRY Caterpillar



Music and Movement by Trish Power

Children move spontaneously to music, and movement is vital for a child's development and growth. In many cultures, music, singing and dance have no clear divisions – they are seen as a whole activity. It is important to ensure that a child's exposure to music is rich and varied.

A wide variety of music played to children provokes different movements and sparks a child's imagination. Children often find it difficult to copy adult movements so try and copy their movements.

Here is me playing a piano piece called 'I Giorno' by Ludovico Einaudi that you can move to.

LISTEN HERE: https://soundcloud.com/quench_arts/i-giorno-by-ludovico-einaudi

Imagine that you are a butterfly, dancing around the room or outside. Try waving scarves around as you swoop and hover – just like a butterfly. If you have a baby, try dancing with them in your arms.

How does a butterfly move? Does it stay still? Can it fly fast? Does it hover? Does a butterfly dance with other butterflies? What other creatures fly? Do they fly like a butterfly?

These are just suggestions as to the type of dialogue you can have with your child. I'm sure you can think of better questions yourself!

Listen to these pieces of music with your child at home and **MOVE** to the music. You stream them on the internet for free.

Rimsky Korsakov - Flight of the Bumble Bee

Schumann - Papillons

Greig - Schmetterling Op43/1



Art Activity - Making Wings

Here is a simple pattern online to make butterfly wings that your child can wear when moving to these pieces of music:

<https://www.persil.com/uk/dirt-is-good/arts-crafts/how-to-make-fairy-wings-for-kids.html>

Adults will need to cut the template out but your child can decorate the wings as a butterfly or a fairy or anything else that they want to do. Let their imagination run wild and the dance together to the music.



The Pirates Next Door

MUSIC ACTIVITY: The Pirate Song Adapted by Trish Power

Sung to melody of 'What Shall We Do With The Drunken Sailor?'

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/pirate-song

LYRICS:

Come up, pirates, climb on board! (x3)
Our ship is setting sail.
What shall we do when the seas get wavy? (x3)
Early in the morning.
We'll shut the hatches and hold on tight! (x3)
Early in the morning.
What shall we do when the wind gets gusty? (x3)
Early in the morning.
We'll pull the rope and hoist the sail! (x3)
Early in the morning.
What shall we do when we get to the island? (x3)
Early in the morning.
We'll dig a hole and bury the treasure! (x3)
Early in the morning.
What shall we do with the hidden treasure? (x3)
Early in the morning.
We'll dig it up and give it to our friends (x3)
Early in the morning.



In this song, we will go on a journey. We will head off on our ship to far away distant lands. The winds are blowing, the waves are high. The sails are billowing. After a stormy few days the winds die down. We see a deserted island. We can bury our treasure there and maybe have a sunbathe for a day or two! We discover that the islands are not deserted after all. An ancient tribe have lived there for hundreds of years. They become our friends and we decide to give them our treasure. We can always find treasure again using our clever map! We set sail to find another island. I wonder what will be on the next island?

What sounds does this adventure conjure up? Can the children create sounds using their voice or their body? What instruments can we use to create the sounds? What will be on the island?

Young children do not separate activities off into labels of art, dance, drama and music. Anyone observing young children will see that they go from singing, to story-telling, to dancing and playing instruments. Being a 'pirate' and going on a journey is the perfect 'vehicle' to embrace all of these activities.

The Pirates Next Door

MUSIC ACTIVITY: What Shall We Do With The Bouncy Baby? Adapted by Trish Power

Sung to melody of 'What Shall We Do With The Drunken Sailor?'

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/what-shall-we-do-with-the-bouncy-baby

LYRICS:

What shall we do with the bouncy baby? (x3)
Early in the morning.
We'll stroke their arms and tickle their tummy! (x3)
Early in the morning.

