

INTRODUCTION

WELCOME TO THE SING A SONG TEACHING MANUAL.

This manual has been designed as a resource for people working with children, both in groups and on a one to one basis.

We are not expecting you to read this from cover to cover although you will find the General Notes section useful as an overall background to what we are doing. We expect that you will dip into the manual as the need arises and as part of your planning.

You will notice that some instructions are repeated. This is because similar principles apply to several songs. There are also some songs where the instructions are the same or very similar for the three age groups. This indicates that this song is easily adapted for a mixed age group.

The words for all the traditional songs and our own material are included, but due to copyright issues we are unable to print the lyrics of songs written by other people.

Our website has information about us, who we are, our backgrounds, and a section about how Tessarose came to be, so visit www.tessarose.co.nz. We welcome any feedback you may wish to send us and any ideas you have as to how we could make our products meet your needs better.

We trust that this manual will help you as you present exciting music and movement programs for the children in your care.

Tessa M Grigg

Brian Ringrose

SONGS LISTED

ALPHABETICALLY

| Song Name | CD | CD No. | Instructions | Lyrics |
|-------------------------|----------------------------|--------|--------------|----------|
| | | | Page No. | Page No. |
| Albert Ross | Sing a Song - Volume 3 | 20 | 76 | |
| Alice the Camel | Sing a Song - Volume 1 | 6 | 13 | 27 |
| Animal Crackers | Sing a Song - Volume 2 | 2 | 46 | |
| Apples and Bananas | Sing a Song - Volume 4 | 10 | 88 | 101 |
| Autumn Dance | Sing a Song - Volume 2 | 12 | 50 | 56 |
| Baa Baa Black Sheep | Sing a Song - Volume 1 | 2 | 12 | 26 |
| Bananas in Pyjamas | Sing a Song - Volume 1 | 17 | 16 | |
| Band in My House | Sing a Song - Volume 4 | 4 | 84 | 98 |
| Bean Bag Alphabet Rag | Sing a Song - Volume 3 | 19 | 75 | |
| Beans | Sing a Song About the Body | 12 | 113 | 122 |
| Bibbidi Bobbidi Boo | Sing a Song - Volume 4 | 25 | 95 | |
| Bingo | Sing a Song - Volume 1 | 36 | 23 | 41 |
| Birds Go Berserk | Sing a Song - Volume 3 | 14 | 74 | |
| Blow Up a Balloon | Sing a Song - Volume 1 | 32 | 22 | |
| Body Parts | Sing a Song About the Body | 1 | 110 | 117 |
| Boom Chick a Boom | Sing a Song - Volume 3 | 4 | 69 | |
| Brahms' Lullaby | Sing a Song - Volume 3 | 12 | 72 | |
| Bright Eyes | Sing a Song About the Body | 16 | 114 | |
| Brush Your Teeth | Sing a Song - Volume 2 | 22 | 53 | |
| Building Blocks | Sing a Song - Volume 4 | 12 | 88 | 103 |
| Clap Your Hands | Sing a Song About the Body | 13 | 112 | 123 |
| Come Read a Book Now | Sing a Song - Volume 3 | 18 | 75 | |
| Crash Bang | Sing a Song - Volume 2 | 25 | 54 | 65 |
| Dairy Dance | Sing a Song - Volume 4 | 5 | 85 | 98 |
| Dingle Dangle Scarecrow | Sing a Song - Volume 2 | 19 | 53 | 63 |
| Do Your Ears Hang Low? | Sing a Song About the Body | 24 | 116 | 39 |
| Do Your Ears Hang Low? | Sing a Song - Volume 1 | 29 | 20 | 39 |
| Dr Knickerbocker | Sing a Song - Volume 2 | 11 | 49 | 60 |
| E te Atua | Sing a Song - Volume 1 | 41 | 24 | 43 |
| Eggs | Sing a Song - Volume 4 | 15 | 91 | |
| Farmer in the Dell | Sing a Song - Volume 4 | 24 | 94 | |
| Feet | Sing a Song About the Body | 10 | 112 | 121 |
| Fingers | Sing a Song About the Body | 22 | 116 | 125 |

| Song Name | CD | CD No. | Instructions | Lyrics |
|---------------------------------|----------------------------|--------|--------------|----------|
| | | | Page No. | Page No. |
| Fishing Blues | Sing a Song - Volume 3 | 3 | 69 | |
| Five Currant Buns | Sing a Song - Volume 1 | 37 | 24 | |
| Five Little Speckled Frogs | Sing a Song - Volume 1 | 18 | 17 | 41 |
| Gallop Away | Sing a Song - Volume 2 | 6 | 47 | 59 |
| Gimme Five | Sing a Song About the Body | 15 | 114 | |
| Going to the Farm | Sing a Song - Volume 4 | 21 | 93 | 107 |
| Goldfish Swimming | Sing a Song - Volume 4 | 2 | 83 | 97 |
| Hammer in the Nails | Sing a Song About the Body | 14 | 113 | |
| Happiness Song | Sing a Song - Volume 1 | 10 | 14 | 29 |
| Happy Birthday (Maori) | Sing a Song - Volume 1 | 5 | 13 | 26 |
| Head, Shoulders, Knees & Toes | Sing a Song About the Body | 2 | 117 | 110 |
| Head, Shoulders, Knees & Toes | Sing a Song - Volume 1 | 3 | 26 | 12 |
| Hey Dee Ho | Sing a Song - Volume 3 | 7 | 70 | 80 |
| Hickory Dickory Dock | Sing a Song - Volume 1 | 4 | 12 | 26 |
| Hot Potato | Sing a Song - Volume 2 | 8 | 48 | 59 |
| Humpty Dumpty | Sing a Song - Volume 2 | 20 | 52 | 64 |
| I Hear Thunder | Sing a Song About the Body | 23 | 115 | 125 |
| If You're Happy and You Know It | Sing a Song About the Body | 8 | 112 | 118 |
| If You're Happy and You Know It | Sing a Song - Volume 1 | 20 | 16 | 33 |
| I'm a Ball | Sing a Song - Volume 4 | 9 | 86 | 101 |
| I'm a Little Aeroplane | Sing a Song - Volume 4 | 17 | 91 | |
| I'm a Little Piece of Tin | Sing a Song - Volume 1 | 40 | 25 | 42 |
| I'm a Little Teapot | Sing a Song - Volume 1 | 25 | 19 | |
| Incy Wincy Spider | Sing a Song - Volume 1 | 15 | 15 | 32 |
| Isolations | Sing a Song About the Body | 3 | 110 | |
| It's Time For Us to Go | Sing a Song - Volume 3 | 21 | 76 | |
| It's Time For Us to Go | Sing a Song - Volume 4 | 27 | 96 | |
| Jesse's Song | Sing a Song - Volume 4 | 8 | 87 | 100 |
| Johnny Taps With One Hammer | Sing a Song - Volume 1 | 19 | 16 | 33 |
| Katrina the Kangaroo | Sing a Song - Volume 3 | 16 | 73 | |
| Kiwi Lullaby | Sing a Song - Volume 2 | 27 | 54 | |
| Knees Up Mother Brown | Sing a Song About the Body | 6 | 111 | 120 |
| Little Arabella Miller | Sing a Song - Volume 1 | 13 | 15 | 30 |
| Little Bo Peep | Sing a Song - Volume 2 | 26 | 55 | 65 |
| Little Green Frog | Sing a Song - Volume 1 | 38 | 23 | 42 |
| Little Red Car | Sing a Song - Volume 2 | 13 | 50 | |
| Little Shell | Sing a Song - Volume 3 | 17 | 75 | |
| Looby Loo | Sing a Song - Volume 1 | 23 | 17 | 34 |
| Look at You | Sing a Song - Volume 2 | 15 | 51 | 61 |

| Song Name | CD | CD No. | Instructions | Lyrics |
|---------------------------------|----------------------------|--------|--------------|----------|
| | | | Page No. | Page No. |
| Love Somebody | Sing a Song - Volume 1 | 35 | 21 | 40 |
| Lovely Bodies | Sing a Song About the Body | 26 | 116 | |
| Ma is White | Sing a Song - Volume 1 | 33 | 22 | 40 |
| Marching On | Sing a Song About the Body | 17 | 114 | |
| Mary Had a Little Lamb | Sing a Song - Volume 2 | 4 | 47 | 58 |
| Michael Row the Boat Ashore | Sing a Song - Volume 3 | 6 | 69 | 78 |
| Mr Clickety Cane | Sing a Song About the Body | 4 | 111 | |
| Music Music Music | Sing a Song - Volume 3 | 13 | 73 | |
| My Body | Sing a Song - Volume 1 | 39 | 25 | |
| Obwisana | Sing a Song - Volume 2 | 9 | 49 | 59 |
| Off to the Doctor | Sing a Song - Volume 4 | 19 | 92 | 106 |
| Oh, The More We Are Together | Sing a Song - Volume 3 | 10 | 71 | |
| Oh, What a Miracle | Sing a Song - Volume 3 | 2 | 68 | |
| Old King Cole | Sing a Song - Volume 2 | 24 | 54 | 64 |
| Old Macdonald Had a Farm | Sing a Song - Volume 2 | 3 | 47 | 57 |
| Oma Rapeti | Sing a Song - Volume 1 | 11 | 14 | 29 |
| On Top of Spaghetti | Sing a Song - Volume 4 | 22 | 93 | |
| One Elephant | Sing a Song - Volume 1 | 24 | 16 | 35 |
| One Little Pig Went Out to Play | Sing a Song - Volume 2 | 5 | 46 | 58 |
| Open Shut Them | Sing a Song - Volume 1 | 8 | 13 | 28 |
| Open Shut Them | Sing a Song About the Body | 19 | 115 | 118 |
| Paki Paki | Sing a Song - Volume 2 | 14 | 51 | 61 |
| Peace Like a River | Sing a Song - Volume 4 | 26 | 95 | 108 |
| Peanut Butter | Sing a Song - Volume 4 | 20 | 93 | |
| Peek-a-Boo | Sing a Song - Volume 1 | 7 | 13 | 27 |
| Penguins are Marching | Sing a Song - Volume 4 | 23 | 94 | 108 |
| Pink and Purple | Sing a Song - Volume 4 | 14 | 90 | 104 |
| Pokarekare Ana | Sing a Song - Volume 2 | 28 | 55 | 66 |
| Pungawerewere | Sing a Song - Volume 1 | 16 | 15 | 32 |
| Put Your Finger on Your Nose | Sing a Song About the Body | 21 | 115 | 124 |
| Raindrops | Sing a Song - Volume 1 | 31 | 21 | |
| Rocket Ship | Sing a Song - Volume 2 | 21 | 53 | |
| Sing a Rainbow | Sing a Song - Volume 1 | 22 | 18 | |
| Singing in the Rain | Sing a Song - Volume 3 | 15 | 74 | |
| Six Little Ducks | Sing a Song - Volume 1 | 26 | 19 | 36 |
| Skippy | Sing a Song - Volume 2 | 23 | 53 | |
| Snail Snail | Sing a Song - Volume 1 | 34 | 23 | |
| Someone's in the Kitchen | Sing a Song - Volume 1 | 30 | 20 | 39 |
| Spinning Top | Sing a Song - Volume 4 | 3 | 82 | 97 |

| Song Name | CD | CD No. | Instructions Page No. | Lyrics Page No. |
|---------------------------------|----------------------------|---------------|----------------------------------|----------------------------|
| Super Supper March | Sing a Song - Volume 1 | 21 | 18 | |
| Tadpole Blues | Sing a Song - Volume 2 | 7 | 48 | |
| Teddy Bears' Picnic | Sing a Song - Volume 1 | 14 | 15 | 31 |
| The Bear Went Over the Mountain | Sing a Song - Volume 1 | 12 | 14 | 30 |
| The Giraffe | Sing a Song - Volume 3 | 11 | 72 | 77 |
| The Helicopter | Sing a Song - Volume 4 | 7 | 86 | 99 |
| The Llama | Sing a Song - Volume 3 | 8 | 71 | 80 |
| The Old MacMessage | Sing a Song - Volume 4 | 11 | 89 | 102 |
| The Put it Song | Sing a Song About the Body | 18 | 115 | |
| The Sheep Dog Song | Sing a Song - Volume 2 | 16 | 52 | 62 |
| The Story of Jaws | Sing a Song - Volume 1 | 28 | 20 | 38 |
| The Wheels on the Bus | Sing a Song - Volume 1 | 9 | 14 | 28 |
| This is My Body | Sing a Song About the Body | 7 | 112 | 121 |
| This Little Pig (Jazz) | Sing a Song - Volume 2 | 17 | 52 | 64 |
| Tom - He Gets There | Sing a Song - Volume 4 | 6 | 84 | 99 |
| Tractor Factor | Sing a Song - Volume 4 | 16 | 91 | 105 |
| Twisting Around the Room | Sing a Song About the Body | 25 | 116 | 126 |
| Waddley Archer | Sing a Song - Volume 2 | 10 | 49 | 60 |
| Walk Like a Penguin | Sing a Song - Volume 4 | 13 | 103 | 90 |
| We'd Like to Say Hello | Sing a Song - Volume 3 | 1 | 68 | |
| We'd Like to Say Hello | Sing a Song - Volume 4 | 1 | 82 | |
| Wet Washing | Sing a Song About the Body | 20 | 115 | 123 |
| What Do You Think My Name Is? | Sing a Song - Volume 2 | 1 | 46 | 56 |
| What's New Pussy Cat? | Sing a Song - Volume 2 | 18 | 52 | |
| When You See a Friend | Sing a Song - Volume 3 | 5 | 70 | |
| Where is Thumbkin? | Sing a Song About the Body | 11 | 113 | 119 |
| Where is Thumbkin? | Sing a Song - Volume 1 | 27 | 19 | 37 |
| Wiggle in My Toe | Sing a Song About the Body | 5 | 111 | |
| Wind the Bobbin Up | Sing a Song - Volume 3 | 9 | 70 | 79 |
| Wriggle Your Fingers | Sing a Song About the Body | 9 | 112 | |
| Zebra Stripes | Sing a Song - Volume 4 | 18 | 92 | |

GENERAL NOTES

Music can provide fun times for parents and children, and offers excellent opportunities for learning. Children's songs generally encourage language development and often the grasp of concepts. You may notice that our songs include more advanced words than are used in everyday language; this is deliberate and is intended to extend the child's vocabulary. Music is a very effective means of doing this.

Many of the songs that Tessarose produce are designed to get children moving. Research shows that children who move well find learning easier. The notes that are part of this book have been written to offer ideas as to what you could do with a song, but don't feel bound by these suggestions; use them as a starting point and then make up your own actions/activities that you feel will meet the needs of a particular child better.

THE BEAT

One of the most important things you can do for a child is to teach them to keep the beat. This is vital for future learning in areas such as sport, writing, reading, dance, and music (see article "I've got Rhythm", page 8) When children feel confident in a range of skills it is easier for them to join other children, thus creating opportunities to form friendships. And all this stems from a simple skill - keeping the beat. Adults instinctively know that babies enjoy a gentle rhythm and so they rock them, pat their backs, and bounce them on a knee. However, as the child gets older we need to create opportunities to practice keeping the beat (Western society does not have a drum beat as a central focus as people do in many other cultures).

Gather some basic instruments for your child to use. Maracas, bells, home-made shakers, drums, etc. are all excellent for helping children learn how to keep the beat. For babies, parents/caregivers should spend time creating a beat, so that as they gain strength the children can take over and do it themselves.

When a child can keep the beat then keeping a rhythm will come as a natural progression.

'Body Percussion' is another way to keep the beat. Simple clapping, patting knees or other parts of the body, clicking fingers for older children, patting cheeks with the mouth open, beating the chest, etc. are all fun things to do. With babies, gentle massage or patting of different body parts gives the child a sense of the beat - as well as increasing their body awareness.

THE MOVEMENTS

Many of the songs include movements such as crossing the mid-line, having the head down, moving from side to side, or turning around. All of these activities are good for stimulating the brain to make sense of what is happening. By getting children to move you are also helping them to improve their muscle tone, which is essential for future learning. It is difficult to write when the muscles in your hand get tired and reading is more of a challenge when the muscles in your eyes are exhausted at the end of the first page. So at Tessarose, we have developed songs that include finger movements and eyes having to move around.

The brain has two hemispheres, left and right, and for the body to move well the brain needs to be able to give information to the body from one side or the other with ease. For example, when you crawl, the right brain hemisphere tells the left leg to move and the left brain hemisphere tells the right leg to move, as well as the hands, head, and eyes all being told what to do at the same time. This is the beginning of the child being able to "cross the mid-line" and with practice they become very efficient at co-ordinating both sides of their bodies. Reading, writing, and many sports and activities involve limbs crossing the mid-line of the body (e.g. the right arm crossing over to the left side of the body - to turn a page, scratch an itch, or throw a ball), which also means crossing the mid-line of the brain. So we need to provide opportunities for children to cross limbs from one side of their body to the other - dances and action songs are perfect for this.

Children love to move and it is through movement that the child develops their nervous system. They usually like to roll, jump, run and swing. We have songs that include

large movements (gross motor) for the whole body and songs that include small movements (fine motor) for feet and hands.

The sensory system is also providing the child with much information while they move. The ears, eyes, nose, mouth and skin give additional feedback to the brain while the child is moving. However the most important feedback is coming from the inner ear where the sense of balance is housed. The vestibular system is responsible for the sense of balance and it has two parts: a set of fluid-filled canals which respond to movement and a change of direction, and a sac-like structure that responds to change of head position and the pull of gravity.

As mentioned previously, caregivers very quickly work out that most children will settle easily if they are rocked, swayed or any other soothing movement. These movements stimulate the vestibular system of the child (and the caregiver), and seem to have a calming effect. As the baby grows stronger they are delighted by the bouncing, lifting and giggling that people (particularly men) like to do and then later on the child will initiate climbing, spinning, rolling and swinging activities. All these activities send messages to the brain through the vestibular system and then the brain tells the body how to respond.

Posture is maintained by good muscle tone and, as has been mentioned previously, stimulating the vestibular system helps the body to maintain good muscle tone. "Where am I in relation to other things?" is a question that the vestibular system helps us make sense of. Spatial awareness is developed by moving through space and around objects. Co-ordination and general movements are effected by the vestibular system, "How big does this movement need to be?", and a child's ability to balance is determined by the vestibular system (a child with an ear infection will find balancing a real challenge as they are not getting the feedback they are used to).

Vestibular stimulation activities include:

Rolling, swinging, swaying, bouncing, rocking, tumbling, moving on a scooter board, going upside down, jumping, hopping, skipping, running, and spinning (slow and controlled, or child-initiated and controlled).

Some children seem to crave vestibular activities (the child who likes to swing for 20 minutes at the park) and other children may not tolerate such activities at all. It is an important part of development and providing the right opportunities is essential. Children need to be encouraged to do vestibular activities, but NEVER FORCE such activities on a child. An enjoyable reaction will encourage the children to extend themselves.