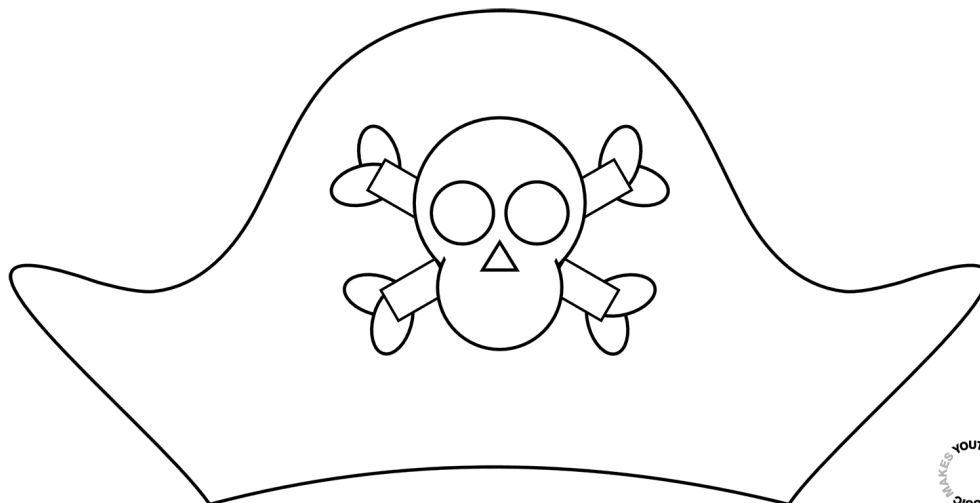
What shall we do with the bouncy toddler? (x3)
Early in the morning.
We'll stroke their hair and tickle their toes! (x3)
Early in the morning.

You can personalise the song by substituting 'baby' and 'toddler' for a child's name. You can also think of different actions, such as:

What shall we do with a *hiding* Yusef?
What shall we do with a *laughing* Tyler! etc.
Stroke their *cheeks*
Tickle their *knees, etc.*

Finally we can finish on a 'Hooray and up she/he rises' and lift your child up in the air!

ARTS ACTIVITY: Colour in the Pirate Hat!



The Pirates Next Door

MUSIC ACTIVITY: The Pirate's Next Door Rap Adapted by Trish Power

LISTEN HERE TO THE RAP (which uses words from the book):

https://soundcloud.com/quench_arts/the-pirates-next-door-rap

Experience of working with young children shows that they like big, new words. A rap song can be a good way to illustrate exciting new words.

ACTIVITY:

What child does not enjoy a pirate adventure? Can we all go on a pirate journey? Let's build our make-believe ship – we'll have to carefully put all of the bits together: the mast (*which holds up the sails*), the stern (*back of the boat*), the bow (*the front of the boat*), the cabins (*where the pirates live*), the sails (*that make the boat move*) and the galley (*where they cook*). What do land lubbers (*people who don't live on the sea*) call their 'cabin'? (*It's their house!*). What is another word for 'galley' when you're not at sea? (*It's the kitchen!*)

Now we have our ship – lets set sail! "Ahoy – look over yonder – there's land, an ISLAND!!" Do you think it will be deserted? If it's not, what or who do you think will live there? Will it be the land of Smarties? Dinosaurs? Birds? Lets get off the boat and have a look! Can the children think of a message that they would like send in bottle to someone on the other side of the world? What do you think is in our treasure chest? Lets have a look and see.

- Put musical instruments in a box (the treasure chest).
- Duplicate the instruments and hide them elsewhere in the room – a screen would be perfect.
- Someone play an instrument from behind the screen so that the children cannot see what it looks like.
- Choose a child to select an instrument from the treasure box and see if they can match the sound that they have heard.



As mentioned before, music, drama, dance and art are not separate activities in a child's mind. Movement, music and drama go hand in hand.

Listen to this track called The Captain's Song:

https://soundcloud.com/quench_arts/a-captains-song

Does any anyone know the name of this song?

Can we choose an instrument and dance around the room to this tune?

The Pirates Next Door

MUSIC ACTIVITY: Jim Lad's Dance Adapted by Trish Power

Sung to melody of 'Jump Jim Joe'.

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/jim-lads-dance

LYRICS:

Jump, jump, jump Jim Joe,
Shake your head, nod your head and tap your toe.
Round and round and round you go,
And you find another partner and you jump Jim Joe.



INSTRUCTIONS:

You can change the words to 'Hop Jim Joe' or 'Wriggle Jim Joe' – what else can you think of?

There are many ways to perform this dance. You can dance in pairs - or as a group. How many different ways can we dance 'round and round'?

One of my favourite ways to perform this:

The children form a circle, with 2 children in the middle of the circle. They dance to the words and when it comes to the word 'partner' they each choose another person to dance with. Now there are 4 children in the middle of the circle – and the dance goes on. How many will be in the circle next time?

Extended Reading

Visit the library! Look out for more Jolley-Rogers books by Jonny Duddle. Here are a few suggestions:

The Jolley-Rogers and the Ghostly Galleon
The Jolley-Rogers and the Caves of Doom
The Jolley-Rogers and the Monster's Gold
The Pirates of Scurvy Sands



Happy reading!

HANDA'S SURPRISE

MUSIC ACTIVITY: An African Gathering Chant Adapted by Trish Power

Handa's Surprise encompasses many wonderful elements - friendship, thoughtfulness, the cheeky playfulness of the animals and a surprise at the end! It is also set in a far away continent - AFRICA. Where is this land? In this book, children can get a sense of who they are, how they fit into a big curious world and celebrate the differences. Ultimately, children love role play, music and dance, wherever they are in the world.

LISTEN HERE TO THE CHANT:

https://soundcloud.com/quench_arts/african-gathering-chant

LYRICS:

Gather round, gather round it's time for singing
Gather round, gather round it's time for singing (*sing as response*)
Oh yeah, it's time for singing
Oh yeah, it's time for singing (*sing as a response*)

La la, la la, la la la
La la, la la, la la la (*sing as a response*)
La la, la la, la la la
La la, la la, la la la (*sing as a response*)

Gather round, gather round it's time for clapping
Gather round, gather round it's time for clapping (*sing as a response*)
Oh yeah, it's time for clapping
Oh yeah, it's time for clapping (*sing as a response*)

Clap the rhythm as a call and response.

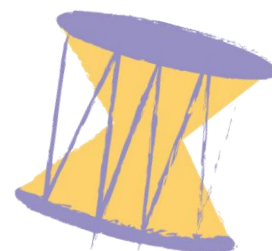
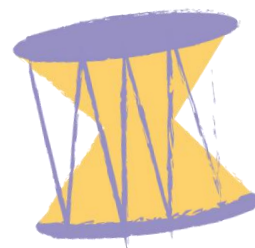
Gather round, gather round it's time for humming
Gather round, gather round it's time for humming (*sing as a response*)
Oh yeah, it's time for humming
Oh yeah, it's time for humming (*sing as a response*)

Hum the call and response section.

Gather round, gather round it's time for whispering
Gather round, gather round it's time for whispering (*sing as a response*)
Oh yeah, it's time for whispering
Oh yeah, it's time for whispering (*sing as a response*)

Sssh, sshh, sshh sshh, etc.

Can you think of anything else of anything else we can do? Here are a few ideas: stamping; sighing; blowing. This is a very rhythmic chant. What other instruments could we play alongside the drum?



HANDA'S SURPRISE

MUSIC ACTIVITY: Seven Juicy Fruits adapted by Trish Power

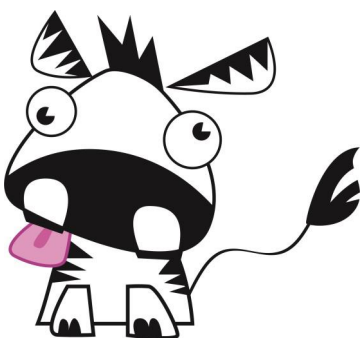
Sung to melody of 'Kingston Town'.

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/seven-juicy-fruits

LYRICS:

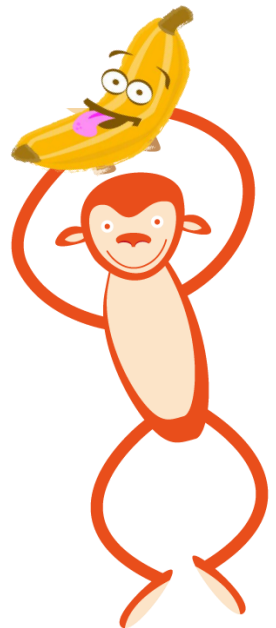
Seven juicy fruit in a basket so flat,
Handa's wearing it just like a hat.
Along came a monkey who wanted to play,
He grabbed the ripe banana and took it away.

Six juicy fruit in a basket so flat,
Handa's wearing it just like a hat.
Along came an ostrich who wanted to play,
He grabbed the gorgeous guava and took it away.



Five juicy fruit in a basket so flat,
Handa's wearing it just like a hat.
Along came a zebra who wanted to play,
He grabbed the juicy orange and took it away.