Be guided by the child as to how much of each activity they like to do and if the child has any existing medical conditions check with the health providers as to the appropriateness of such activities.

With this information in mind, dances and action songs are a fun way for children to develop physical skills which will be useful in the school setting and in later life.

If you are interested in further reading on this topic, a reading list is included.

CREATING YOUR OWN DANCE:

When you are making up dances for a child, mostly use movements that they can do but put in some things that will challenge them as well. Make a pattern and then keep to that pattern so that the child can gain confidence in the range of skills the dance includes. By repeating the pattern the child is being exposed to simple mathematics concepts.

If the song has a verse then a chorus, you may decide to jump, run, pat your knees or similar for the verses and then do the same action for the chorus, say clapping and stamping, or going around in a circle. As you work your way through our dances you will recognize this pattern - it is very effective with children.

When you change an activity always do it when there is a change in the music so that the children can begin to anticipate as they become more familiar with the actions and the music.

THE MUSIC

You may notice that Tessarose music has been recorded at a slightly slower speed than you might prefer. This is

so that young children can achieve greater success when attempting actions and when singing the words.

We have also accommodated research findings that children respond to higher pitches than adults by raising the key of songs that have been recorded by others in the past.

Our musical arrangements have been developed to incorporate a wide variety of sounds, along with more traditional instruments.

AGE GROUPS

The dance/action ideas have been structured to target three groups: non-mobile children, early movers, and confident movers. In general terms, and to provide simpler classification, these three groups equate to: babies, walking to 3 years, and over 3, but age is not particularly relevant as all children move through the stages at different rates. Just use the age groupings as a guide.

You will notice that some instructions are the same for the different age groups. It is often appropriate to offer similar instructions to children of different age groups; the children will complete what they can at their own level. This is useful when you are working with a group of children of mixed ages. The younger children will learn from the older children. Choose the music you use in mixed age groups carefully so that all ages are challenged but the younger children are not always struggling to keep up.

HOLDING YOUR BABY

When you are dancing with a baby, hold them as close to your own mid-line as you can so that you do not strain your back or place uneven pressure on your body. Children like to be held face-in and when they are very young this is the best way. When they gain some head control it is also good to hold them facing out so that they can see what is around them. To hold them facing out, put your hands around the middle of the child, so that they are (and feel) secure. As they become stronger and can arch their back to hold themselves in position, move your hands down towards the groin. However there will be times when they are older that the "face-in cuddle and dance" will be very nurturing as well, so use both holds.

I'VE GOT RHYTHM!!

Written by Tessa Grigg

October 2001

Tessa Grigg and her business partner Brian Ringrose make the Tessarose Productions music (Sing a Song series, Dancing to the Beat, etc.) and they also travel throughout New Zealand and Australia presenting educational workshops to parents and teachers and performing children's music shows with Colin the Kiwi.

A baby's first sound is the rhythmic sound of the mother's heart beating. For many children that beat was continued after they were born through the sounds of their family going about their daily chores, grinding, milling, sweeping, the live music they played, drums, instruments, etc. and the dances they danced. Western babies hear their mother's heart but after they are born they are more likely to hear mechanical noises and commercial radio. Very few families sit around at night playing live music, dancing and singing. If there is music in the house it will most likely come from a stereo or radio.

Children need to develop a strong sense of the beat and because the way we live our lives has changed from those earlier times when a beat was supplied by a variety of sources, we need to make some adjustments so that our children have opportunities to learn to keep the beat.

HOW DOES BEING ABLE TO KEEP THE BEAT HELP A CHILD?

Many physical activities have a beat; walking, running, skipping, hopping, jumping, kicking, etc., and these activities allow the child to play more sophisticated games with other children, which then gives them opportunities to make friends, which encourages them to develop social skills, which increases their enjoyment of life. And all because they could keep the beat. It all sounds simple, but think about the children that you know who found sport a real challenge. They were not included in the lunch-time games, they were the last to be picked for teams, and their self image took a real battering.

For many of these children there will be a range of issues but if you test a group of children who are challenged by sport you will find that many of them can not keep the beat.

Another benefit of being able to keep the beat is that the child can then follow a rhythmic pattern. This happens quite naturally when the child is able to keep the beat, you do not need to teach the rhythm - they can just do it!!

SO WHAT CAN WE DO FOR CHILDREN TO HELP THEM LEARN TO KEEP THE BEAT?

BABIES:

Ever found yourself in the bank queue swaying from side to side without your child? That shows that you have naturally been keeping the beat with your child. Mothers usually work out that the child will remain more settled if their back is patted or if the mother gently sways from side to side.

These are good things to do.:

Whenever you are listening to music gently pat the child's body in time to the music (just keep the beat), or dance with your child in time to the music. They thoroughly enjoy a good waltz, jive or foxtrot!!

Use instruments such as maracas, rhythm sticks or bells and keep the beat for the child.

They need to hear lots of music and be made aware of the beat.

Sing little songs to your child, make up the words, use other tunes - whatever you can think of. There is nothing nicer for a child than the sweet sound of a mother singing (you do not have to have had singing lessons to do this, the vibration of love for your child that is passed on is as important as the sound of the voice). This is great for language development as well.

Choose the music you listen to carefully. Heavy metal and music where the sounds are muddled up more do not provide a very rich experience for the child. Choose music where there is a strong beat, the type of music that makes you want to tap your toes.

TODDLERS:

Still keep the beat at every opportunity and do all of the baby activities as well.

Encourage some independence in the use of instruments – for example, let the child hold the sticks and you tap together.

With a good range of experience many children will be able to keep the beat at this age for some of the time and eventually all of the time.

3+ YEARS:

For these children focus on the ability to keep the beat with a variety of instruments and do a variety of activities.

Can they shake in time with their arms crossed? Can they tap in time on the floor, up high, in front, behind? Can they tap in time and balance? Can they tap in time and sing? By being able to do two things at once, keeping the beat being one of the activities, the beat becomes “automatic”. Rhythm then follows.

The main thing with music is to have fun. If children are having fun they will find learning easy and music has so many opportunities for learning.

ENJOY IT!!!

SING A SONG - VOLUME 1

| | Song Name | Composer Name |
|----|---------------------------------|----------------------|
| 1 | Baa Baa Black Sheep | Traditional |
| 2 | Head, Shoulders, Knees & Toes | Traditional Adapted |
| 3 | Hickory Dickory Dock | Traditional |
| 4 | Happy Birthday (Maori) | Traditional |
| 5 | Alice the Camel | Traditional |
| 6 | Peek-a-Boo | Traditional |
| 7 | Open Shut Them | Traditional |
| 8 | The Wheels on the Bus | Traditional |
| 9 | Happiness Song | Traditional |
| 10 | Oma Rapeti | Traditional |
| 11 | The Bear Went Over the Mountain | Traditional |
| 12 | Little Arabella Miller | Traditional |
| 13 | Teddy Bears' Picnic | J Bratton/J Kennedy |
| 14 | Incy Wincy Spider | Traditional |
| 15 | Pungawerewere | Hirini Melbourne |
| 16 | Bananas in Pyjamas | Carey Blyton |
| 17 | Five Little Speckled Frogs | V Pavelko/LB Scott |
| 18 | Johnny Taps With One Hammer | Traditional |
| 19 | If You're Happy and You Know It | Traditional |
| 20 | Super Supper March | Dr Seuss/E Poddany |
| 21 | Sing a Rainbow | Arthur Hamilton |
| 22 | Looby Loo | Traditional |
| 23 | One Elephant | Traditional |
| 24 | I'm a Little Teapot | C Kelly/G Sanders |
| 25 | Six Little Ducks | Traditional |
| 26 | Where is Thumbkin? | Traditional |
| 27 | The Story of Jaws | Traditional |
| 28 | Do Your Ears Hang Low? | Traditional |
| 29 | Someone's in the Kitchen | Traditional |
| 30 | Raindrops | Lucille Wood |
| 31 | Blow Up a Balloon | Lucille Wood |
| 32 | Ma is White | Traditional |
| 33 | Snail Snail | Roberta McLaughlin |
| 34 | Love Somebody | Traditional Adapted |
| 35 | Bingo | Traditional |
| 36 | Five Currant Buns | Traditional Adapted |
| 37 | Little Green Frog | Traditional |
| 38 | My Body | Reynolds |
| 39 | I'm a Little Piece of Tin | Traditional |
| 40 | E te Atua | Traditional Adapted |

SING A SONG - VOLUME 1

FOR BABIES:

This compilation of songs has many of the traditional action rhymes that are used in early childhood settings. You may choose to just listen to the tape/CD and allow your child to enjoy the songs and become familiar with them.

FOR CHILDREN WHO ARE JUST WALKING UP TO 3 YEARS OF AGE:

The action songs are useful for fine motor (small movements) skills with the hands and fingers, and for language and concept development. Adapt the actions; often a mix of the baby instructions and the 3 - 5 years instructions will work well, depending on the age of the child. They often will do some of the actions and miss out others. Encourage this, as very quickly they will add in more of the actions.

FOR CHILDREN AGED 3 - PLUS YEARS:

The actions are included in the lyrics for many of the songs. If the children can complete the suggested actions with ease, add another skill so that they are being extended. For example:

- doing the actions with your eyes shut,
- balancing on something and doing the actions,
- crossing from one side of the body to the other.

Check with the children that they understand the meanings of the words in the song. Just pick a word and ask, for example, "What does 'speckled' mean?", or "What is the difference between a 'hill' and a 'mountain'?".

BAA BAA BLACK SHEEP

BABIES

Traditional nursery rhymes are important parts of a child's musical vocabulary. They have simple melodies and children enjoy the rhythm within the language. They cross the generations and help create links. We choose our rhymes reasonably carefully so that the messages are as positive as possible.

Sing this with your child.

WALKING - 3

Traditional nursery rhymes are important parts of a child's musical vocabulary. They have simple melodies and children enjoy the rhythm within the language. They cross the generations and help create links. We choose our rhymes reasonably carefully so that the messages are as positive as possible.

Sing this with your child or they may sing it to you.

3 PLUS

Traditional nursery rhymes are important parts of a child's musical vocabulary. They have simple melodies and children enjoy the rhythm within the language. They cross the generations and help create links. We choose our rhymes reasonably carefully so that the messages are as positive as possible.

The child will often sing this to you. Enjoy it.

HEAD, SHOULDERS, KNEES & TOES

BABIES

Touch the parts of the baby as indicated in the song. Body awareness at this age is all about being able to point to or touch a body part that you name. It is never too early to talk to your baby about body parts. Dressing, bathing and nappy changing times are ideal places to start.

WALKING - 3

Have the children touch the body parts, or for young children you do it for them by moving their hands, as indicated in the words of the song.

At this age body awareness is all about pointing to named body parts and being able to say the names of different parts of the body.

3 PLUS

Have the children touch the parts of the body as indicated in the song. Body awareness is essential for many physical skills and children are advantaged when they know their body parts through naming them, pointing to them and being able to make an isolated body part move.

HICKORY DICKORY DOCK

BABIES

This traditional nursery rhyme lends itself towards some actions. Tip your child from side to side for the clock section. Run your fingers up, and then down, the child's body for the mouse.

Put one finger out for the one o'clock strike.

WALKING - 3

See the song sheet for suggested actions. You may need to help children of this age with some of the actions.

3 PLUS

See the song sheet for suggested actions.

HAPPY BIRTHDAY

| BABIES This is in Maori and an English translation is included. | WALKING - 3 This is in Maori and an English translation is included. | 3 PLUS This is in Maori and an English translation is included. |
|---|--|---|
|---|--|---|

ALICE THE CAMEL

| BABIES Sit the child on your knee and bounce them slowly, show them 5 fingers for the first section. For the 'Go, Alice, go!' section, bounce them in a horse riding fashion - quickly. | WALKING - 3 Adapt the actions and the baby instructions to suit the stage of the child. A 14 month-old will like the suggested baby actions and nearly-3's will be able to complete the more complicated actions themselves. | 3 PLUS See the song sheet for suggested actions. This song is a traditional counting song that many children have enjoyed over the years. Children quickly learn to count backwards through the use of such songs. |
|--|--|--|
|--|--|--|

PEEK-A-BOO

| BABIES Suggested actions are described on the song sheet. Babies love this game, hide your eyes or put your hands over the child's eyes (about 5cm away from the face). At this age they are learning that when you can't see an object or person it does not mean that they have gone forever. | WALKING - 3 Suggested actions are described on the song sheet. You can do the actions for the child but many at this age will do the actions themselves by copying you. They find this a great game and will often giggle a lot. S | 3 PLUS Suggested actions are described on the song sheet. Although this song targets younger children, older children may enjoy doing the actions or they may like to do them to a younger child or doll/teddy. |
|---|--|--|
|---|--|--|

OPEN SHUT THEM

| BABIES Suggested actions are listed on the song sheet. The adult does the actions for the child to see. Exaggerate them. | WALKING - 3 Suggested actions are listed on the song sheet. | 3 PLUS Suggested actions are listed on the song sheet. |
|--|---|--|
|--|---|--|

THE WHEELS ON THE BUS

BABIES

Suggested actions are listed on the song sheet.. Do the actions so that the child can see them.

WALKING - 3

Suggested actions are listed on the song sheet.

3 PLUS

Suggested actions are listed on the song sheet.

HAPPINESS SONG

BABIES

This is a great dance for babies. It has a very clear pattern, verse and chorus, which are good lengths for each activity (see 'Creating your own dance', page 7).

WALKING - 3

Suggested actions are listed on the song sheet. Help younger children with them.

3 PLUS

Suggested actions are listed on the song sheet.

OMA, RAPETI (RUN, RABBIT)

BABIES

Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.

WALKING - 3

Suggested actions are listed on the song sheet.

3 PLUS

Suggested actions are listed on the song sheet.

THE BEAR WENT OVER THE MOUNTAIN

BABIES

Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.

WALKING - 3

Suggested actions are listed on the song sheet.

3 PLUS

Suggested actions are listed on the song sheet.

LITTLE ARABELLA MILLER

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|---|
| Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions. | Suggested actions are listed on the song sheet. Use the child's arms to complete the actions. | Suggested actions are listed on the song sheet. |

TEDDY BEARS' PICNIC

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| This is a traditional song that children enjoy. It can be used as a rhythm song using instruments, body percussion or dance. | This is a traditional song that children enjoy. It can be used as a rhythm song using instruments, body percussion or dance. | This is a traditional song that children enjoy. It can be used as a rhythm song using instruments, body percussion or dance. |

INCY WINCY SPIDER

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|---|
| Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions. | Suggested actions are listed on the song sheet. | Suggested actions are listed on the song sheet. |

PUNGAWEREWERE

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|---|
| Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions. | Suggested actions and a translation are listed on the song sheet. | Suggested actions and a translation are listed on the song sheet. |

BANANAS IN PYJAMAS

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>This can be a fun dance for a baby. Walk around the room.</p> <p>For the part about chasing do little running steps.</p> <p>At the end give the child a big squeeze/cuddle.</p> | <p>Allow the children to watch you do the actions and encourage them to join in where they can.</p> <p>“Bananas...stairs” - walk two fingers from one hand down the legs.</p> <p>“Bananas... pairs” - walk two fingers from both hands down the legs.</p> <p>“Bananas... chasing teddy bears” - chase one set of fingers with the other set.</p> <p>“Catch them unawares” - do a big clap.</p> | <p>“Bananas...stairs” - walk two fingers from one hand down the legs.</p> <p>“Bananas... pairs” - walk two fingers from both hands down the legs.</p> <p>“Bananas... chasing Teddy Bears” - chase one set of fingers with the other set.</p> <p>“Catch them unawares” - do a big clap.</p> |

JOHNNY TAPS WITH ONE HAMMER

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.</p> | <p>Suggested actions are listed on the song sheet.</p> | <p>Suggested actions are listed on the song sheet.</p> |

IF YOU'RE HAPPY AND YOU KNOW IT

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.</p> | <p>Suggested actions are listed on the song sheet.</p> | <p>Suggested actions are listed on the song sheet.</p> |

ONE ELEPHANT

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Sway the child around like an elephant's trunk.</p> | <p>Suggested actions are listed on the song sheet.</p> | <p>Suggested actions are listed on the song sheet.</p> |

FIVE LITTLE SPECKLED FROGS

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>You could do the actions that are suggested below for the child or you could jump the child around like a frog. Another option is to do a mix. Jumping them around like a frog is good for the vestibular, but the actions are busy and great for visual skills.</p> <p>"5 little..." , hold up five fingers</p> <p>"Sat on..." , sit the fingers on the other forearm.</p> <p>"Catching some..." , 'Catch bugs' with the fingers of both hands. Move them around a lot.</p> <p>"One jumped..." , jump one finger off the 'log'.</p> <p>"Where it was..." , make swimming actions with arms.</p> <p>"Now there are..." , have four fingers left, etc.</p> | <p>Help the child to do these actions.</p> <p>"5 little..." , hold up five fingers</p> <p>"Sat on..." , sit the fingers on the other forearm.</p> <p>"Catching some..." , 'Catch bugs' with the fingers of both hands. Move them around a lot.</p> <p>"One jumped..." , jump one finger off the 'log'.</p> <p>"Where it was..." , make swimming actions with arms.</p> <p>"Now there are..." , have four fingers left, etc.</p> | <p>The children may be able to include some frog jumps as an alternative at the beginning or the end of each verse.</p> <p>"5 little..." , hold up five fingers</p> <p>"Sat on..." , sit the fingers on the other forearm.</p> <p>"Catching some..." , 'Catch bugs' with the fingers of both hands. Move them around a lot.</p> <p>"One jumped..." , jump one finger off the 'log'.</p> <p>"Where it was..." , make swimming actions with arms.</p> <p>"Now there are..." , have four fingers left, etc.</p> <p>Sometimes people use this song as a mini-play where the children act out being the frogs. Remember to think of ways that allow all the children to be included not just five children at a time. Maybe you could have several 'logs' with five 'frogs' on each log. Skills are developed faster if the children can participate rather than watch others do it.</p> |

LOOBY LOO

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Walk in a circle with your baby for the chorus.</p> <p>For the verse do the actions that are suggested but DO NOT SHAKE THE BABY. Turn around in a small circle instead.</p> | <p>Make a circle if you are in a group. Walk around in the circle for the chorus. Then follow the actions as indicated in the words of the song. This song is good for a mix of ages. Make a circle if you are in a group.</p> | <p>Walk around in the circle for the chorus. Then follow the actions as indicated in the words of the song. This song is good for a mix of ages.</p> |

SUPER SUPPER MARCH

BABIES

This is a song about food that children enjoy. It can be used as a rhythm song using instruments, body percussion or dance.

WALKING - 3

This is a song about food that children enjoy. It can be used as a rhythm song using instruments, body percussion or dance.