Four juicy fruit in a basket so flat,
Handa's wearing it just like a hat.
Along came an elephant who wanted to play,
He grabbed the marvellous mango and took it away.



Three juicy fruit in a basket so flat,
Handa's wearing it just like a hat.
Along came a giraffe who wanted to play,
He grabbed the prickly pineapple and took it away.



Two juicy fruit in a basket so flat,
Handa's wearing it just like a hat.
Along came an antelope who wanted to play,
He grabbed the avocado and took it away.

One juicy fruit in a basket so flat,
Handa's wearing it just like a hat.
Along came a parrot who wanted to play,
He grabbed the purple passionfruit and took it away.



No juicy fruit in basket so flat,
Handa's wearing it just like a hat.
Along came a goat, bumped into a tree,
Lots of tangerines for Akeyo's tea.

HANDA'S SURPRISE

MUSIC ACTIVITY: Si Mama Kaa (Handa and Akeyo's Dance) Adapted by Trish Power

This is a children's action song from Tanzania in Africa.

LISTEN HERE: https://soundcloud.com/quench_arts/si-mama-kaa

LYRICS:

Si Mama, Kaa, Si Mama, Kaa,
Ruka, Ruka, Ruka, Si Mama, Kaa. *(Sing both lines twice)*

Timbea, Timbea, Timbea, Timbea, Timbea, Timbea,
Ruka, Ruka, Ruka, Si Mama, Kaa. *(Sing both lines twice)*

Kimbea, Kimbea, Kimbea, Kimbea, Kimbea, Kimbea,
Ruka, Ruka, Ruka, Si Mama, Kaa. *(Sing both lines twice)*



INSTRUCTIONS:

In this well-known African song the words tell us which actions to make so that you can move to the song. What do the words mean? Very easy!!

Si Mama means 'stand up'.

Kaa means 'sit down'.

Ruka means 'jump'.

Timbea means 'walk'.

Kimbea means 'run'.

When you hear 'Ruka', can you find a partner, hold hands and jump three times?

This song is excellent for children on so many levels. It encourages them to sing; to learn a new language; to co-ordinate their body to the different movements; to be spatially aware; to listen carefully to the instructions in the song; to collaborate with each other and to generally have musical fun! To teachers – how many boxes does this song tick in the EYFS?!



Handa has a special basket full of fruit for her friend Akeya. I also have a special basket with special instruments I used in this song. Do you think you can tell which instrument I used in each verse? Listen carefully! Do you know the names of any of these instruments? Do you know which country some of them come from?

Handa's Surprise

ARTS ACTIVITY: Colour in this African Parrot



Extended Reading

Visit the library! Look out for more books set in Africa. Here are a few suggestions:

Handa's Hen by Eileen Browne
 We're Going on a Lion Hunt by David Axtell
 Mama Panya's Pancakes by Richard Chamberlin
 Bringing the Rain To Kapiti Plain by Verna Aardema
 Masai and I by Virginia Kroll and Nancy Carpenter



Happy reading!


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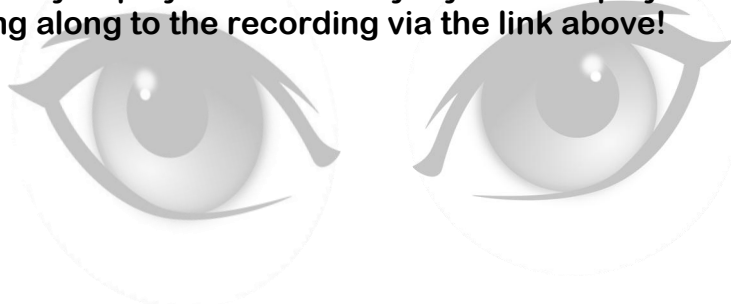
My Five SENSES

MUSIC ACTIVITY: The Five Senses Song Adapted by Trish Power

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/five-senses-song

If you play ukulele, guitar or piano, the letters in red on top of certain words relate to each chord and where you play it. Don't worry if you don't play an instrument! You can sing it without or sing along to the recording via the link above!

LYRICS:



C I have two eyes so I can **F C** SEE

C And a nose to **G** SMELL.

C I have ten fingers that can **F C** TOUCH,

G C They do it very well.

F C I have two ears so I can **C** HEAR

G C The birds in the trees.

F C I have a tongue inside my mouth

G C to **C** TASTE the food I eat.



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My Five Senses

MUSIC ACTIVITY: The Rock Feels Hard Adapted by Trish Power

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-rock-feels-hard

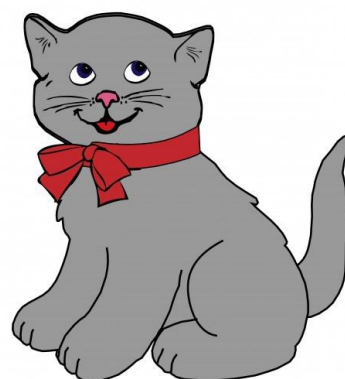
LYRICS:

The rock feels hard, how do I know?
My skin told my brain so it must be so.

The kitten feels fluffy, how do I know?
My skin told my brain so it must be so.

The mud feels squidgy, how do I know?
My skin told my brain, so it must be so.

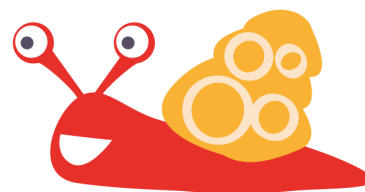
The blanket feels soft, how do I know?
My skin told my brain so it must be so.



INSTRUCTIONS:

Can you think of other textures or temperatures that you can add to this list? See how many you and your child(ren) can make up today! Here are some suggestions:

The sea feels cold;
The sand feels hot;
The glass feels smooth;
The snail feels slimy.



Go around the house pointing out different textures.
Go into the garden - ask your child to describe the things that they touch.

Parent/carers - once you have got the hang of this simple tune do you think you could try singing the harmonies whilst your child sings the melody? Have a listen to the recording and try it out! When I sing harmonies over a song, the children really notice. Remember, their hearing is a lot better than ours!

This is a great song for children to use imaginative words to describe things that they touch and feel - the more imaginative the better! It's also an excellent way to build up vocabulary whilst they sing this simple tune.

My Five Senses

MUSIC ACTIVITY: When I Touch

Sung to melody of 'Frere Jacques'.

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/when-i-touch

LYRICS:

When I touch,
When I touch,
I can feel,
I can feel,
Whether something's bumpy,
Hard or soft or lumpy,
Cold as ice.
Warm and nice.



INSTRUCTIONS:

This is another lovely simple song to discuss how things feel. A good activity to do is to put a variety of different objects in a bag or a box. The child can be encouraged to put their hand in the box without looking and describe what they can feel. Some questions you can ask if you need to prompt them are: Does it feel rough? Does it feel smooth? Does it feel sharp?

It's also good to discuss temperature. This can be related to food or the weather. For instance, when eating an ice cream, ask your child: Is this ice cream hot or cold? What does it feel like in your mouth? Can you describe what it tastes like? All of this questioning is a good way for them to develop their descriptive language.



Extended Reading

Visit the library! Look out for more books about the 5 senses humans have. Here are a few suggestions:

I See, I Feel, I Hear, I Touch, I Taste! by Baby Professor

With My Senses by Dona Rice

Katie Did Learn The Five Senses by B Kirbo

My Body by Rebecca Jones

Listening To My Body by Gabi Garcia



Happy reading!


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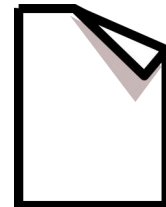

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My Five Senses

ACTIVITY: Experimenting with your senses!

WHAT YOU NEED:

A piece of paper
Some sauce or jam



INSTRUCTIONS:

-Get a piece of paper (such as computer paper) and put a small blob of either jam or sauce in the middle.

-SMELL IT! What does it smell like? Does it smell sweet? Or sour? How would you describe the smell?

-TOUCH IT! Put your finger in it. What does it feel like? Is it smooth? Is it lumpy? How would you describe what it feels like?

-TASTE IT! Put your finger in a little bit of it and put it in your mouth. What does it taste like? Is it nice? Is it spicy? Is it cold? Is it hot? How would you describe the taste?

-SEE IT! Look at the sauce or jam. What colour is it? Is it light or dark? Is it shiny? How would you describe what it looks like?

-HEAR IT! Scrunch the paper into a ball. What sound does it make when you scrunch it up? Is it scratchy? Is it crackly? Is it noisy? Is it quiet? How would you describe the sound it makes?

You have now used all 5 of your senses! Think of some more activities that you can do to exercise all of your senses.



REMEMBER YOUR SENSES!