3 PLUS

This is a song about food that children enjoy. It can be used as a rhythm song using instruments, body percussion or dance.

As a fun activity, you could make some of the foods out of papier-maché and then make a play out of the song. Shredded paper makes great papier-maché (mix with wallpaper paste) and it can be moulded easily. If the shape to be made is big, make sure the centre is hollow or has crumpled newspaper or wire netting inside so that it will dry.

Paint with water-based house paint to make them last a bit longer.

SING A RAINBOW

BABIES

This is quiet music, which can be used for massage (there are lots of good books on baby massage - or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child has, e.g. feet, hands, back of the neck and ears - all very sensitive places and the feather gives lots of information to the sensory system), swaying, or just quietly listening to.

WALKING - 3

This is quiet music, which can be used for massage (gently massage parts of the body), and scarf and balloon activities.

Scarves (light fabric, such as silk or chiffon): Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, and throw it up in the air.

Balloons: Throw the balloons up or kick them. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well, as it is light and easy for them to manoeuvre.

3 PLUS

This is quiet music, which can be used for massage, and scarf and balloon activities.

Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, and throw it up in the air.

Balloons: Throw the balloons up or kick them. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre

Also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.

I'M A LITTLE TEA POT

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Pretend that the child is a teapot. One arm is the handle and the other is the spout.</p> <p>Tip them over to the side.</p> <p>Robot: move the arms and legs.</p> <p>Toothpaste: squeeze them all over.</p> | <p>The child can be the teapot and you can put the arms in the right place for the handle and the spout. Tip them over.</p> <p>Robot: use either the actions for older children or the baby actions.</p> <p>Toothpaste: squeeze the middle. Lift the lid</p> | <p>The child is the teapot. Have them put one arm as the handle and the other arm as the spout. Tip over.</p> <p>Robot: Trace a square shape with hands.</p> <p>Touch toe nails and touch hair.</p> <p>Push tummy button and make a rolling out action with both arms.</p> <p>Toothpaste: Stand tall like a tube of toothpaste. Squeeze the middle. Lift the lid</p> |

SIX LITTLE DUCKS

| BABIES | WALKING - 3 | 3 PLUS |
|---|--|--|
| <p>Suggested actions are listed on the song sheet, which you could adapt. However a focus on wobbling from side to side and going quack would be a good way to start.</p> | <p>Suggested actions are listed on the song sheet.</p> | <p>Suggested actions are listed on the song sheet.</p> |

WHERE IS THUMBKIN?

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.</p> | <p>Suggested actions are listed on the song sheet.</p> | <p>Suggested actions are listed on the song sheet.</p> |

THE STORY OF JAWS

BABIES

Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.

WALKING - 3

Suggested actions are listed on the song sheet.
Suggested actions are listed on the

3 PLUS

song sheet.

DO YOUR EARS HANG LOW?

BABIES

Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.

WALKING - 3

Suggested actions are listed on the song sheet.

3 PLUS

Suggested actions are listed on the song sheet.

SOMEONE'S IN THE KITCHEN

BABIES

A great song to tap sticks to, or play on a drum or some other percussion instrument. Maintain the beat with the child.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

When children learn to keep the beat they find other activities that require them to keep the beat much easier. Many sports involve keeping the beat, as does writing and dancing, and it is through these activities that children make many of their friends.

WALKING - 3

Provide the child with an instrument and help them to keep the beat using the instrument.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

When children learn to keep the beat they find other activities that require them to keep the beat much easier. Many sports involve keeping the beat, as does writing and dancing, and it is through these activities that children make many of their friends.

3 PLUS

Practice keeping the beat using an instrument, drum or rhythm sticks.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

Another idea is to make instruments out of boxes and string. When children can keep the beat, make a simple pattern for them to follow, e.g. Bang, bang, tap, Bang, bang,

RAINDROPS

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|--|
| <p>This song is excellent when used with rhythm sticks.</p> <p>Do the actions so that the child can watch you and hear the different sounds. When they are older you could put the sticks in their hands, and put your hands over the top and then do the actions together.</p> <p>1: tap the sticks</p> <p>2: fall from the sky</p> <p>3: tap the ground</p> <p>4: dance the sticks with the ends on the ground</p> <p>5: slide the sticks on the ground</p> <p>6: very quiet tapping. Older children can shut their eyes.</p> <p>7: start tapping the ground at the front and tap round to the back of you.</p> | <p>This song is excellent when used with rhythm sticks.</p> <p>These children will be able to do some of the actions and they can watch you do the others, or you could do them together</p> <p>1: tap the sticks</p> <p>2: fall from the sky</p> <p>3: tap the ground</p> <p>4: dance the sticks with the ends on the ground</p> <p>5: slide the sticks on the ground</p> <p>6: very quiet tapping Older children can shut their eyes.</p> <p>7: start tapping the ground at the front and tap round to the back of you.</p> | <p>This song is excellent when used with rhythm sticks.</p> <p>These children will enjoy doing the actions that are listed below.</p> <p>1: tap the sticks</p> <p>2: fall from the sky</p> <p>3: tap the ground</p> <p>4: dance the sticks with the ends on the ground</p> <p>5: slide the sticks on the ground</p> <p>6: very quiet tapping Older children can shut their eyes.</p> <p>7: start tapping the ground at the front and tap round to the back of you.</p> |

LOVE SOMEBODY

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>Suggested actions are listed on the song sheet.</p> <p>Do the actions while looking into the child's eyes and change the last line to: "Love somebody and it is you."</p> | <p>Suggested actions are listed on the song sheet.</p> <p>If you are in a one to one situation you could do the actions while looking into the child's eyes and change the last line to: "Love somebody and it is you."</p> | <p>Suggested actions are listed on the song sheet.</p> <p>If you are in a one to one situation you could do the actions while looking into the child's eyes and change the last line to: "Love somebody and it is you."</p> |

BLOW UP A BALLOON

BABIES

Take the balloon (real if you like), and blow it up a little then let it go for the “pop” bit. As some children develop a fear of popping balloons make sure that if you use a real balloon you do the action well away from the child and ensure that you start by only blowing the balloon up a little way.

WALKING - 3

Take an imaginary balloon out of your pocket. Pretend that your fist is the hole that you blow into.

“Blow up...” - blow into fist.

“Blow up...” – repeat.

“Blow and blow...” - use both hands to indicate that the balloon is getting larger, until they are wide apart.

“Pop” – clap.

“Where did...” - hands palm up in a questioning gesture.

Children of this age will enjoy doing the actions to this song, especially when they have seen it once before. The first time through they are usually focused on the “story” of the balloon and “what is going to happen next?”

3 PLUS

Take an imaginary balloon out of your pocket. Pretend that your fist is the hole that you blow into.

“Blow up...” - blow into fist.

“Blow up...” – repeat.

“Blow and blow...” - use both hands to indicate that the balloon is getting larger, until they are wide apart.

“Pop” – clap.

“Where did...” - hands palm up in a questioning gesture.

MA IS WHITE

BABIES

This song gives the Maori words for some colours.

Provide the child with an instrument and help them to keep the beat using the instrument.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

WALKING - 3

This song gives the Maori words for some colours

Provide the child with an instrument and help them to keep the beat using the instrument.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

3 PLUS

This song gives the Maori words for some colours

Provide the child with an instrument and help them to keep the beat using the instrument.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

SNAIL, SNAIL

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>This song could be used for rhythm or massage.</p> <p>Provide the child with an instrument and help them to keep the beat using the instrument.</p> <p>Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.</p> <p>Massage the child's back as though it is a snail shell.</p> | <p>Verse 1: Have the children crouch and pretend to be snails that are being very still.</p> <p>Verse 2: Encourage the children to move around slowly, with their "snail house" You could put a scarf over their backs and then get them to move.</p> <p>Verse 3: Look for 'food' and make munching actions.</p> | <p>Verse 1: Have the children crouch and pretend to be snails that are being very still.</p> <p>Verse 2: Encourage the children to move around slowly, with their "snail house" You could put a scarf over their backs and then get them to move.</p> <p>Verse 3: Look for 'food' and make munching actions.</p> |

BINGO

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.</p> | <p>Suggested actions are listed on the song sheet.</p> | <p>Suggested actions are listed on the song sheet.</p> |

THE LITTLE GREEN FROG

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.</p> | <p>Suggested actions are listed on the song sheet.</p> | <p>Suggested actions are listed on the song sheet.</p> |

FIVE CURRANT BUNS

BABIES

Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.

WALKING - 3

Suggested actions are listed on the song sheet.

3 PLUS

Suggested actions are listed on the song sheet.

As a fun activity you could make five currant buns out of papier-maché and then have them to give to the children to take away.

Shredded paper makes great papier-maché (mix with wallpaper paste) and it can be moulded easily. If the shape to be made is big, make sure the centre is hollow or had crumpled newspaper or wire netting inside so that it will dry.

Paint with water-based house paint to make them last a bit longer

E TE ATUA

BABIES

This is quiet music, which can be used for massage (there are lots of good books on baby massage - or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child has, e.g. feet, hands, back of the neck and ears - all very sensitive places and the feather gives lots of information to the sensory system), swaying, or just quietly listening to.

WALKING - 3

This is quiet music, which can be used for massage (gently massage parts of the body), scarf or balloon activities, etc.

Scarves (light fabric, such as silk or chiffon):

Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, or throw it up in the air.

Balloons: Throw the balloons up, or kick them. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well, as it is light and easy for them to manoeuvre

3 PLUS

This is quiet music, which can be used for massage, scarf or balloon activities, etc.

Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, or throw it up in the air.

Balloons: Throw the balloons up, or kick them. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre.

Also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.

MY BODY

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>This song sends a powerful message to all children about being in control of their body. While there is the “abuse situation” it is really about allowing children to say, “You are tickling me too much”, “That is too hot”, “I’m too tired to walk that far”, etc. Even a baby needs to hear these messages and at this age they let you know through their cry that something is not OK.</p> <p>This is quiet music, which can be used for massage (there are lots of good books on baby massage - or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child has, e.g. feet, hands, back of the neck and ears - all very sensitive places and the feather gives lots of information to the sensory system), swaying, or just quietly listening to.</p> | <p>This song sends a powerful message to all children about being in control of their body. While there is the “abuse situation” it is really about allowing children to say, “You are tickling me too much”, “That is too hot”, “ I’m too tired to walk that far”, etc.</p> <p>This is quiet music, which can be used for massage (gently massage parts of the body), scarf or balloon activities, etc.</p> <p>Scarves (light fabric, such as silk or chiffon):</p> <p>Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, or throw it up in the air.</p> <p>Balloons: Throw the balloons up, or kick them. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well, as it is light and easy for them to manoeuvre.</p> | <p>This song sends a powerful message to all children about being in control of their body. While there is the “abuse situation” it is really about allowing children to say, “You are tickling me too much”, “That is too hot”, “ I’m too tired to walk that far”, etc.</p> <p>This is quiet music, which can be used for massage, scarf or balloon activities, etc.</p> <p>Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, or throw it up in the air.</p> <p>Balloons: Throw the balloons up, or kick them. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre.</p> <p>Also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.</p> |

I’M A LITTLE PIECE OF TIN

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>This music can be used as a rhythm song or you could dance with the baby and ‘drive’ around the room.</p> | <p>Have the children ‘drive’ around or just sit still and use the ‘steering wheel’.</p> <p>For the last section: Honk: pull on ear Rattle: shake head Crash: heel of hand on chin Beep: toot nose with finger</p> <p>Children of this age will do some of the actions for the last section but they will enjoy watching you.</p> | <p>Have the children ‘drive’ around or just sit still and use the ‘steering wheel’.</p> <p>For the last section: Honk: pull on ear Rattle: shake head Crash: heel of hand on chin Beep: toot nose with finger</p> <p>These actions are good for helping the children to cross the midline.</p> |

BAA BAA BLACK SHEEP

Baa, baa, black sheep, have you any wool?

Yes sir, yes sir, three bags full.

One for the master, and one for the dame,

And one for the little boy who lives down the lane.

HEAD, SHOULDERS, KNEES & TOES

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes

HICKORY DICKORY DOCK

Hickory Dickory Dock.

move from side to side like a pendulum

The mouse ran up the clock.

run your fingers up an arm or leg

The clock struck one.

hold one finger up

The mouse ran down.

run the fingers down the leg or arm

Hickory Dickory Dock.

move from side to side

RA WHANAU (HAPPY BIRTHDAY)

Ra whanau ki a koe

Happy birthday to you

Ra whanau ki a koe

Happy birthday to you

Nga mihi ki a...

Greetings to...

Ra whanau ki a koe

Happy birthday to you.

ALICE THE CAMEL

Alice the camel has five humps

Hold up five fingers and dance them around

Alice the camel has five humps

Alice the camel has five humps

Go, Alice, go!

Pretend to ride a horse/camel

Alice the camel has four...

Repeat with four fingers...

Alice the camel has three...

Repeat with three fingers...

Alice the camel has two....

Repeat with two fingers...

Alice the camel has one...

Repeat with two fingers...

Alice the camel has no humps

Hold up a fist

Alice the camel has no humps

Alice the camel has no humps

Coz Alice is a horse

Hands up in the air

PEEK A BOO

Can you play at

(Hide face behind hands)

peek a boo?

(move hands to one side)

I can play at

(Hide face behind hands)

peek a boo.

(Move hands to other side)

Are you there?

(Hide face behind hands)

Yes, I am.

(Move hands to other side)

Are you there?

(Hide face behind hands)

Yes, I am.

(Move hands to other side)

Peek a peek a peek a peek a BOO

(Hide face and separate on BOO)

HAPPINESS

Happiness is something if you give it away

Give it away, give it away

Happiness is something if you give it away

And it comes right back to you.

Chorus:

It's just like a magic penny

Hold on tight and you don't get any

But lend it, spend it, give it away

And it comes right back to you.

A smile is something ...

Love is something...

Give self a big cuddle, open one arm out

open out other arm and then both again

cuddle, open both hands out

roll them back in towards you

hold hand out with imaginary penny

make a fist and then cross arms over chest.

open one arm out, then the other

roll them back towards you

Repeat actions but make an exaggerated smile with the hands over the mouth area for "A smile.."

Repeat actions but cross hands over chest for "Love is..."

OMA RAPETI

Translation

Oma rapeti, oma rapeti, oma, oma, oma.

Oma rapeti, oma rapeti, oma, oma, oma.

Haere, haere, haere ki a koe

Oma rapeti, oma rapeti, oma, oma, oma.

Run rabbit, run rabbit, run, run, run

Run rabbit, run rabbit, run, run, run

Welcome to you

Run rabbit, run rabbit, run, run, run

Actions

Oma rapeti, oma rapeti, oma, oma, oma.

Oma rapeti, oma rapeti, oma, oma, oma.

Haere, haere, haere ki a koe

Oma rapeti, oma rapeti, oma, oma, oma.

Rabbit jump your hands for the run word

and make rabbit ears for the rabbit.

Wave 'hello'.

Repeat above actions

THE BEAR

| | |
|------------------------------------|---|
| The bear went over the mountain | Make bear ears, over action with hand |
| The bear went over the mountain | and then make a mountain with both hands. |
| The bear went over the mountain | Repeat 3x |
| To see what he could see | Use hand to indicate looking |
| And all that he could see | Keep looking |
| And all that he could see | keep looking |
| Was the other side of the mountain | Over action with hand, make mountain |
| The other side of the mountain | |
| The other side of the mountain | |
| Was all the he could see | Looking action |

LITTLE ARABELLA MILLAR

| | |
|---|---|
| Little Arabella Millar | Use one hand as the caterpillar and creep it up the other arm |
| Found a woolly caterpillar | Change arms |
| First it crawled upon her mother | Change again |
| Then upon her baby brother | Change again |
| All said, "Arabella Millar, take away that caterpillar." | Carefully pick up the caterpillar and put it on the floor |

TEDDY BEARS' PICNIC

If you go down in the woods today

You're sure of a big surprise

If you go down in the woods today

You'd better go in disguise

For every bear that ever there was

Will gather there for certain because

Today's the day the Teddy Bears have

Their picnic

Picnic time for Teddy Bears

The little Teddy Bears are having a

Lovely time today

Watch them, catch them unawares

And see them picnic on their holiday

See them gaily gad about

They love to play and shout

They never have any cares

At six o'clock their Mummies and Daddies

Will take them home to bed

Because they're tired little Teddy Bears

INCY WINCY SPIDER

Incy Wincy Spider climbed up the water spout
Down came the rain and washed poor Incy out
Out came the sunshine and dried up all the rain
So, Incy Wincy Spider climbed up the spout again

Thumb to fore finger walk them up
Make falling rain with fingers
Make a big circle with arms
Walk fingers up

PUNGAWEREWERE

| | | |
|----------------------|------------------------|--|
| Pungawerewere | Spider | Walk fingers up arm |
| Pungawerewere | Spider | |
| Pungawerewere | Spider | |
| Mahia to whare e | Making your house | Bang fists (building) and them trace a |
| Mahia to whare e | Making your house | house shape with hands |
| Haere atu, hoki mai | Go out - come in | roll hands out and then back |
| Haere atu, hoki mai | Go out - come in | |
| Haere atu, hoki mai | Go out - come in | |
| Mahia to whare e | Making your house | repeat as above |
| Mahia to whare e | Making your house | |
| Honohono tia ra | Join the web | join fingers together one at a time |
| Honohono tia ra | Join the web | |
| Honohono tia ra | Join the web | |
| Mahia to whare e | Making your house | repeat as above |
| Mahia to whare e | Making your house | |
| Haere atu ki te huna | Go out and hide | one hand is the house the other the |
| Haere atu ki te huna | Go out and hide | spider. Run the spider behind your back. |
| Haere atu ki te huna | Go out and hide | |
| Kua oti to whare e | Your house is finished | repeat as above |
| Kua oti to whare e | Your house is finished | |

JOHNNY TAPS WITH ONE HAMMER

Johnny taps with one hammer

Tap with one fist

One hammer one hammer

Johnny taps with one hammer

Then he taps with two

Two

Tap with both fists

Three

Two fists and one foot

Four

Two fists and both feet

Five ...

Two fists, both feet and nod head

Then he goes to sleep

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands

If you're happy and you know it, clap your hands

If you're happy and you know it, then you'll really want to show it

If you're happy and you know it, clap your hands

...nod your head

...stamp your feet

...say "Ha ha"

...do all four

LOOBY LOO

Here we go Looby Loo
Here we go Looby Light
Here we go Looby Loo
All on a Saturday night

Walk in a circle

I put my right hand in
I put my right hand out
I shake it a little a little
Then turn myself about

Follow the instructions

I put my left foot in...
I put my head right in ...
I put my whole self in ...

ONE ELEPHANT

One elephant

make a trunk

Went out to play

Upon a spider's web

make a web shape with fingers

One day

He found it such

Make a big circle with arms

Enormous fun

That he called for

Hands on knees and wiggle bottom

Another elephant

To come

Two elephants ...

Three elephants

went out to play

Upon a spiders web

One day

The web went creak

The web went crack

All of the elephants

Went running back

SIX LITTLE DUCKS

Six little ducks that I once knew flap elbows
Fat ones, skinny ones, they were too indicate "big", indicate "skinny"
But the one little duck with the feathers on his back make a feather on the back with hand
He ruled the others with his "Quack, quack, quack" quacking bill made by fingers
Quack, quack, quack. Quack, quack, quack.
He ruled the others with his "Quack, quack, quack"

Down to the river they would go flap elbows
Wobble wobble, wobble wobble, to and fro wobble from side to side
But the one little duck with the feathers on his back repeat as above

Home from the river they would come repeat as above
Wobble wobble, wobble wobble ho-hum-hum
But the one little duck with...

WHERE IS THUMBKIN?

Where is Thumbkin?

hide fingers behind back

Where is Thumbkin?

Here I am, here I am.

bring out the thumb

How are you today sir?

Very well, I thank you.

Run away, run away

Kei hea koroa?

Where is pointer?

Kei hea koroa?

Kei konei

Kei konei

Kei te pehea koe?

Kei te pai au e

Haere atu

Haere atu

Where is tall man?

Kie hea manawa?

Where is ring finger?

Where is baby? ...

Where are all the men? ...

THE STORY OF JAWS

| | | |
|-------------------------------------|-----------------|--------------------------------|
| Now here's a story | dim dim dim dim | Hands like book |
| About Jaws | dim dim dim dim | Finger in the air |
| And Baby Jaws | dim dim dim dim | Small vertical arm clap |
| And Mama Jaws | dim dim dim dim | Med vertical arm clap |
| And Papa Jaws | dim dim dim dim | Big vertical arm clap |
| And Grandma Gums | dim dim dim dim | Medium vertical knuckle 'clap' |
| And Grandpa Gums | dim dim dim dim | Big vertical knuckle 'clap' |
| | | |
| Now here's a lady | dim dim dim dim | Body shape |
| By the sea | dim dim dim dim | Waves |
| Oh won't you come and swim with me? | | Beckon |
| | | |
| By the sea | dim dim dim dim | Waves |
| Along came Jaws | dim dim dim dim | Finger in the air |
| Hungry Jaws | dim dim dim dim | Jaws |
| Angry Jaws | dim dim dim dim | Jaws angry |
| Ferocious Jaws | dim dim dim dim | Jaws wild |
| | | |
| scream | | |
| | | |
| Away swam Jaws | dim dim dim dim | Finger in the air |
| And Baby Jaws | dim dim dim dim | Small vertical arm clap |
| And Mama Jaws | dim dim dim dim | Med vertical arm clap |
| And Papa Jaws | dim dim dim dim | Big vertical arm clap |
| And Grandma Gums | dim dim dim dim | Medium vertical knuckle 'clap' |
| And Grandpa Gums | dim dim dim dim | Big vertical knuckle 'clap' |
| | | |
| Yeah | | Thumbs up |

DO YOUR EARS HANG LOW?

Do your ears hang low?

Circle hands down from each ear

Do they wobble to and fro?

Sway hands from side to side

Can you tie them in a knot?

Make knot-tying actions

Can you tie them in a bow?

Make bow-tying actions

Can you toss them over your shoulder

Toss them over one shoulder

Like a regimental soldier?

Salute

Do your ears hang low?

Circle hands down from each ear

SOMEONE'S IN THE KITCHEN WITH DINAH

Someone's in the kitchen with Dinah

Someone's in the kitchen I know I know

Someone's in the kitchen with Dinah

Strumming on the old banjo

Fee, fie, fiddle-ee-i-o

Fee, fie, fiddle-ee-i-o

Fee, fie, fiddle-ee-i-o

Strumming on the old banjo

Fee plonk, fie plonk, fiddle-ee-i-o plonk

Fee plonk, fie plonk, fiddle-ee-i-o plonk

Fee plonk, fie plonk, fiddle-ee-i-o plonk

Strumming on the old banjo

MA IS WHITE

Ma is white

Whero is red

Kakariki green

Mango is black

Pango is too

A E I O U

Wera is hot

Maku is wet

Makariri cold

Ua is raining

Mahana is warm

A E I O U

LOVE SOMEBODY

Love somebody, yes I do

Cross hands over heart, nod with closed fist

Love somebody, yes I do

(signing for "yes")

Love somebody, yes I do

Love somebody,

And yes, it's you.

Point to the person

BINGO

There was a farmer had a dog

And Bingo was his name o

B I N G O

B I N G O

B I N G O

And Bingo was his name o

... (Clap) I N G O....

... (X) (X) N G O....

...(X) (X) (X) G O....

... (X) (X) (X) (X) O....

... (X) (X) (X) (X) (X)....

FIVE CURRANT BUNS

Five currant buns in the baker's shop

Hold up five fingers

Round and fat with sugar on the top

Make round shape with hands, tap head

Along came ... with a cent one day

Hold money in hand

And they bought a currant bun

Pick up bun

And took it right away

Four...

Three....

Two....

One....

No....

LITTLE GREEN FROG

Galumph went the little green frog last night

Frog jump hands

Galumph went the little green frog

Galumph went the little green frog last night

And his eyes go gloop, gloop, gloop

Open and shut hands over eyes

We all know that frogs go

(clap) la-de-da-de-da

Hands side to side after clap

(clap) la-de-da-de-da

(clap) la-de-da-de-da

We all know that frogs go

(clap) la-de-da-de-da

And their eyes go gloop, gloop, gloop

Open and shut hands over eyes

I'M A LITTLE PIECE OF TIN

I'm a little piece of tin

Nobody knows what shape I'm in

I've got four wheels and a running board

I'm not a Chevy and I'm not a Ford

Honk, honk, rattle, rattle, crash, beep, beep

Honk, honk, rattle, rattle, crash, beep, beep

Honk honk

E TE ATUA

E te Atua, aroha mai

O God shower us with love

E te Atua, aroha mai

E te Atua, aroha mai

Ake, ake tonu e

For ever and ever

Ake, ake tonu e

E te Atua manaaki mai

O God bless us

E te Atua manaaki mai

E te Atua manaaki mai

Ake, ake tonu e

For ever and ever

Ake, ake tonu e

E te Atua, awhina mai

O God help us

E te Atua, awhina mai

E te Atua, awhina mai

Ake, ake tonu e

For ever and ever

Ake, ake tonu e

SING A SONG - VOLUME 2

| | Song Name | Composer Name |
|----|---------------------------------|------------------------|
| 1 | What Do You Think My Name Is? | Traditional |
| 2 | Animal Crackers | Henderson/Ceases/Kohle |
| 3 | Old Macdonald Had a Farm | Traditional |
| 4 | Mary Had a Little Lamb | Traditional |
| 5 | One Little Pig Went Out to Play | Traditional |
| 6 | Gallop Away | Joan Stevens |
| 7 | Tadpole Blues | Peter Combe |
| 8 | Hot Potato | Traditional |
| 9 | Obwisana | Traditional Adapted |
| 10 | Waddley Archer | Traditional |
| 11 | Dr Knickerbocker | Traditional |
| 12 | Autumn Dance | Amelia Willis |
| 13 | Little Red Car | Arlo Guthrie |
| 14 | Paki Paki | Traditional |
| 15 | Look at You | T Grigg/B Ringrose |
| 16 | The Sheep Dog Song | Brian Ringrose |
| 17 | This Little Pig (Jazz) | Irwig |
| 18 | What's New Pussy Cat? | David Bacharach |
| 19 | Dingle Dangle Scarecrow | Traditional |
| 20 | Humpty Dumpty | Traditional |
| 21 | Rocket Ship | Canwell/Wilson |
| 22 | Brush Your Teeth | Traditional |
| 23 | Skippy | Eric Jupp |
| 24 | Old King Cole | Traditional |
| 25 | Crash Bang | Traditional Adapted |
| 26 | Little Bo Peep | Traditional |
| 27 | Kiwi Lullaby | Brian Ringrose |
| 28 | Pokarekare Ana | Tomoana |

SING A SONG - VOLUME 2

This collection of songs has many great opportunities for activities where the children keep the beat and it is a useful tape/CD for listening to in the car so it may feel as though the instructions are being repeated. There are lots of language extension opportunities and many Nursery Rhymes which are good to have in a child's musical vocabulary.

WHAT DO YOU THINK MY NAME IS?

BABIES

'Hello' songs for babies are excellent as they can hear their name used in another context. Sing hello songs after sleeps or when they have not seen you for a while.

WALKING - 3

The Hello song is excellent for this age group as they like to hear their names used in another context. Sing 'hello' songs when they have not seen you for a while or after sleeping – make them part of the child's routine. No accompaniment is necessary, just the sweet sound of a mother's (or caregiver's) voice. In a group setting a 'hello' song lets the children know that some particular part of a routine is about to begin.

3 PLUS

Children over 3 like to sing the Hello song themselves and they like to have their name in the song. In a group setting a 'hello' song lets the children know that some particular part of a routine is about to begin.

ANIMAL CRACKERS IN MY SOUP

BABIES

This song has an excellent beat and so is great for any age to accompany appropriate activities that keep the beat (e.g. dancing, instruments, body percussion) Examples of body percussion at this age are:

Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an "ahhhh" sound, or noisy kissing sounds.

WALKING - 3

This song has an excellent beat and so is great for any age to accompany appropriate activities that keep the beat (e.g. dancing, instruments, body percussion) Examples of body percussion at this age are:

Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an "ahhhh" sound, or noisy kissing sounds.

3 PLUS

This song has an excellent beat and so is great for any age to accompany appropriate activities that keep the beat (e.g. dancing, instruments, body percussion) Examples of body percussion at this age are:

Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an "ahhhh" sound, or noisy kissing sounds.

ONE LITTLE PIG

BABIES

This song talks about playing in a huge mud puddle. Roll your child around on the ground. For the young baby roll very slowly and carefully. Make sure that you roll the child both ways so that they get information to the brain about both directions.

WALKING - 3

Have the children roll on the ground as through they are pigs playing in a big mud puddle.

3 PLUS

If you have a small group of children they could be "Pig 1", "Pig 2", and "Pig 3", so that one pig goes and gets another pig as indicated in the words of the song.

Have them roll in the "mud".

OLD MACDONALD

BABIES

This song is all about animal noises, and children of all ages enjoy making the noises or watching and listening to you make them. When you are making the noises use your face expressively and make the noise in a slightly exaggerated way. There are many ways to say "Moo".

WALKING - 3

This song is all about animal noises, and children of all ages enjoy making the noises or watching and listening to you make them. When you are making the noises use your face expressively and make the noise in a slightly exaggerated way. There are many ways to say "Moo".

3 PLUS

This song is all about animal noises, and children of all ages enjoy making the noises or watching and listening to you make them. When you are making the noises use your face expressively and make the noise in a slightly exaggerated way. There are many ways to say "Moo". For these children you may like to add in some large movements that match the animal; milking the cow, flapping wings for the duck, etc.

MARY HAD A LITTLE LAMB

BABIES

Nursery rhymes are an important part of a child's development as they have fun patterns of language, and they connect the generations.

This song is good for 'keeping the beat' activities.

WALKING - 3

Nursery rhymes are an important part of a child's development as they have fun patterns of language, and they connect the generations.

This song is good for 'keeping the beat' activities.

3 PLUS

Nursery rhymes are an important part of a child's development as they have fun patterns of language, and they connect the generations.

This song is good for 'keeping the beat' activities.

GALLOP AWAY

BABIES

Hold the baby in your arms (they way you like to dance with them) and do gentle galloping steps with the child. This is a contrast to other types of dancing you may do with the child, e.g. waltzing or jiggling. As the child gets stronger make the galloping more bouncy and obviously different to other movements.

WALKING - 3

Demonstrate galloping movements for the children of this age. Some will be able to do it and others will run. However the way they extend their range of movements is to see others doing things and to be given the opportunity to do it themselves.

3 PLUS

Encourage the children to gallop around the room. Change directions as well and see if they can change their leading leg while they are galloping. This extension of this activity is good as a "crossing the mid-line" activity.

TADPOLE BLUES

BABIES

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

WALKING - 3

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

3 PLUS

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

HOT POTATO

BABIES

Use this song to pass different things to the child, a ball for the potato, string (or yarn) for the spaghetti, and a small bean bag. Let them have time to feel the different things that you pass them.

WALKING - 3

Have the children in pairs or do this with a small group. The aim is to get them to pass something to another person. Have enough of each thing for the children to have one each, 3 potato things (balls) if there are three children, 3 pieces of spaghetti (string) and three bean bags.

Only have one set of things out at a time, starting with the "potato" things. Take the potato things away as you move to the spaghetti, and so on.

You will be surprised at how, with a bit of practice, the children will become good at this quite quickly. Another approach is to pause the music or sing the song so that you can stop between verses and rearrange things.

3 PLUS

This is an excellent tactile experience.

Sit the children in a circle and have several items for each thing indicated in the song (say you have 10 children, then have 4 or 5 potato items and 4 or 5 pieces of string and 4 or 5 bean bags).

Approach 1: When the song starts, pass the potato things around the circle. Then pause the music and change the item that you are using, say string (spaghetti) next.

Approach 2: You will need fewer things for this approach but it does require the children to use more skills.

Start passing around the potato things and then when the words start talking about spaghetti, add in the spaghetti, and then add in the bean bags. The children will feel a range of things one after another and their senses will be working at full capacity coping with the variety of objects, the music, and their peers!!! This often turns into a bit of a muddle but it is fun.

OBWISANA

BABIES

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

WALKING - 3

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

3 PLUS

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

WADDLEY ARCHER

BABIES

See the suggested actions on song sheets. A baby will not usually be able to do these actions but you can do it for them. Their brain will be getting interesting messages from both sides of the body

WALKING - 3

Modify the actions on the song sheet to suit the age of the child. There is quite a large amount of mid-line crossing and children this age are challenged by too much, so make some simple actions that still include the essence.

3 PLUS

See the song sheets for the suggested actions.

This song involves the children in crossing the mid-line repeatedly and they can become well skilled at this if they are offered opportunities to practice.

DR KNICKERBOCKER

BABIES

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.). Check out the suggested actions on the song sheet. You may like to tap the body parts of the baby that are indicated in the song.

WALKING - 3

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.). There are also some suggested actions on the song sheet which can be modified to suit this age.

3 PLUS

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.). There are also some suggested actions on the song sheet.

AUTUMN DANCE

BABIES

This is quiet music, which can be used for hands-on massage (there are many good books on baby massage, or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child may have, e.g. feet, hands, back of the neck, ears, all of which are very sensitive places, and the feather gives lots of information to the sensory system), swaying, or just quietly listening to.

WALKING - 3

This is quiet music, which can be used for hands-on massage (gently massage parts of the body) or scarf or balloon activities.

Scarves (light fabric, e.g. silk or chiffon): Encourage the child to hold the scarf and swish it from side to side, and move it in circles, hide underneath it, and throw it up in the air.

Balloons: Throw the balloons up, and/or kick them. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.

Talk about leaves blowing about in the wind.

3 PLUS

This is quiet music, which can be used for massage, or scarf or balloon activities.

Scarves (light fabric, e.g. silk or chiffon): Encourage the child to hold the scarf and swish it from side to side, and move it in circles, hide underneath it, and throw it up in the air.

Balloons: Throw the balloons up, and/or kick them. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.

This is also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.

LITTLE RED CAR

BABIES

Hold the baby on your knee and make driving actions for the chorus "Little red car...". Make sure you turn lots of corners so that the child moves from side to side.

For the verses ("pump up the tyres", "wash all the windows", etc.), make actions that show what is happening to the car and adapt them to be a massage for the child e.g. 'wash' the child, move your hands from the toes to the top to "fill up with petrol". The verses repeat before they add in the new one so this is a mathematics patterning exercise.

WALKING - 3

Make driving actions for the chorus "Little red car...".

For the verses ("pump up the tyres", "wash all the windows", etc.), make actions that show what is happening to the car. The verses repeat before they add in the new one so this is a mathematics patterning exercise.

3 PLUS

Make driving actions for the chorus "Little red car...".

For the verses ("pump up the tyres", "wash all the windows", etc.), make actions that show what is happening to the car. The verses repeat before they add in the new one so this is a mathematics patterning exercise.

PAKIPAKI

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>See the song sheet for the actions and adapt them to use with your baby. Apart from the clapping, all the actions are good to do with the child in the 'dancing with your child' hold. Clapping, dancing, turning around, jumping or lifting the child up and down, little running steps, swaying your hips from side to side, stamping and haka, (feet apart, stamp one foot on the ground while swaying the hips towards the stamp).</p> <p>Exaggerate the movements so that you provide contrasts for the child. Tailor your enthusiasm to the age of the child, a young 2 week old baby will like gentle contrasts whereas a 6 month old will like a more bouncy dance.</p> | <p>The actions and the translation are included with the song sheet.</p> <p>This traditional Maori song is a favourite for many New Zealand children. It has a good beat and the actions allow a variety of ages of children to participate.</p> | <p>The actions and the translation are included with the song sheet.</p> <p>This traditional Maori song is a favourite for many New Zealand children. It has a good beat and the actions allow a variety of ages of children to participate.</p> |

LOOK AT YOU

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|---|
| <p>Position the baby so that you can make eye contact with them. Sing the words of the song to the child while you look at them. Singing about how wonderful they are is another way of getting your message across to the child. Massage the fingers and hands for the finger verse, make circles around their eyes for the eye verse (Brain Gym® Lazy Eights are a good idea if you know about Brain Gym® - see "Learning to Learn", C Ward and J Daly), and massage the toes and feet for the toes verse.</p> <p>Use the child's name in the middle verse.</p> | <p>Position the baby so that you can make eye contact with them. Sing the words of the song to the child while you look at them. Singing about how wonderful they are is another way of getting your message across to the child. Massage the fingers and hands for the finger verse, make circles around their eyes for the eye verse (Brain Gym® Lazy Eights are a good idea if you know about Brain Gym® - see "Learning to Learn", C Ward and J Daly), and massage the toes and feet for the toes verse.</p> <p>Some children of this age will not sit still for a song like this but it is worth attempting.</p> | <p>This song is aimed at younger children. However, there may be some children who enjoy being massaged, in which case use the instructions for the walking to 3 year old children.</p> <p>Some children may like to sing this to a teddy or doll as part of their dramatic play.</p> |

THE SHEEP DOG SONG

BABIES

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

WALKING - 3

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

3 PLUS

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

THIS LITTLE PIG (JAZZ)

BABIES

Squeeze the child's fingers 1,2,3,4,5.

For the rhyme, wriggle each finger in turn, starting with the thumb.

WALKING - 3

Either squeeze the child's fingers or show them how they could stand them up one at a time. Start with the little finger so that the thumb will hold down the other fingers. Most children of this age will find this challenging on their own, but will enjoy it with the help of an adult.