You SEE with your EYES
You HEAR with your EARS
You SMELL with your NOSE
You TASTE with your MOUTH
You TOUCH with your HANDS/FEET/SKIN

Sensory Impairment

Some people have what is called a sensory impairment. This may affect one or more of their senses. It's important to normalise this with children and explain that everyone is different at the end of the day. If a child does have a sensory impairment or disability, their other senses may be stronger and they may see, hear, feel, taste and smell things in a different way. For example, people with no hearing may be able to feel vibrations instead of hearing sound. All of these activities can be adapted to what they CAN do!

ELMER

MUSIC ACTIVITY: Elmer's Song by Trish Power

LISTEN HERE: https://soundcloud.com/quench_arts/elmers-song

There is a lot of research about colour and its associations with music and sound. I was working with a class of reception children in a very deprived area of London many years ago. Each child had an instrument that they had selected. Every child played a piece of music on their chosen instrument, which I recorded and played back to them. We listened and discussed what each piece of music sounded like. They responded with emotions like, "scary, happy, sad". One said, "a car speeding" (really!). One boy said, "the colour, blue." The teacher dismissed his answer, which visibly crushed him but I corrected her as it was a valid answer. He went onto explain that it was blue because it was sad.

Ask your children what colours they associate with sounds. You will find the answers very interesting. I don't claim to be an expert on this subject - but colours definitely do have associations!

LYRICS:

There was a patchwork elephant

And Elmer was his name, oh,

Pink, green, yellow, blue,

Black, red, purple too,

White, brown, orange,

His colours brought him fame.

He liked to frolic in the sun,

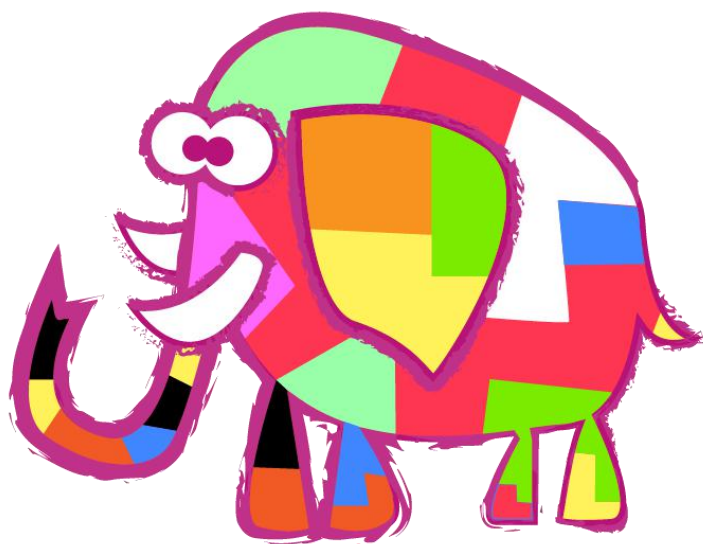
His friends thought he was so much fun.

Pink and green, yellow, blue.

Black, red, purple too,

White, brown, orange,

His colours brought him fame.



ELMER

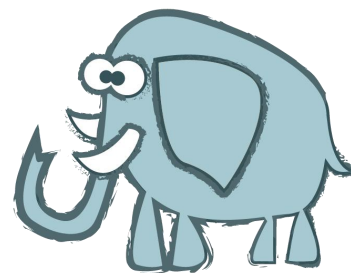
MUSIC ACTIVITY: Elephant Song by Trish Power

LISTEN HERE: https://soundcloud.com/quench_arts/elephant-song

LYRICS:

Verse 1

Elephants are so expensive, listen to my song.
Just ask a zoo how much they eat, the list is really long.



Chorus

They eat lots of hay and lots of bread, lots of bran and lots of oats,
Lots of carrots and potatoes, lots of apples and bananas.
Elephants are so expensive, listen to my song.

Verse 2

Elephants are really clever, listen to my song.
They use a trunk to reach for food and never have to bend.



Chorus

Verse 3

Elephants are so enormous, listen to my song.
They only have four teeth although each tooth is one foot long!



Chorus

Verse 4

Elephants are so delightful, listen to my song.
They make a noise just like a trumpet, and they oh so strong.



Chorus

ACTIONS & SUGGESTIONS:

Verse 1: Look horrified and point to imaginary list.

Chorus: Point to each item on the list on your fingers.