Wriggle each finger for the rhyme section (see song sheet) or have the child stand the fingers up one at a time.

3 PLUS

Have the children stand their fingers up one at a time, 1,2,3,4,5.

Start with the little finger so that the thumb will hold down the other fingers.

For the rhyme, let them copy you, standing each finger up one at a time. Starting with the thumb this way is fine as they only have one finger up at a time.

See song sheet for the words.

WHAT'S NEW, PUSSYCAT?

BABIES

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

WALKING - 3

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

3 PLUS

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

HUMPTY DUMPTY

BABIES

Traditional nursery rhyme. Sit the child on your knee as the "wall" and then hold the child but make a "falling" action off the wall. Then "ride" the child on your knee, making bouncy actions.

WALKING - 3

Have the children sit on a low stool or something similar that is low to the ground. Encourage them to act out falling off the wall and then have them be the King's men riding horses.

3 PLUS

Have the children sit on a low stool or something similar that is low to the ground. Encourage them to act out falling off the wall and then have them be the King's men riding horses.

DINGLE DANGLE SCARECROW

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|--|
| <p>The actions for older children are listed on the song sheet.</p> <p>Adapt the actions so that the baby goes from low on the ground to sitting on your knee where you can put their arms out, shake their hands and then their legs. The adult sitting on a chair is probably the easiest way to achieve this.</p> | <p>See the song sheet for the actions.</p> <p>These actions can be managed by a wide variety of ages.</p> | <p>See the song sheet for the actions.</p> <p>These actions can be managed by a wide variety of ages</p> |

ROCKET SHIP

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|---|
| <p>Hold the baby in a 'flying' position and 'fly' them around the room. It is very good for a baby to move around in space as the vestibular system is stimulated.</p> | <p>Have the children crouch down and countdown to blast-off. Then 'fly around' in a rocket ship.</p> | <p>Have the children crouch down and countdown to blast-off. Then 'fly around' in a rocket ship. Encourage the children to do some slow space walking; big steps and wobble</p> |

BRUSH YOUR TEETH

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|--|
| <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> | <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> <p>For the "You brush your teeth..." section, have the children make teeth brushing actions. If you do this it may be better to do body percussion (patting, etc.) rather than instruments.</p> | <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> <p>For the "You brush your teeth..." section, have the children make teeth brushing actions.</p> |

SKIPPY

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|---|
| <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> | <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> | <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> |

OLD KING COLE

BABIES

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

WALKING - 3

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

3 PLUS

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

CRASH BANG

BABIES

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

WALKING - 3

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).

3 PLUS

This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.). Children of this age love to sing this song. It seems to appeal to their senses of humour.

KIWI LULLABY

BABIES

This is quiet music, which can be used for hands-on massage (there are many good books on baby massage, or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child may have, e.g. feet, hands, back of the neck, ears, all of which are very sensitive places, and the feather gives lots of information to the sensory system), swaying, or just quietly listening to.

WALKING - 3

This is quiet music, which can be used for hands-on massage (gently massage parts of the body) or scarf or balloon activities.

Scarves (light fabric, e.g. silk or chiffon): Encourage the child to hold the scarf and swish it from side to side, and move it in circles, hide underneath it, and throw it up in the air.

Balloons: Throw the balloons up, and/or kick them. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.

Talk about leaves blowing about in the wind.

3 PLUS

This is quiet music, which can be used for massage, or scarf or balloon activities.

Scarves (light fabric, e.g. silk or chiffon): Encourage the child to hold the scarf and swish it from side to side, and move it in circles, hide underneath it, and throw it up in the air.

Balloons: Throw the balloons up, and/or kick them. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.

This is also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.

LITTLE BO PEEP

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|---|
| <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> | <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> | <p>This song has an excellent beat and so is great for any age-appropriate activities that keep the beat (dancing, instruments, body percussion, etc.).</p> |

POKAREKARE ANA

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|--|
| <p>This traditional Maori song is also quiet music, which can be used for hands-on massage (there are many good books on baby massage, or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child may have, e.g. feet, hands, back of the neck, ears, all of which are very sensitive places, and the feather gives lots of information to the sensory system), swaying, or just quietly listening to.</p> | <p>This traditional Maori song is also quiet music, which can be used for hands-on massage (gently massage parts of the body) or scarf or balloon activities.</p> <p>Scarves (light fabric, e.g. silk or chiffon): Encourage the child to hold the scarf and swish it from side to side, and move it in circles, hide underneath it, and throw it up in the air.</p> <p>Balloons: Throw the balloons up, and/or kick them. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.</p> | <p>This traditional Maori song is also quiet music, which can be used for massage, or scarf or balloon activities.</p> <p>Scarves (light fabric, e.g. silk or chiffon): Encourage the child to hold the scarf and swish it from side to side, and move it in circles, hide underneath it, and throw it up in the air.</p> <p>Balloons: Throw the balloons up, and/or kick them. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.</p> <p>This is also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.</p> |

WHAT DO YOU THINK MY NAME IS?

What do you think my name is?

I wonder if you know.

My name is ...

Hello, hello, hello, hello, hello, hello hello.

AUTUMN DANCE

Dancing like the leaves

Falling from the trees

Round and round

And round and round

Dancing like the leaves

Swaying like the trees

Shaking all the leaves

Back and forth and

Back and forth

Swaying like the trees

Skipping like the breeze

Scattering the leaves

Up and down and

Up and down

Skipping like the breeze

OLD MACDONALD

Old Macdonald had a farm, e i e i o.

And on that farm he had a piglet.

E i e i o

With an oink, oink here and an oink, oink there

Here an oink, there an oink, everywhere an oink, oink

Old Macdonald had a farm, e i e i o.

And on that farm he had a duckling.

E i e i o

With a quack, quack here and a quack, quack there

Here a quack, there a quack, everywhere a quack, quack

Old Macdonald had a farm, e i e i o.

And on that farm he had a chicken.

E i e i o

With a cluck, cluck here and a cluck, cluck there

Here a cluck, there a cluck, everywhere a cluck, cluck

Old Macdonald had a farm, e i e i o.

And on that farm he had a lamb.

E i e i o

With a maa here and a maa there

Here a maa, there a maa, everywhere a maa, maa

Old Macdonald had a farm, e i e i o

MARY HAD A LITTLE LAMB

Mary had a little lamb, little lamb, little lamb

Mary had a little lamb it's fleece was white as snow

Everywhere that Mary went, Mary went, Mary went

Everywhere that Mary went the lamb was sure to go

It followed her to school one day, school one day, school one day

It followed her to school one day, which was against the rules.

It made the children laugh and play, laugh and play, laugh and play

It made the children laugh and play to see a lamb at school

ONE LITTLE PIG WENT OUT TO PLAY

One little pig went out to play

In a huge mud puddle one day

She found it such enormous fun

That she called for another little pig to come

Two little pigs went out to play

In a huge mud puddle one day

They found it such enormous fun

That they called for another little pig to come

Three little pigs went out to play

In a huge mud puddle one day

The mud went whoosh, the mud went splat

And all of a sudden they all fell flat

GALLOP AWAY

Gallop away, gallop away, see the horses gallop away

See them galloping down the lane,
Round the paddock and home again

HOT POTATO

Hot potato pass it on
Hot potato pass it on
Hot potato pass it on
Get rid of the hot potato

Lumpy bean bag pass it on

Wiggly spaghetti pass it on

OBWISANA

Obwisana sa nana
Obwisana sa
Obwisana sa nana
Obwisana sa

WADDLEY ARCHER

| | |
|---|--|
| Waddley Archer, Waddley Archer | uncrossed hands pat knees, cross arms and pat knees |
| Doodley do Doodley do | pat knees, touch nose, (one hand then the other) |
| Waddley Archer, Waddley Archer | repeat knee patting |
| Doodley do Doodley do | repeat nose and knee patting |
| It's just a simple song and there's nothing much to it | hands flat above knees cross twice and then change the top hand |
| All you've got to do is doodley do it | repeat knee patting and nose touch |
| I like the rest but the part I like best is | repeat crossed and uncrossed knee patting |
| Doodley Doodley do | repeat nose and knee patting |
| Quack, quack | making duck bill with hands and quack |

DOCTOR KNICKERBOCKER

| | |
|--|--------------|
| Doctor Knickerbocker knickerbocker number nine | |
| Well I just got back and I'm feeling fine | |
| Now let's get the rhythm of the hands | clap, clap |
| Now we've got the rhythm of the hands | clap, clap |
| Now let's get the rhythm of the feet | stamp, stamp |
| Now we've got the rhythm of the feet | |
| Now let's get the rhythm of the head | nod, nod |
| Now we've got the rhythm of the head | |
| Now let's get the rhythm of the hips | whoo-wee |
| Now we've got the rhythm of the hips | |
| Now let's get the rhythm of the number nine | crouch down |
| One two three four five six seven eight nine | jump up |

PAKIPAKI

Pakipaki, pakipaki

clap, clap

Tamariki ma

children

Pakipaki, pakipaki

clap, clap

Tamariki ma

children

Kanikani

dance

Hurihuri

turn around

E peke

jump

E oma

run

E hula

hula

Takahia

stamp

E Haka

haka!

LOOK AT YOU

Look at these toes, they are yours

They are yours, only yours

Look at these toes, they are yours

And you are very special

You're the only one that's quite like you

And that makes you very special

Look at these eyes ...

They are (child's name)

Look at these toes,...

SHEEP DOG SONG

I've got a dog, called 'Jess', she's a great sheep you see
People think that she's my pet, but she also works for me
She's not a big dog, or a small dog, but somewhere in between
But best of all, she's my sheep dog, the best sheep dog you've seen

She loves the wind blowing in her face, her ears flap in the breeze

She can ride on the truck or run beside

And jumps the gates with ease

She can bark loud, she can run fast, whenever there's a need
The sheep all keep their distance, when she goes at full speed
She is gentle with the small lambs, so she doesn't frighten them
She knows she's done a good job when the sheep are in the pen

She's a sheep dog, she's a neat dog, and at night when we get home

She has worked a full day and earned herself a bone

She's my dog, she's a farm dog, she's more than a pet

A better worker I might find, but I haven't found one yet

I've got a dog, called 'Jess', she's a great sheep you see
People think that she's my pet, but she also works for me
People think that she's my pet, but she also works for me

DINGLE DANGLE SCARECROW

When all the cows were sleeping

Lie on the ground

And the sun had gone to bed

Up jumped the scarecrow and this is what he said

Jump up

Chorus

I'm a dingle dangle scarecrow with a flippy floppy hat

Arms out like a scarecrow, nod head

I can shake my hands like this

Shake hands

And shake my legs like that

Shake one leg and then the other

When all the hens were roosting

Repeat actions but roost like a hen

And the moon behind a cloud

Up jumped the scarecrow and shouted very loud

Chorus

When dogs were in their kennels

Repeat actions as a dog in a kennel

And pigeons in their loft

Up jumped the scarecrow and whispered very soft

Chorus

HUMPTY DUMPTY

Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall
All the King's horses and all the King's men
Couldn't put Humpty together again

THIS LITTLE PIG

| | |
|--|-------------|
| This little pig went to market | Thumb |
| This little pig stayed at home | Pointer |
| This little pig had roast beef | Tall finger |
| And this little pig had none | Ring finger |
| And this little pig went whoa, whoa, whoa whoa, can't find my way home. | Baby finger |

OLD KING COLE

Old King Cole was a merry old soul
And a merry old soul was he
He called for his pipe and he called for his bowl
And he called for his fiddlers three

Now every fiddler had a fiddle so fine
And a very fine fiddle had he
Oh there's none so rare as can compare
With King Cole and his fiddlers three

CRASH BANG

Dad's dropped the fish and chips upon the kitchen floor
Mum's locked herself outside, she's thumping on the door
Fred's dropped the hammer on his toe and made it sore
They're all just a little bit cross

Crash, bang, ouch
and whoops-a-daisy
Everyone is going crazy
Let's have a bit of peace and quiet in the house
You're all making too much noise
Shhh sh sh sh

LITTLE BO PEEP

Little Bo Peep has lost her sheep and doesn't know where to find them
Leave them alone and they will come home
Bringing their tails behind them.

Little Bo Peep fell fast asleep and dreamt she heard them bleating
But when she awoke she found it a joke for they were still all fleeting

Then up she took her little crook determined for to find them
She found them indeed but it made her heart bleed for they'd left their tails behind them

It happened one day as Bo Peep did stray into a meadow near by
There she a spied their tails side by side all hung on a tree to dry

She heaved a sigh and wiped her eye and over the hillocks went rambling
And tried what she could as a shepherdess would to tack each again to it's lambkin

KIWI LULLABY

Here's a lullaby for a Kiwi girl, a Kiwi boy

Anyone at all

Here's a lullaby for someone small

A simple lullaby

Think about what we did today

The fun we had, the games we played

Think about tomorrow

What will it bring?

POKAREKARE ANA

Pokarekare ana nga wai o Waiapu

Whiti atu koe hine, marino ana e

E hine e, hoki mai ra

Ka mate au e, te aroha e

SING A SONG - VOLUME 3

| | Song Name | Composer Name |
|----|------------------------------|----------------------|
| 1 | We'd Like to Say Hello | Brian Ringrose |
| 2 | What a Miracle | Hap Palmer |
| 3 | Fishing Blues | Henry Thomas |
| 4 | Boom Chick a Boom | Traditional |
| 5 | When You See a Friend | Traditional |
| 6 | Michael Row the Boat Ashore | Traditional |
| 7 | Hey Dee Ho | Traditional |
| 8 | The Llama | Brian Ringrose |
| 9 | Wind the Bobbin Up | Traditional |
| 10 | Oh, The More We Are Together | Traditional |
| 11 | The Giraffe | Brian Ringrose |
| 12 | Brahms' Lullaby | J Brahms |
| 13 | Music Music Music | B Baum/S Weiss |
| 14 | Birds Go Berserk | D Spencer/A Caswell |
| 15 | Singing in the Rain | A Freed/N Brown |
| 16 | Katrina the Kangaroo | Ralph McTell |
| 17 | Little Shell | Wood/McLaughlin |
| 18 | Come Read a Book Now | Hap Palmer |
| 19 | Bean Bag Alphabet Rag | Hap Palmer |
| 20 | Albert Ross | Ralph McTell |
| 21 | It's Time For Us to Go | T Grigg/S Hazledine |

WE'D LIKE TO SAY HELLO

BABIES

Hello songs for babies are excellent as they can hear their name in another context. Sing hello songs after sleeps or when they have not seen you for a while.

Kia ora, kia ora
Tena koutou, tena koutou
Kia ora, kia ora
Nga mihi nui ki a koutou

The Hello song is excellent for this

WALKING - 3

age group as they like to hear their name in another context. Sing hello songs when you have not seen them for a while or after sleeping – make them part of the child's routine. No accompaniment is necessary, just the sweet sound of a mother's (or caregiver's) voice. In a group setting a hello song lets the children know that some particular part of a routine is about to begin.

Kia ora, kia ora
Tena koutou, tena koutou
Kia ora, kia ora
Nga mihi nui ki a koutou

3 PLUS

Children over 3 like to sing the Hello song themselves and they like to have their name in the song. In a group setting a hello song lets the children know that some particular part of a routine is about to begin.

Kia ora, kia ora
Tena koutou, tena koutou
Kia ora, kia ora
Nga mihi nui ki a koutou

OH, WHAT A MIRACLE

BABIES

Hold the baby close to you and dance with them. For the chorus, "Oh what a miracle...", turn around in a small circle. Half of the chorus one direction and the rest turning the opposite way. For the verses, use the following actions:

Verse 1. Wings: Pat the child. Feet: Stamp your feet.

Verse 2. Beak: Tip the child gently upside down keeping your hand on the back of the neck and head for support (bend your own knees - see illustration). Legs: Bend and stretch your legs so that the child goes up and down.

Verse 3. Spine: move the child in a semi-circle, with their back to the ground (bend your own knees).

Legs: balance on one leg and lean to the side, then balance on the other leg and lean to the other side.

WALKING - 3

Follow the actions indicated in each verse; flapping wings, stamping feet, arms to make a beak, bending knees, moving spine, and balancing on one leg. If the child is unable to complete an action, help them by either moving their body parts or doing the action yourself and letting them watch you. For the chorus, "Oh what a miracle...", dance in a small circle either by yourself, in twos, or in a bigger group.

3 PLUS

Follow the actions indicated in each verse; flapping wings, stamping feet, arms to make a beak, bending knees, moving spine, and balancing on one leg. For the chorus, "Oh what a miracle...", dance in a small circle either by yourself, in twos or in a bigger group, or link elbows and dance in one direction for half of the chorus and then the opposite way for the second half.

FISHING BLUES

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>Dance with the baby in a quick-step rhythm (1, 2, 3, wait). Move from side to side for the first section, "Many fish bite...", then move forward and back for the next section, "Bet you're going fishing...", and in a circle for the instrumental sections.</p> | <p>This is a great song to bang something in time with or with which to play an accompanying instrument. The beat is very clear and is at a good speed to follow.</p> | <p>This is a great song to bang something in time with or with which to play an accompanying instrument. The beat is very clear and is at a good speed to follow.</p> <p>When children learn to keep the beat they find it much easier to participate in other activities that require them to keep the beat. Many sports involve keeping the beat, as does writing and dancing, and it is through these activities that children make many of their friends.</p> |

BOOM CHICK A BOOM

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|--|
| <p>Hold the baby while you stand, or sit with the baby on your knee. Bounce yourself or the baby at the speed of the chant (very small bouncing movements for the faster sections). Echo the chant so that there is a contrast in levels of noise.</p> | <p>Everyone pat their own knees and do the answerbacks. You could also use instruments with this song; a continuous, steady beat is best.</p> <p>When children learn to keep the beat they find it much easier to participate in other activities that require them to keep the beat. Many sports involve keeping the beat, as does writing and dancing, and it is through these activities that children make many of their friends.</p> | <p>Everyone pat their own knees and do the answerbacks. You could also use instruments and get them to play only for the answerback.</p> |

MICHAEL ROW THE BOAT ASHORE

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|---|
| <p>'Row' with the child, sitting as per the illustration. 'Row' backwards and forwards and rock from side to side. 'Row' for one verse and rock for the next.</p> | <p>'Row' with the child for one verse and rock from side to side for the next verse. Continue to alternate throughout the song.</p> | <p>Have two children 'row' together or 'row' with the child yourself. 'Row' for one verse and rock from side to side for the next verse. Continue to alternate throughout the song.</p> |

WHEN YOU SEE A FRIEND

BABIES

Essentially, for this dance you follow the instructions contained in the words. Hold the baby as indicated in the general 'Dancing with a Baby' instructions. Walk around the room. Wave at an imaginary friend (or a real one if there is one present). For the shaking section, make little bouncing/jiggling movements. Repeat for the second verse and add some bows, and for the third verse, give the child a squeeze hug. When the dance says to dance in a circle, walk around in a small circle, changing direction when the chorus repeats.