Verse 2: Point to your nose for the 'trunk' and shake your head at 'never have to bend'.

Verse 3: Stretch arms out to indicate how enormous the elephant is and point to teeth and then indicate 'one foot' in length.

Verse 4: Make an elephant noise!

ELMER

MUSIC ACTIVITY: Five Little Elephants by Trish Power

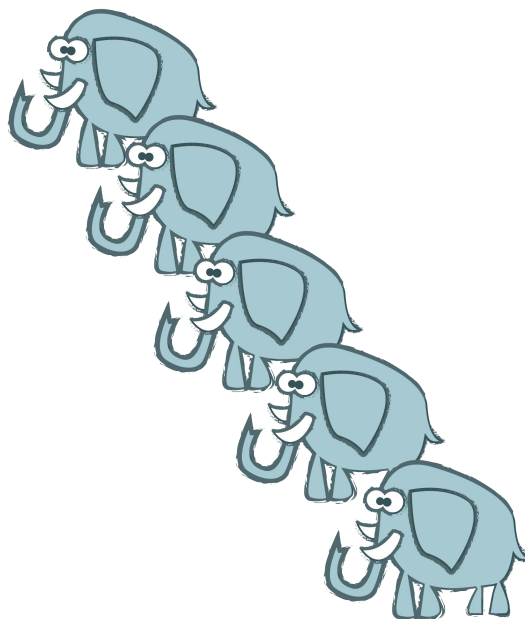
LISTEN HERE: https://soundcloud.com/quench_arts/five-little-elephants

LYRICS

Five little elephants, standing in a row,
Five little trunks waving to and fro,
“Good Day,” said the elephant, “I must go,”
Four little elephants standing in row.

Four little elephants...
Three little elephants...
Two little elephants...

One little elephant standing in a row,
One little trunk waving to and fro,
“Good Day,” said the elephant, “I must go,”
No little elephants left in the row.

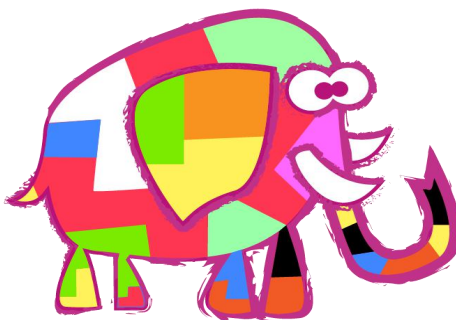


The writer Jeanette Winterson has said, “Life has an inside as well as an outside. Playing music is more than recreation; through music children find confidence and happiness unrelated to money or social status. In a world where success is measured by what you can buy, many children feel left out or shut out. Music is inclusive. Music works across culture, across class, across language. It seems to be hard wired into humans. Music is spontaneous, and with some teaching music can enrich children’s lives forever.” That’s why music is so important!

Extended Reading

Visit the library! Look out for more books by David McKee about Elmer and his adventures. Here are a few suggestions:

Elmer and Rose
Elmer and the Whales
Elmer and the Lost Teddy
Elmer and Wilbur
Elmer and the Rainbow
Elmer’s Special Day
Elmer and the Race



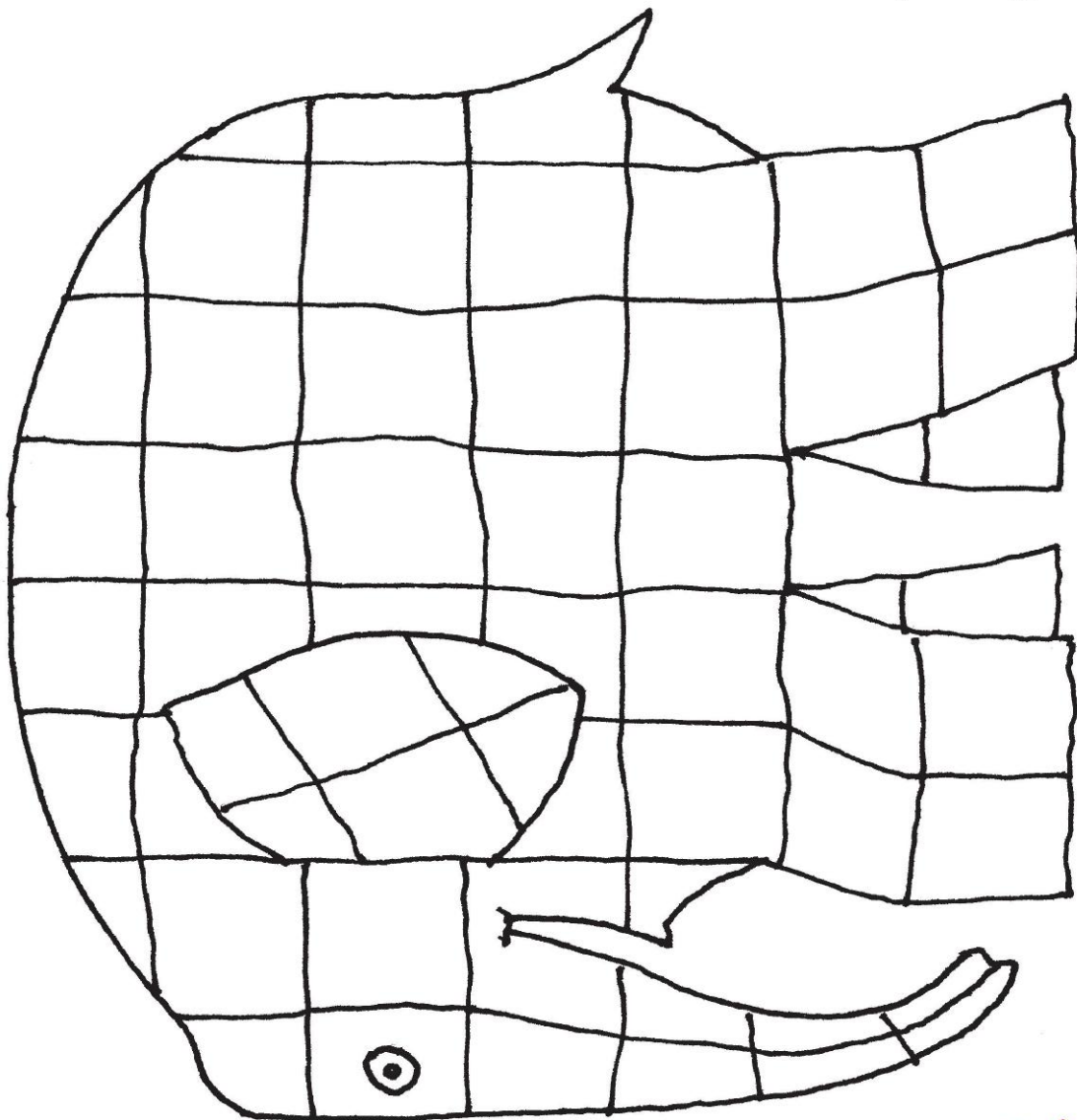
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ELMER

ARTS ACTIVITY: Colour in Elmer

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Name:

Age:

ELMER



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BOOK Credits

MONKEY PUZZLE - JULIA DONALDSON & AXEL SCHEFFLER

THE RAINBOW FISH - MARCUS PFISTER

GOLDILOCKS AND THE THREE BEARS - DEBBIE PULLINGER

THE TIGER WHO CAME TO TEA - JUDITH KERR

WHATEVER NEXT - JILL MURPHY

RUMBLE IN THE JUNGLE - GILES ANDREA & DAVID WOJTOWYCZ

HAIRY MACLARY FROM DONALDSON'S DAIRY - LYNLEY DODD

THE SNAIL AND THE WHALE - JULIA DONALDSON & AXEL SCHEFFLER

WHERE THE WILD THINGS ARE - MAURICE SENDAK

DRUMMER BOY OF JOHN JOHN - MARK GREENWOOD & FRANE LESSAC

THE GRUFFALO - JULIA DONALDSON & AXEL SCHEFFLER

LULU LOVES THE LIBRARY - ANNA MCQUINN & ROSALIND BEARDSHAW

HERE COMES FRANKIE - TIM HOPGOOD

THE HUEYS IN THE NEW JUMPER - OLIVER JEFFERS

DEAR ZOO - ROD CAMPBELL

THE VERY HUNGRY CATERPILLAR - ERIC CARLE

THE PIRATES NEXT DOOR - JONNY DUDDE

HANDA'S SURPRISE - EILEEN BROWNE

MY FIVE SENSES - ALIKI

ELMER - DAVID MCKEE



Credits and THANKS

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