WALKING - 3

Follow the instructions contained in the words of the song. For the chorus, "Round and round..." you could dance in a circle with all the children present, especially if it is a small group. Otherwise have two children, or adult and child hold hands and dance in a small circle.

F

3 PLUS

Follow the instructions contained in the words of the song. For the chorus, "Round and round..." you could dance in a circle with all the children present, especially if it is a small group. Otherwise have two children, or adult and child hold hands and dance in a small circle.

HEY DEE HO

BABIES

Hold the child in your arms and take big steps for the first section, "Hey dee ho...". For the next section, "He swings...", sway with the child from side to side.

WALKING - 3

Have the child take big steps pretending to be an elephant. For the section, "He swings his trunk...", create a 'trunk' with the arms and swing them from side to side.

3 PLUS

Have the child make a 'trunk' with their arms and then walk around taking big elephant steps. For the section, "He swings his trunk...", have the child walk and swing their 'trunks' from side to side.

WIND THE BOBBIN UP

BABIES

Roll your forearms over each other in front of the child in a winding motion or move their arms in the bobbin-winding movement. Pull down with your arms or use the child's arms, then clap your hands.

WALKING - 3

Roll your forearms over each other in front of the child in a winding motion or move their arms in the bobbin-winding movement.

Help the child with the other actions as indicated in the words of the song. It is likely that the child will be able to complete some actions independently, but that to carry out others will require help.

3 PLUS

Children can independently complete the actions as indicated within the words of the song, point to the ceiling, the floor, the windows and the door.

For the bobbin winding action have the child roll their forearms over each other.

THE LLAMA

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>A great song to tap sticks to, or play on a drum or some other percussion instrument. Maintain the beat with the child.</p> | <p>When children learn to keep the beat they find other activities that require them to keep the beat much easier. Many sports involve keeping the beat, as does writing and dancing, and it is through these activities that children make many of their friends.</p> <p>Provide the child with an instrument and help them to keep the beat using it.</p> | <p>Practice keeping the beat using an instrument, drum or rhythm sticks. When children can keep the beat make a very simple pattern for them to follow, e.g. Bang, bang, tap.</p> |

OH, THE MORE WE ARE TOGETHER

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>This is a great song for rhythm; use an instrument or body percussion (clapping, etc.). It also provides good rhythm for swaying from side to side, which is great for the child's brain development.</p> | <p>This is a great song for rhythm; use an instrument or body percussion (clapping, etc.). The song can also be used to accompany a dance. For the chorus, "Oh, the more we are together...", have two children hold hands and dance round in a small circle, or a group could walk or gallop round in a big circle.</p> <p>For the second part, "For your friends...", have the children point to another person and then to themselves as indicated by the words. Then clap for the final, "Oh, the more we are together...".</p> <p>During the instrumental portion of the song, repeat the actions and either have the children sing or just do the actions without singing.</p> | <p>This is a great song for rhythm; use an instrument or body percussion (clapping, etc.). The song can also be used to accompany a dance. For the chorus, "Oh, the more we are together...", have two children hold hands and dance round in a small circle, or a group could walk or gallop round in a big circle.</p> <p>For the second part, "For your friends...", have the children point to another person and then to themselves as indicated by the words. Then clap for the final, "Oh, the more we are together ...". During the instrumental portion, repeat the actions and either have the children sing or just do the actions without singing.</p> |

THE GIRAFFE

BABIES

Good swaying music in waltz (3/4) time. Waltz (123, 123 - the steps go: long, short, short, long, short, short) while you hold the child in a position that is comfortable for you. Read the general notes on positioning a baby for dancing so that you take care of your back. You can also do some gentle turns as you waltz.

WALKING - 3

Good swaying music in waltz (3/4) time. Waltz (123, 123 - the steps go: long, short, short, long, short, short) while you hold the child in a position that is comfortable for you. Read the general notes on positioning a baby for dancing so that you take care of your back. You can also do some gentle turns as you waltz.

3 PLUS

Children can move around like a giraffe. This song develops language around the concept of what it is like to be a giraffe.

This is also an opportunity to teach a child to do a very simple waltz step, (123, 123 - the steps go: long, short, short, long, short, short).

BRAHMS' LULLABY

BABIES

This is quiet music, which can be used for hands-on massage (there are many good books on baby massage, or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child may have, e.g. feet, hands, back of the neck, ears, which are all very sensitive places, and the feather gives lots of information to the sensory system) swaying or just quietly listening to.

This is quiet music, which can be

WALKING - 3

used for hands-on massage (gently massage parts of the body) or scarf or balloon activities.

Scarves: (Light fabric, e.g. silk or chiffon) Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, throw it up in the air.

Balloons: Throw the balloons up, kick the balloons etc. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.

3 PLUS

This is quiet music, which can be used for massage, scarves, balloon activities etc.

Scarves: (Light fabric, e.g. silk or chiffon) Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, throw it up in the air.

Balloons: throw the balloons up, kick the balloons etc. A fly swat is great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre

This is also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.

MUSIC MUSIC MUSIC

| BABIES | WALKING - 3 | 3 PLUS |
|---|--|--|
| <p>Hold the baby and put them where the song indicates.</p> <p>High, low and then around in a small circle. Shake your hips.</p> <p>For the verse, put your child where the song says to put the sticks: high, low, left, right, front, back.</p> | <p>Follow the actions as indicated by the words in the song. This song is intended for slightly older children, but this age group will be able to do some of the actions.</p> | <p>Follow the actions as indicated in the words of the song.</p> <p>For the more confident children add in extra movements during the verse so that they are having to do two things at once, e.g. up high and stand on one leg, down low and stand on the other leg, lean to the front with one leg out and the other leg behind as if about to throw a ball, lean back with the weight on one leg.</p> |

KATRINA THE KANGAROO

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age include: Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an 'ahhhh' sound, or loud kissing noises.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age include: Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an 'ahhhh' sound, or loud kissing noises.</p> <p>The children who can jump could do kangaroo jumps around the room or the adult could jump the child. Remember to bend your knees.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age include: Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an 'ahhhh' sound, loud kissing noises, using a finger to "pop" the cheek, or clicking fingers. Winking is also a good activity to have them try. It makes the muscles in the face work!</p> <p>The children could do kangaroo jumps around the room.</p> |

BIRDS GO BERSERK

BABIES

An excellent song for keeping the beat. Use an instrument or body percussion (clapping, stamping, patting, etc.).

WALKING - 3

An excellent song for keeping the beat. Use an instrument or body percussion.

Examples of body percussion at this age include: clapping feet or hands, stamping, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an 'ahhhh' sound, the adult clicking fingers or noisy kissing noises.

The children could also 'fly around' like birds.

3 PLUS

An excellent song for keeping the beat. Use an instrument or body percussion.

Examples of body percussion at this age include: clapping feet or hands, stamping, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an 'ahhhh' sound, using the finger to "pop" the cheek clicking fingers or loud kissing noises.

SINGING IN THE RAIN

BABIES

Do the actions for your child to watch. They will enjoy watching you having a good time!!

Walk in a small circle for the 'Singing in the rain' section.

The next section is an answer-back song. The teacher/parent can do the first section and the children copy.

'Hold it' - hand up in a "stop" action.

"Thumbs up, elbows together, feet apart, knees together, bottoms out, chins up, tongues out."

Then do as the lyrics indicate with the various parts of the body.

If you exaggerate the movements your child will be greatly amused.

WALKING - 3

Walk in a small circle for the 'Singing in the rain' section.

The next section is an answer-back song. The teacher/parent can do the first section and the children copy.

'Hold it' - hand up in a "stop" action.

"Thumbs up, elbows together, feet apart, knees together, bottoms out, chins up, tongues out."

Then do as the lyrics indicate with the various parts of the body.

For the 'Choo cha na na' section, still hold the pose from the verse section e.g. "thumbs up, elbows together" and wiggle from side to side in time to the music.

Children at this age will be able to complete some of the actions and they will enjoy watching older children or adults do the dance.

3 PLUS

Walk in a small circle for the 'Singing in the rain' section.

The next section is an answer-back song. The teacher/parent can do the first section and the children copy.

'Hold it' - hand up in a "stop" action.

"Thumbs up, elbows together, feet apart, knees together, bottoms out, chins up, tongues out."

Then do as the lyrics indicate with the various parts of the body.

For the 'Choo cha na na' section, still hold the pose from the verse section: "thumbs up, elbows together", and wiggle from side to side, in time with

LITTLE SHELL

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|--|
| <p>A good song to rock the child or to row with them as if they are under the sea being pushed around by the currents.</p> <p>This action stimulates the vestibular system, (located in the inner ear) and the brain receives lots of information when this system is used.</p> | <p>A good song to rock the child or to row with them as if they are under the sea being pushed around by the currents. Talk to the child about how the water pushes shells around on the bottom of the sea the way a light toy can move around in the bath. They may not completely understand, but talking about such concepts helps with later learning</p> | <p>A good song to rock the child or to row with them as if they are under the sea being pushed around by the currents. Talk to the child about how the water pushes shells around on the bottom of the sea the way a light toy can move around in the bath. They may not completely understand but talking about such concepts helps with later learning</p> |

COME READ A BOOK NOW

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|--|
| <p>An excellent song for keeping the beat. Use an instrument or body percussion</p> <p>Examples of body percussion at this age include: clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an ‘ahhhh’ sound, or loud kissing noises.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion</p> <p>Examples of body percussion at this age include: clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an ‘ahhhh’ sound, or loud kissing noises.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age include: clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an ‘ahhhh’ sound, loud kissing noises, using a finger to “pop” the cheek, or clicking fingers. Winking is also a good activity to have them try. It makes the muscles in the face work!</p> |

BEAN BAG ALPHABET RAG

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>This song is more suited to older children, but if you have a bean bag be creative!!</p> <p>Note: Undulate means to go up and down, so go up and down under the bag!!</p> | <p>This song is more suited to older children but younger children enjoy watching the other children do the actions and they enjoy playing with bean bags.</p> <p>Note: Undulate means to go up and down, so go up and down under the bag!!</p> | <p>Place the bean bag on the body parts as indicated in the words of the song.</p> <p>Note: Undulate means to go up and down, so go up and down under</p> |

ALBERT ROSS

BABIES

Move around with the child in gentle swaying movements.

Play with a scarf and fly it around over the child so that they will watch it and follow it with their eyes.

It is important for children to have many opportunities to follow an object with their eyes. This strengthens the eye muscles, which, in turn, helps them when they are reading later on and need to focus on an object.

WALKING - 3

A great song to be a bird flying. Scarves and balloon activities are also fun with this song.

Scarves: (light fabric, e.g. silk, chiffon) Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, throw it up in the air.

Balloons: throw the balloons up, kick the balloons, etc. Fly swats are great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.

3 PLUS

A great song to be a bird flying. Scarves and balloon activities are also fun with this song.

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Balloons: throw the balloons up, kick the balloons, etc. Fly swats are great when used to bat the balloons. Children of this age can use a fly swat well as it is light and easy for them to manoeuvre.

Also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.

IT'S TIME FOR US TO GO

BABIES

Having a goodbye song in a child's repertoire is a good idea. In a group setting it lets the child know that what they were doing is finished and now they will be moving on to something else, say at the end of an activity session.

A parent can sing the goodbye song to a child when they are leaving a place or activity. Change the words to suit the activity that you are leaving.

It is a helpful behaviour management technique that helps children make transitions more smoothly.

WALKING - 3

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THE GIRAFFE

Chorus:

With your head up high
And your feet on the ground
and a really, really long neck
Your coat is all marked and just for a laugh
They called you a giraffe
They called you a giraffe

We have to climb a very big tree
To see very far at all
You can see all there is to see
Because you are so tall
Because you are so tall

Chorus

You don't have to ask, "What's over the hill?"
You don't have to ask the way
You can always see which direction to go
Whenever you want to play
Whenever you want to play

MICHAEL ROW THE BOAT ASHORE

Chorus:

Michael row the boat ashore. Alleluia!

Michael row the boat ashore. Alleluia.

My brothers and sisters are all aboard. Alleluia!

My brothers and sisters are all aboard. Alleluia.

Chorus

The river is deep and the river is wide. Alleluia!

The river is deep and the river is wide. Alleluia!

Chorus

Michael's boat is a rocking boat. Alleluia!

Michael's boat is a rocking boat. Alleluia.

Chorus

WIND THE BOBBIN UP

Wind the bobbin up

Wind the bobbin up

Pull and pull

And clap your hands

Repeat

Chorus:

Point to the ceiling

Point to the floor

Point to the windows

Point to the door

Clap your hands together

One, two, three

Put your hands upon your knee

Wind it back again

Wind it back again

Pull and pull

And clap your hands

Repeat

Chorus

HEY DEE HO

Hey dee ho, hey dee ho

The great big elephant goes so slow

Hey dee ho, hey dee ho

The elephant is so slow

S/he swings his/her trunk from side to side

As s/he takes the children go for a ride

Hey dee ho, hey dee ho

The elephant is so slow

THE LLAMA

Hey alpaca, your hair's so long

You look like a llama

Hey alpaca, it's not fair

But you look like a llama

You run all around the rocks looking for your water

You run up the hills

Eat lots of grass

And do the things you ought to

Hey alpaca, I don't care

But you look like a llama

SING A SONG - VOLUME 4

| | Song Name | Composer Name |
|----|------------------------|--------------------------------|
| 1 | We'd Like to Say Hello | Brian Ringrose |
| 2 | Goldfish Swimming | Brian Ringrose |
| 3 | Spinning Top | Brian Ringrose |
| 4 | Band in My House | Brian Ringrose |
| 5 | Dairy Dance | T Grigg/B Ringrose |
| 6 | Tom - He Gets There | Brian Ringrose |
| 7 | The Helicopter | Brian Ringrose |
| 8 | Jesse's Song | Tessa Grigg |
| 9 | I'm a Ball | Brian Ringrose |
| 10 | Apples and Bananas | Henderson/Ceases/Kohle |
| 11 | The Old MacMassage | Traditional Adapted |
| 12 | Building Blocks | T Grigg/B Ringrose |
| 13 | Walk Like a Penguin | T Grigg/B Ringrose |
| 14 | Pink and Purple | T Grigg/B Ringrose |
| 15 | Eggs | D Spencer/A Caswell |
| 16 | Tractor Factor | Brian Ringrose |
| 17 | I'm a Little Aeroplane | Traditional Adapted |
| 18 | Zebra Stripes | Brian Ringrose |
| 19 | Off to the Doctor | Brian Ringrose |
| 20 | Peanut Butter | Joe Scruggs |
| 21 | Going to the Farm | Brian Ringrose |
| 22 | On Top of Spaghetti | Tom Glazer |
| 23 | Penguins are Marching | T Grigg/B Ringrose |
| 24 | Farmer in the Dell | Traditional |
| 25 | Bibbidi Bobbidi Boo | M David/A Hoffman/J Livingston |
| 26 | Peace Like a River | Traditional |
| 27 | It's Time For Us to Go | T Grigg/S Hazledine |

WE'D LIKE TO SAY HELLO

BABIES

Hello songs for babies are excellent as they can hear their names in another context. Sing hello songs after sleeps or when they have not seen you for a while.

Kia ora, kia ora
Tena koutou, tena koutou
Kia ora, kia ora
Nga mihi nui ki a koutou

WALKING - 3

The Hello song is excellent for this age group as they like to hear their name in another context. Sing hello songs when you have not seen them for a while or after sleeping etc. within the child's routine. No accompaniment is necessary just the sweet sound of a mother's (or caregiver's) voice. In group settings a hello song lets children know that a particular part of the routine is about to begin.

Kia ora, kia ora
Tena koutou, tena koutou
Kia ora, kia ora
Nga mihi nui ki a koutou

3 PLUS

Children over 3 like to sing the Hello song themselves and they like to have their name in the song. In group settings a hello song lets the children know that a particular part of the routine is about to begin.

Kia ora, kia ora
Tena koutou, tena koutou
Kia ora, kia ora
Nga mihi nui ki a koutou

SPINNING TOP

BABIES

Hold the baby and walk around, slowly, in a small circle. Walk one way for the winding up section then the other way for the unwinding. Then move them towards the ground for the 'falling over' bit. Remember to bend your own knees. The movements in this song stimulate the vestibular system (in the inner ear).

WALKING - 3

The movements in this song stimulate the vestibular system (in the inner ear).

It is fine for children to spin themselves in the way the song encourages, but **never** spin a child on something (swing, swivel chair, etc.) as you will not be aware of how much spinning the child is receiving - too much can result in the child having a seizure.

However, gentle spinning that the child controls (doing it to themselves) is fine.

Have the children spin (maybe you may need to walk around with them) one way to wind up and then the other way to unwind, and then they fall over.

3 PLUS

The movements in this song stimulate the vestibular system (in the inner ear).

It is fine for children to spin themselves in the way the song encourages, but **never** spin a child on something (swing, swivel chair, etc.) as you will not be aware of how much spinning the child is receiving - too much can result in the child having a seizure.

However, gentle spinning that the child controls (doing it to themselves) is fine.

Have the children spin one way to wind up and then the other way to unwind, and then they fall over.

GOLDFISH SWIMMING

BABIES

For young babies, move your hands so that they can see you doing the actions for the verse, and for the chorus move the baby in the different directions as indicated in the song. For older babies hold their hands and help them to make the actions, or do a mixture of the two.

For the verses:

Verse 1: "In the corner ...", trace the shape of a big circle (the big goldfish bowl) using both arms. "... and swimming inside ...", put both hands together and move them around like a swimming fish.

Repeat.

Verse 2: "In the doctor's ...", trace a square; top, sides and bottom. Use both hands; start at the top middle and trace out towards the sides. "... and swimming inside ...", as above in verse 1.

Verse 3: "In our backyard ...", make a pond using your arms for the shape. "... and swimming inside ...", as above in verses 1 & 2.

Chorus:

"They swim this way (swim to the left)
They swim that way (swim to the right)
They swim up (swim up)
And down" (swim down)

Repeat.

This song has a directional aspect (up, down left and right) and making the shapes is good for children's awareness of where they are in space.

WALKING - 3

For the verses:

Verse 1: "In the corner ...", trace the shape of a big circle (the big goldfish bowl) using both arms. "... and swimming inside ...", put both hands together and move them around like a swimming fish.

Repeat.

Verse 2: "In the doctor's...", trace a square; top, sides and bottom. Use both hands, start at the top middle and trace out towards the sides. "... and swimming inside ...", as above in verse 1.

Verse 3: "In our backyard...", make a pond using the arms for the shape. "... and swimming ...", as above in verses 1 & 2.

Chorus:

"They swim this way (swim to the left)
They swim that way (swim to the right)
They swim up (swim up)
And down" (swim down)

Repeat.

This song has a directional aspect (up, down, left and right) and making the shapes is good for children's awareness of where they are in space.

3 PLUS

For the verses:

Verse 1: "In the corner ...", trace the shape of a big circle (the big goldfish bowl) using both arms. "... and swimming inside...", put both hands together and move them around like a swimming fish.

Repeat.

Verse 2: "In the doctor's ..." trace a square; top, sides and bottom. Use both hands, start at the top middle and trace out towards the sides. "... and swimming inside ...", as above in verse 1.

Verse 3: "In our backyard..." make a pond using the arms for the shape. "and swimming..." as above in verses 1 & 2.

Chorus:

"They swim this way (swim to the left)
They swim that way (swim to the right)
They swim up (swim up)
And down" (swim down)

Repeat.

Have the child keep their hands together for the swimming and, without moving their body, have them "swim" across the mid-line of their body.

BAND IN MY HOUSE

BABIES

A great song to tap sticks to, or play on a drum or some other percussion instrument. Maintain the beat with the child.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

When children learn to keep the beat they find other activities that require them to keep the beat much easier. Many sports involve keeping the beat, as does writing and dancing, and it is through these activities that children make many of their friends.

WALKING - 3

Provide the child with an instrument and help them to keep the beat using the instrument.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

When children learn to keep the beat they find other activities that require them to keep the beat much easier. Many sports involve keeping the beat, as does writing and dancing, and it is through these activities that children make many of their friends.

3 PLUS

Practice keeping the beat using an instrument, drum or rhythm sticks.

Make your own instruments out of things that you can find in the kitchen, e.g. pot lids, plastic bottles with something in them to shake.

When children can keep the beat, make a simple pattern for them to follow, e.g. Bang, bang, tap, bang, bang, tap

TOM - HE GETS THERE

BABIES

Move around with the child in gentle swaying movements. Play with a scarf and fly it around over the child so that they will watch it and follow it with their eyes.

It is important for children to have many opportunities to follow an object with their eyes. This strengthens the eye muscles, which in turn helps them when they are reading later on and need to focus on an object.

WALKING - 3

Scarf and balloon activities are fun with this song.

Scarves (light fabric, e.g. silk, chiffon): How slowly can you make them move?

Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it and move around like a tortoise. Throw it up in the air.

Balloons: Throw the balloons up, kick the balloons, etc. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre.

3 PLUS

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Scarves (light fabric, e.g. silk, chiffon): How slowly can you make them move?

Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it and move around like a tortoise. Throw it up in the air.

Balloons: Throw the balloons up, kick the balloons, etc. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre

DAIRY DANCE

BABIES

This song can be used as a simple massage. Do the following massage strokes for each verse as indicated.

Verse 1: "A milking..."

Squeeze a leg or arm, let go and squeeze another bit of the arm or leg. Work from the torso out to the fingers or toes.

Verse 2: "A churning..."

Roll the child over on the ground or in your arms. Go one way and then the other way.

Verse 3: "A patting..."

Gently pat the child all over. Keep your hand flat.

Verse 4: "A licking..."

Make sweeping movements over the child's body.

Verse 5: Repeat verse 1.

WALKING - 3

This song can be used as a simple massage (see the baby section for the instructions) or the children can do the actions with some help from an adult.

Verse 1: "A milking..."

Make a milking action with one hand opening and going up, then shutting while pulling down. Then the other hand does the same.

This action makes the brain work on one side then the other.

Verse 2: "A churning..."

Hands roll over each other.

This action makes both sides of the brain work together.

Verse 3: "A patting..."

Have the child pat their hands all over as much of their body as they can reach.

This is a good activity to stimulate the nervous system.

Verse 4: "A licking..."

Keeping everything else still, the child pretends to hold an ice cream and lick it.

Verse 5: "A milking..."

Repeat verse 1

3 PLUS

This song can be used as a simple massage (see the baby section for the instructions) or the children can do the actions with some help from an adult.

Verse 1: "A milking..."

Make a milking action with one hand opening and going up, then shutting while pulling down. Then the other hand does the same.

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This is a good activity to stimulate the nervous system.

Verse 4: "A licking..."

Keeping everything else still, the child pretends to hold an ice cream and lick it.

Verse 5: "A milking..."

Repeat verse 1

THE HELICOPTER

BABIES

Examples of actions for this song are walking around in a small circle holding the baby, being the helicopter rotor blade, going up and down and flying around. This helps to develop the child's awareness of where they are in space as well as to expose them to language associated with helicopters and flying. Tell the child what they are doing or where they are.

This song also has an easy beat to clap to or accompany with an instrument.

WALKING - 3

Hold your arms out like the rotor blades on the helicopter and walk around in a small circle one way for the first half of the verse and then change direction for the second part. Go up and down and flying around as indicated by the words of the song. This helps to develop the child's awareness of where they are in space as well as to expose them to language associated with helicopters and flying.

This song also has an easy beat to clap to or to accompany with an instrument.

3 PLUS

Hold your arms out like the rotor blades on the helicopter and walk around in a small circle one way for the first half of the verse and then change direction for the second part. Go up and down and flying around as indicated by the words of the song. This helps to develop the child's awareness of where they are in space as well as to expose them to language associated with helicopters and flying.

This song also has an easy beat to clap to or to accompany with an instrument.

I'M A BALL

BABIES

Lie the baby on the ground and then do the following actions:

Verse 1: Rolling

Roll the child one way and then the other.

Verse 2: Kicking

Lift one leg in the air, then the other.

Verse 3: Throwing

Wave one arm in the air, then the other.

Verse 4: Batting

Get the arm to cross the midline. Then do the same with the other.

All of the actions need to be slow and deliberate so that the child's brain has time to register what the body is doing. If the movements are performed too quickly the brain says "Too fast" and does not register each movement.

WALKING - 3

For this song encourage the child to move as indicated by the words of the song.

Rolling: Roll on the floor or roll the arms over each other.

Kicking: Make kicking actions with one foot.

Throwing: Throwing action with an arm

Batting: Batting action as for softball, with two arms holding the imaginary bat. This action gets the child to cross the midline (see General Notes for details, page 6).

3 PLUS

For this song encourage the child to move as indicated by the words of the song.

Rolling: Roll on the floor or roll the arms over each other.

Kicking: Make kicking actions with one foot.

Throwing: Throwing action with an arm

Batting: Batting action as for softball, with two arms holding the imaginary bat. This action gets the child to cross the midline (see General Notes for details, page 6).

JESSE'S SONG

BABIES

Jesse was an inspirational little boy who became very unwell and died. His father wrote a poem that was read at Jesse's funeral and Tessa liked what it said so much that she wrote some music to go with it.

While it is a very sad song the hope is that all of us will notice the special things about the children that are part of our lives every day.

For older children it is often a song that prompts them to ask what happened to Jesse and then a discussion about death and what it means will take place. Ask the child what they think happened and what they think death is, as this sort of questioning gives the adult a good indication of the child's level of understanding and the necessary depth of the discussion.

WALKING - 3

Jesse was an inspirational little boy who became very unwell and died. His father wrote a poem that was read at Jesse's funeral and Tessa liked what it said so much that she wrote some music to go with it.

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It is important for parents/ caregivers to talk to each other about what they are going to say to children when these sorts of questions arise. Death, birth, pregnancy, etc. seem to be the questions that people struggle with. Simple, honest answers usually work well, and if you find out what they know first you may not need to say much at all.

Songs often present a "teachable" moment through the lyrics and this is an example of one.

3 PLUS

Jesse was an inspirational little boy who became very unwell and died. His father wrote a poem that was read at Jesse's funeral and Tessa liked what it said so much that she wrote some music to go with it.

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It is important for parents/ caregivers to talk to each other about what they are going to say to children when these sorts of questions arise. Death, birth, pregnancy, etc. seem to be the questions that people struggle with. Simple, honest answers usually work well, and if you find out what they know first you may not need to say much at all.

Songs often present a "teachable" moment through the lyrics and this is an example of one.

APPLES AND BANANAS

BABIES

This is a great song for rhythm; use an instrument or body percussion.

Examples of body percussion at this age are: Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an “ahhhh” sound, or noisy kissing sounds.

WALKING - 3

An excellent song for keeping the beat. Use an instrument or body percussion.

Examples of body percussion at this age are: Clapping feet or hands, stamping, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, using the finger to “pop” the cheek, clicking fingers or noisy kissing sounds.

3 PLUS

An excellent song for keeping the beat. Use an instrument or body percussion.

Examples of body percussion at this age are: Clapping feet or hands, stamping, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, using the finger to “pop” the cheek, clicking fingers or noisy kissing noises.

Talk about the way the song plays with the words.

BUILDING BLOCKS

BABIES

Use a drum or something similar to keep the beat. Banging two blocks together is another good activity. You could also stack blocks while the song is playing and then use the child’s hand to knock them down as indicated in the words of the song. As they get older they will be excited about knocking the blocks down and will need little encouragement.

This activity is good for language development as the actions that the song is describing are happening right in front of the child.

WALKING - 3

Use a drum or something similar to keep the beat. Banging two blocks together is another good activity. You or the child could also stack blocks while the song is playing and then the child can knock them down as indicated in the words of the song.

This activity is good for language development as the actions that the song is describing are happening right in front of the child.

3 PLUS

Use a drum or something similar to keep the beat. Banging two blocks together is another good activity. You could also encourage the child to stack blocks while the song is playing and then knock them down as indicated in the words of the song.

This activity is good for encouraging the child to keep stacking until the song says to let them fall. This promotes listening and timing skills.

THE OLD MACMASSAGE

BABIES

This is a song that can be used as a massage.

Some babies will lie, others will sit. Either will work just fine. Adapt the actions to suit.

Have the child lie on the ground, face down. They are a table in the restaurant. Smooth out the "tablecloth" with your hands flat on the child's back for the chorus part "Old MacDonald had a restaurant.."

Chef:
When the words "With a chop, chop ..." start, make a chopping action by using the sides of both hands, or the side of one hand and chop lightly and quickly. Remember to chop the arms and the legs.

Chorus: repeat smoothing action on the back.

Baker:
For the section "With a roll, roll ..." squeeze/knead the muscles over the shoulders.

Chorus: repeat smoothing action on the back.

Dishwasher:
"With a swish, swish ..."
Dangle the hands over the persons back, or legs and swish them back and forth so that the fingertips lightly touch the person.

Cleaner:
"With a wipe, wipe ..."
Use both hands together and wipe the person down the sides of the body, starting at the armpits and going down to the ankles.

Chorus: for the final chorus, lightly sweep the body from the head/shoulders to the ankles a couple of times.

WALKING - 3

This is a song that can be used as a massage.

Have the child lie on the ground, face down. They are a table in the restaurant.

Smooth out the "tablecloth" with your hands flat on the person's back for the chorus part "Old MacDonald had a restaurant ..."

Chef:
When the words "With a chop, chop ..." start, make a chopping action by using the sides of both hands and chopping one after another, lightly and quickly. Remember to chop the arms and the legs.

Chorus: repeat smoothing action on the back.

Baker:
For the section "With a roll, roll ..." squeeze/knead the muscles over the shoulders.

Chorus: repeat smoothing action on the back.

Dishwasher:
"With a swish, swish ..."
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Cleaner:
"With a wipe, wipe ..."
Use both hands together and wipe the person down the sides of the body, starting at the armpits and going down to the ankles.

Chorus: for the final chorus, lightly sweep the body from the head/shoulders to the ankles a couple of times.

3 PLUS

This is a song that can be used as a massage.

Have the child (or adult) lie on the ground, face down. They are a table in the restaurant.

Smooth out the tablecloth with your hands flat on the person's back for the chorus part "Old MacDonald had a restaurant ..."

Chef:
When the words "With a chop, chop ..." start, make a chopping action by using the sides of both hands and chopping one after another, lightly and quickly. Remember to chop the arms and the legs.

Chorus: repeat smoothing action on the back.

Baker:
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"With a wipe, wipe ..."
Use both hands together and wipe the person down the sides of the body, starting at the armpits and going down to the ankles.

Chorus: for the final chorus, lightly sweep the body from the head/shoulders to the ankles a couple of times.

WALK LIKE A PENGUIN

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|--|
| <p>Verse: Hold the child and sway from side to side.</p> <p>Chorus: Hold the child and move in a pattern forward, back, side to side. Repeat. There should be 4 repeats of the pattern for each chorus so that the movements are quite slow.</p> <p>These movements are great for the vestibular system in the inner ear. The brain gathers information and helps the child to make sense of the world and how it works.</p> | <p>Verse: Swaying movements. Either have the children sway or you help them sway from side to side so that the brain is tipped a little each way.</p> <p>Chorus: Free walking around.</p> <p>This will create a simple pattern, swaying and then walking. This is the beginning of developing mathematics concepts.</p> | <p>Verse 1 and 2: Swaying movements. Have the children stand and sway from one leg to the other.</p> <p>Chorus: Walk with straight legs so that it is a waddle. Put the arms straight down at the side of the body with the hands out at right angles so that you look like a penguin.</p> |

PINK AND PURPLE

| BABIES | WALKING - 3 | 3 PLUS |
|---|--|--|
| <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age can be: Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an “ahhhh” sound, or noisy kissing sounds.</p> <p>Alternatively: Verse 1: Dress. Twirling the child around in a circle pretending to make the dress fly.</p> <p>Verse 2: Blocks. Bob up and down.</p> <p>Verse 3: Gumboots. Hold the child and jump them up and down, especially if they are weight-bearing on their feet.</p> <p>Verse 4: Gumboots. If they can stand while being held, lift one leg off the ground then lift the other.</p> | <p>Verse 1: Dress. Twirling around in a circle pretending to make the dress fly.</p> <p>Verse 2: Blocks. Make fists and put them one on top of the other pretending to stack the blocks.</p> <p>Verse 3: Gumboots. Stomping around with heavy feet as though the children are splashing in puddles.</p> <p>Verse 4: Gumboots. Pretending to jump in the mud.</p> | <p>Verse 1: Dress. Twirling around in a circle pretending to make the dress fly.</p> <p>Verse 2: Blocks. Make fists and put them one on top of the other pretending to stack the blocks.</p> <p>Verse 3: Gumboots. Stomping around with heavy feet as though the children are splashing in puddles.</p> <p>Verse 4: Gumboots. Pretending to jump in the mud.</p> |

EGGS

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>This is a great piece of music to dance to with your baby as it has a good strong beat. Make bouncy movements, move from side to side, or walk around in a small circle. The music has a clear chorus and verse sections so make a pattern of movements where you do one thing for the verse and something different for the chorus.</p> <p>An excellent song for keeping the</p> | <p>beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age are: Clapping feet or hands, stamping, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, using the finger to “pop” the cheek, clicking fingers or noisy kissing sounds.</p> <p>It is also a good song to free form dance to as it has a good strong beat.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age are: Clapping feet or hands, stamping, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, using the finger to “pop” the cheek, clicking fingers or noisy kissing sounds.</p> |

TRACTOR FACTOR

| BABIES | WALKING - 3 | 3 PLUS |
|---|--|--|
| <p>This is a great piece of music to dance to with your baby as it has a good strong beat. Make bouncy movements, move from side to side, or walk around in a small circle. The music has clear chorus and verse sections so make a pattern of movements where you do one thing for the verse and something different for the chorus.</p> | <p>The children can be tractors for this song. Put a scarf or something similar around their waist and the adult or another child holds the ends of the scarves. Then the “tractor” child pulls the person at the back as through they were a trailer. Create a small amount of resistance so that the “tractor” child has to work to pull the load.</p> | <p>The children can be tractors for this song. Put a scarf or something similar around their waist and the adult or another child holds the ends of the scarves. Then the “tractor” child pulls the person at the back as through they were a trailer. Create a small amount of resistance so that the “tractor” child has to work to pull the load.</p> |

I’M A LITTLE AEROPLANE

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Hold the baby so that they are lying flat, with their face down and fly them around over the ground. At the beginning of each verse, have the child down low (if you can manage - sore backs or heavy children will require an alternative approach) and then have them “take off”. Fly in circles, up and down, etc.</p> | <p>Encourage the child to stand still and use an arm to be the propeller going round and round. Then have them “take off” and “fly” around the space. Encourage them to change direction and fly up high and fly down low.</p> | <p>Encourage the child to stand still and use an arm to be the propeller going round and round. Then have them “take off” and “fly” around the space. Encourage them to change direction and fly up high and fly down low.</p> |

ZEBRA STRIPES

BABIES

This song has a good slow beat to clap to. It is also a good song to do some body tapping and feet or hand clapping. As a simple massage there are ideas such as long strokes like the zebra stripes, play the piano with your fingers on the child's body, gently move a flat hand over the body, or cup the hand and walk over the body. All of these actions give the nervous system a wide range of information.

WALKING - 3

Crawl around looking for food, stop every now and then and pretend to eat grass. Roll in the dust. Although these children will be well past the crawling stage it is still a good idea to create situations where they need to crawl. Crawling is an activity that uses the whole brain and ensures that information is flowing from one side of the brain to the other easily.

3 PLUS

Crawl around looking for food, stop every now and then and pretend to eat grass. Roll in the dust. Although these children will be well past the crawling stage it is still a good idea to create situations where they need to crawl. Crawling is an activity that uses the whole brain and ensures that information is flowing from one side of the brain to the other easily.

OFF TO THE DOCTOR

BABIES

This song can be used as a massage.

For the verse section

Verse 1: Pain in tummy

Massage the tummy area.

Verse 2: Cut finger

Massage the fingers on both hands.

Verse 3: Running nose

Gently massage the head.

Chorus: Run the fingers all over the body, like little mice running all over.

This gives the nervous system lots of interesting information.

WALKING - 3

This song can be used as a massage.

For the verse section

Verse 1: Pain in tummy

Massage the tummy area.

Verse 2: Cut finger

Massage the fingers on both hands.

Verse 3: Running nose

Gently massage the head.

Chorus: Run the fingers all over the body, like little mice running all over. This gives the nervous system lots of interesting information.

3 PLUS

This song can be used as a massage.

For the verse section

Verse 1: Pain in tummy

Massage the tummy area.

Verse 2: Cut finger

Massage the fingers on both hands.

Verse 3: Running nose

Gently massage the head.

Chorus: Run the fingers all over the body, like little mice running all over. This gives the nervous system lots of interesting information.

Another option is to do the sort of things that a doctor would do; open your mouth, butterfly tape on the cut, listening to the heart, etc.

PEANUT BUTTER

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>An excellent song for keeping the beat. Use an instrument or body percussion</p> <p>Examples of body percussion at this age are: Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an “ahhhh” sound, or noisy kissing sounds.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age are: Clapping feet or hands, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, the adult clicking fingers or noisy kissing sounds.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion</p> <p>Examples of body percussion at this age are: Clapping feet or hands, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, using the finger to “pop” the cheek, clicking fingers or noisy kissing sounds. Winking is also a good activity to get them to have a go at. It makes the muscles in the face work.</p> |

GOING TO THE FARM

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>A good song to slowly rock the child from side to side to.</p> <p>This action stimulates the vestibular system (located in the inner ear), and the brain receives lots of information this way.</p> | <p>Get the children to move around freely, being animals, driving to the farm, etc. Choose aspects of the song that the child relates to or actions that they need to develop further, e.g. jumping or crawling.</p> | <p>This song has a good beat for simple patterns such as clap, pat, clap, pat.</p> <p>This type of simple pattern can be introduced when the child has a well-established ability to keep the beat. Simple repetitive patterns are a good way to start learning about rhythm. Patterns are part of language and mathematics concepts involved in later learning.</p> |

ON TOP OF SPAGHETTI

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|--|
| <p>Roll the child around on the floor. Remember to roll them in both directions. Rolling is another activity that stimulates the vestibular system.</p> <p>When first rolling the child, lie them on their back, put the leading arm across their body and roll them over. When the child is on their front, put the leading arm straight up so that it goes past the ear. Roll the child over.</p> | <p>Get the children to roll around on the floor. Encourage them to roll in both directions. At this age many will find it a challenge to roll in a straight line, but encourage them to attempt to do this.</p> | <p>Get the children to roll around on the floor. Encourage them to roll in both directions. At this age some will find it a challenge to roll in a straight line, but encourage them to attempt to do this.</p> <p>Rolling is excellent for the vestibular system in the inner ear and it increases muscle strength.</p> |

PENGUINS ARE MARCHING

BABIES

Hold the baby and march around the room. They will feel the beat through your movements. Change direction and go forwards, backwards and sideways. The changing of direction is another activity that stimulates the vestibular system in the inner ear and feeds the brain with lots of information.

WALKING - 3

Hold the child and march around the room, or, if they can walk, help them to march. They will feel the beat through your movements. Change direction and go forwards, backwards and sideways. The changing of direction is another activity that stimulates the vestibular system in the inner ear and feeds the brain with lots of information.

Alternatively, you march and they walk beside you.

Marching is an excellent activity for the brain. The brain needs to work both sides at the same time so it is termed a "whole brain" activity. The child needs to be able to balance and co-ordinate the limbs, and good muscle tone is required for the child to be able to march for any length of time.

This particular piece of music seems to be the perfect speed for children under six to successfully march to.

3 PLUS

Encourage the children to march. They need to swing their arms and lift their knees once they can actually march. When they have mastered forward marching then get them to go sideways and backwards.

Marching is an excellent activity for the brain. The brain needs to work both sides at the same time so it is termed a "whole brain" activity. The child needs to be able to balance and co-ordinate the limbs, and good muscle tone is required for the child to be able to march for any length of time.

This particular piece of music seems to be the perfect speed for children under six to successfully march to.

FARMER IN THE DELL

BABIES

Verse 1: Milks the cow
Make a milking/squeezing action on the child's arms or legs.

Verse 2: Shears the sheep
Make a fist and shear the child all over.

Verse 3: Plants the seeds
With the pointer finger pretend to make holes in the ground the plant the seeds on the child's back.

Verse 4: Rides the horse
Bounce the child up and down on your knee.

WALKING - 3

Verse 1: Milks the cow
Make a milking action with the hands. They may need help.

Verse 2: Shears the sheep
Make a fist and shear the child or have the child shear themselves if they are able to do so.

Verse 3: Plants the seeds
With the pointer finger pretend to make holes in the ground the plant the seeds.

Verse 4: Rides the horse
Stand up and gallop (or run) like a horse.

3 PLUS

Verse 1: Milks the cow
Make a milking action with the hands.

Verse 2: Shears the sheep
Make a fist and shear the child or have the child shear themselves.

Verse 3: Plants the seeds
With the pointer finger pretend to make holes in the ground the plant the seeds.

Verse 4: Rides the horse
Stand up and gallop like a horse.

BIBBIDI BOBBIDI BOO

| BABIES | WALKING - 3 | 3 PLUS |
|---|--|---|
| <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age are: Clapping feet or hands, patting parts of the body, the adult patting their own cheeks with the mouth open, clicking fingers, beating chest while making an “ahhhh” sound, or noisy kissing sounds.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age are: Clapping feet or hands, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, the adult clicking fingers or noisy kissing sounds.</p> | <p>An excellent song for keeping the beat. Use an instrument or body percussion.</p> <p>Examples of body percussion at this age are: Clapping feet or hands, patting parts of the body, patting their own cheeks with the mouth open, beating chest while making an “ahhhh” sound, using the finger to “pop” the cheek, clicking fingers or noisy kissing sounds. Winking is also a good activity to get them to have a go at. It makes the muscles in the face work.</p> |

PEACE LIKE A RIVER

| BABIES | WALKING - 3 | 3 PLUS |
|---|--|---|
| <p>This is quiet music, which can be used for massage (there are lots of good books on baby massage or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child has, e.g. feet, hands, back of the neck and ears are all very sensitive places and the feather gives lots of information to the sensory system) swaying or just quietly listening to.</p> | <p>This is quiet music, which can be used for massage (gently massage parts of the body), scarves, balloon activities, etc.</p> <p>Scarves (light fabric, e.g. silk or chiffon):</p> <p>Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, throw it up in the air.</p> <p>Balloons: Throw the balloons up, kick the balloons, etc. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre.</p> | <p>This is quiet music, which can be used for massage, scarves, balloon activities, etc.</p> <p>Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, throw it up in the air.</p> <p>Balloons: Throw the balloons up, kick the balloons, etc. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre</p> <p>Also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.</p> |

IT'S TIME FOR US TO GO

BABIES

Having a goodbye song in a child's repertoire is a good idea. In a group setting it lets the child know that what they were doing is finished and now they will be moving on to something else, say, at the end of a session.

A parent can sing the goodbye song to a child when they are leaving a place or activity. Change the words to suit the activity that you are leaving.

It is a helpful behaviour management technique that helps children make transitions more smoothly.

WALKING - 3

Having a goodbye song in a child's repertoire is a good idea. In a group setting it lets the child know that what they were doing is finished and now they will be moving on to something else, say, at the end of a session.

A parent can sing the goodbye song to a child when they are leaving a place or activity. Change the words to suit the activity that you are leaving.

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A parent can sing the goodbye song to a child when they are leaving a place or activity. Change the words to suit the activity that you are leaving.

It is a helpful behaviour management technique that helps children make transitions more smoothly.

GOLDFISH SWIMMING

In the corner of the room there's a very big bowl

And swimming inside is a goldfish (2x)

She swims this way, she swims that way

She swims up and down

She swims this way, she swims that way

She swims up and down

In the doctor's waiting room there's a big tank

And you can see the goldfish (2x)

In our backyard there's a lily pond

And it is full of goldfish (2x)

SPINNING TOP

Winding up the string on my spinning top

Winding up the string on my spinning top

Now I'm spinning, spinning

Whoops, I've fallen over

BAND IN MY HOUSE

Listen to the pots, listen to the pans
There's a band playing in my house
The coffee grinder whirs and the salt shaker shakes
There's a band playing in my house

The toothbrush shakes in it's holder
Water runs from the tap
The mouse trap sits on the kitchen floor
Waiting to go SNAP

The hair dryer blows and the dust buster sucks
The bread knife goes chop chop
The microwave buzzes and the waste disposal slurps
Sometimes I think it never stops

DAIRY DANCE

A milking we will go
A milking we will go
Hi ho the dairy oh
A milking we will go

A churning we will go ...

A patting we will go ...

A licking we will go ...

TOM - HE GETS THERE

Tommy the tortoise always on the go
Tommy the tortoise always walks so slow
He takes his time wherever he may go
He takes his time that's why he seems so slow don't you know
He always gets there.

One day he had a race against a hare
Everyone laughed and said, "You'll never get there."
The hare took a nap when he should have been on the go
Tommy took his time that's why he seemed so slow don't you know
He got there first.

THE HELICOPTER

A helicopter is a marvellous machine
It looks just like a dragonfly
A helicopter is a marvellous machine
And it looks like a dragonfly

It goes up. It goes down.
It goes everywhere over the ground
A helicopter is a marvellous machine
And it looks like a dragonfly

JESSE'S SONG

Chorus

You're a special, special child

And I love you very much

Thank you for the time and love you gave

I love the way you talked

I love the way you walked

I love the way you swam and played

Chorus

I love your cheeky grin

I loved to tickle your toes

I loved to make you laugh when we played in the bath

Chorus

I loved to touch your face

I loved to watch you grow

Jesse you made me so very proud

I'M A BALL

I'm a ball and I'm rolling

I'm a ball and I'm rolling

I'm a ball and I'm rolling

Rolling like a ball

I've got a ball and I'm kicking ...

I've got a ball and I'm throwing ...

I've got a ball and I'm batting ...

APPLES AND BANANAS

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

I like to ate, ate, ate aepuls and banaynays

I like to ate, ate, ate aepuls and banaynays

I like to eat, eat, eat eepuls and beeneenees

I like to eat, eat, eat eepuls and beeneenees

I like to ite, ite, ite ipuls and bininis

I like to ite, ite, ite ipuls and bininis

I like to oat, oat, oat opuls and bononos

I like to oat, oat, oat opuls and bononos

I like to oot, oot, oot oopuls and boonoonoos

I like to oot, oot, oot oopuls and boonoonoos

THE OLD MACMASSAGE

Old Macdonald had a restaurant, e i e i o.

And in that restaurant he had a chef,

E i e i o.

With a chop, chop here and a chop, chop there.

Here a chop, there a chop, everywhere a chop, chop.

Old Macdonald had a restaurant, e i e i o.

And in that restaurant he had a baker,

E i e i o.

With a roll, roll here and a roll, roll there.

Here a roll, there a roll, everywhere a roll, roll.

Old Macdonald had a restaurant, e i e i o.

And in that restaurant he had a dishwasher,

E i e i o.

With a swish, swish here and a swish, swish there.

Here a swish, there a swish, everywhere a swish, swish.

Old Macdonald had a restaurant, e i e i o.

And in that restaurant he had a cleaner,

E i e i o.

With a wipe, wipe here and a wipe, wipe there.

Here a wipe, there a wipe, everywhere a wipe, wipe.

Old Macdonald had a restaurant, e i e i o

BUILDING BLOCKS

Building blocks

Building blocks

Stack them high

Stack them high ...

Tumbling down

WALK LIKE A PENGUIN

The penguin sways from side to side

As he walks down to get wet

With his feathers that are black and white

The smartest bird I've ever met

Walk like a penguin, waddle like a penguin

Sway from side to side

With your arms so straight and your hands sticking out

Let your feet do the penguin glide

Penguins all have little wings

But they can not fly

They can swim so fast and they dive so deep

Why, oh why can't I?

PINK AND PURPLE

When I was just a little girl
I had a dress that I could swirl
It was purple as I asked
And I liked twirling very fast.

When I was just a little boy
The box of blocks was my favourite toy
They were pink and red and green
The brightest blocks you've ever seen

When I was younger than today
I liked to play and play
In my gumboots, and what do you think?
My gumboots were a very bright pink

When I was younger than today
I liked to play and play
In my gumboots, and what do you think?
My gumboots were a very bright purple

THE TRACTOR FACTOR

Verse

There are lots of jobs on the farm to do
Some that take all day
Like ploughing the fields, planting seeds
Baling up the hay

Chorus

And there's one mighty tool that a farmer needs
A most important factor
It's a John Deere, McCormick, Massey Ferguson
It's an Allis Chalmers tractor

Chug, chug, rattle, clunk, pull, pull, pull. (x2)

Verse

When there's wood to cut, water to pump
Fence posts to knock in
Trailers to pull, trees to move
That have blown over in the wind

OFF TO THE DOCTOR

I don't think that it's funny. This pain deep in my tummy
I wish that it would go away. I wish that I could go and play
I think I'll go and see the Doctor

Don't know what it can be. Hope that she will see me
Doctor says you've eaten too much (x 2)

I've cut my finger. What a shame. It's bleeding lots and causing me pain
I wish that it would go away. I wish that I could go and play
I think I'll go and see the Doctor

I know that it's cut deep. Hope that she will see me
and that her stitches look neat (x 2)

My nose has been running all day long. I'm coughing and coughing what can be wrong?
I wish that it would go away. I wish that I could go and play
I think I'll go and see the Doctor

Don't know what it can be. Hope that she will see me
Doctor says you've got a bad cold (x 2)

GOING TO THE FARM

Leaving Gymparoo. Driving out of town.
Driving in our car. Wheels go 'round and 'round.
Spring is in the air. Flowers everywhere.
'Cause we are going down to the farm.

Where we'll see:

Farmers, tractors, piglets, ducklings and the old white rooster.
Rabbits, scarecrows, lambs and calves. All the things we're used to
seeing on the farm. We're going to the farm.
Yes, we're going to the farm.

Leaving Gymparoo. Now we're out of town.
Driving in our car. Wheels go 'round and 'round.
Paddocks very green. Mothers can be seen
With their babies down on the farm.

There is a tractor. A farmer and a foal
A calf a lamb a piglet. The farm house is our goal
The rooster and the ducklings. Rabbits over there
The scarecrow in a paddock on the farm

PENGUINS ARE MARCHING

Penguins are marching, I think they're on parade.

They're marching down the street.

Penguins are marching, I think they're on parade.

They're marching to the beat.

March, march, march, march, march, march, march.

Penguins are waddling ...

Penguins are sliding ...

PEACE LIKE A RIVER

I've got peace like a river

Peace like a river

Peace like a river in my soul

And it flows like a river

Flows like a river

Flows like a river in my soul

I've got joy like a fountain ...

I've got love like an ocean ...

SING A SONG

ABOUT THE BODY

This compilation of songs focuses on body parts and body awareness. It is important that children can name the parts of their body and that they can make different parts of their body move. Many tasks later (writing, art, sport) are much easier to complete if the part that they want to use will move in the way that they want it to, when they want it to. It all begins with songs, dances and action songs such as the ones on this title.

| | Song Name | Composer Name |
|----|---------------------------------|----------------------|
| 1 | Body Parts | Brian Ringrose |
| 2 | Head, Shoulders, Knees & Toes | Traditional Adapted |
| 3 | Isolations | R Hallum/J Capon |
| 4 | Mr Clickety Cane | Peter Combe |
| 5 | Wiggle in My Toe | Joe Scruggs |
| 6 | Knees Up Mother Brown | Lee/Weston |
| 7 | This is My Body | Brian Ringrose |
| 8 | If You're Happy and You Know It | Traditional |
| 9 | Wriggle Your Fingers | Janet Channon |
| 10 | Feet | Brian Ringrose |
| 11 | Where is Thumbkin? | Traditional |
| 12 | Beans | Brian Ringrose |
| 13 | Clap Your Hands | Traditional |
| 14 | Hammer in the Nails | Peter Combe |
| 15 | Gimme Five | Rahda Wardrop |
| 16 | Bright Eyes | Mike Batt |
| 17 | Marching On | Brian Ringrose |
| 18 | Put it Song | Peter Combe |
| 19 | Open Shut Them (Original) | Traditional |
| 20 | Wet Washing | Brian Ringrose |
| 21 | Put Your Finger on Your Nose | Traditional |
| 22 | Fingers | Brian Ringrose |
| 23 | I Hear Thunder | Traditional |
| 24 | Do Your Ears Hang Low? | Traditional |
| 25 | Twisting Around the Room | Brian Ringrose |
| 26 | Lovely Bodies | Brian Ringrose |

BODY PARTS

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>Verse: Move the parts of the body as indicated for the first section, for the child.</p> <p>Chorus: Touch the parts of the child's body as they are named.</p> <p>Body awareness at this age is all about being able to point to or touch a body part that you name. It is never too early to talk to your baby about body parts. Dressing, bathing and nappy changing times are the ideal places to start.</p> | <p>Verse: Move the body parts as indicated in the words of the song.</p> <p>Only do the first action in each section if there are two things, e.g. arms only for the arms and wrist section, and shoulders or nose but not both for the third section.</p> <p>Chorus: Touch the parts of the body as indicated in the words of the song.</p> <p>The order of the body parts starts at the feet so that the head hangs down and thus stimulates the vestibular system (see notes on Movement, page 6).</p> <p>At this age body awareness is all about pointing to named body parts and being able to say the names of different parts of the body.</p> | <p>Verse: Move the body parts as indicated in the words of the song</p> <p>Chorus: Touch the parts of the body as indicated in the words of the song.</p> <p>The order of the body parts starts at the feet so that the head hangs down and thus stimulates the vestibular system (see notes on Movement, page 6).</p> <p>For 4 year olds, see if they can do the chorus with their eyes shut.</p> <p>Body awareness is essential for many physical skills and children are advantaged when they know their body parts through naming them, pointing to them and being able to make an isolated body part move.</p> |

HEAD, SHOULDERS, KNEES & TOES

| BABIES | WALKING - 3 | 3 PLUS |
|--------|--|---|
| | <p>Have the children touch the parts of the body as indicated in the words of the song.</p> <p>This version of this song is very slow so that these children will be able to do most of the actions.</p> | <p>Have the children touch the parts of the body as indicated in the words of the song.</p> <p>This version of this song is very slow so these children should be able to do all of the actions and they may be able to do them with their eyes shut.</p> |

ISOLATIONS

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|--|
| <p>The actions are spoken in general term and you can adapt them so that you do them for the baby.</p> | <p>Children of this age will find this a challenge as the instructions move quite quickly. However it is fine to have a go.</p> | <p>Have the children follow the instructions. There are many movement concepts involved in this song. "Freezing" is one of them and it is good for children to be able to do this.</p> |

MR CLICKETY CANE

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|---|
| <p>This is an excellent song for rhythm. The speed is perfect for tapping sticks or shaking shakers.</p> | <p>Children of this age enjoy the humour of this song.</p> <p>Suggested actions: "Mr Clickety..." pat knees.</p> <p>"Wash your face..." wash face.</p> <p>"Brush your hair..." hair brushing action.</p> <p>"Clean your teeth..." teeth-cleaning action.</p> <p>"Fry an egg..." (a slippery dip is an Australian word for slide) make sliding actions.</p> <p>"Belly flop..." flat hands on to the ground. Splat!</p> | <p>Children of this age enjoy the humour of this song.</p> <p>Suggested actions: "Mr Clickety..." pat knees.</p> <p>"Wash your face..." wash face.</p> <p>"Brush your hair..." hair brushing action.</p> <p>"Clean your teeth..." teeth-cleaning action.</p> <p>"Fry an egg..." (a slippery dip is an Australian word for slide) make sliding actions.</p> <p>"Belly flop..." flat hands on to the ground. Splat!</p> |

WIGGLE IN MY TOE

| BABIES | WALKING - 3 | 3 PLUS |
|---|---|--|
| <p>Move the body parts for the child. For the "wiggle in my seat" you could bounce the child up and down.</p> | <p>In a one to one situation, the child can be helped to wiggle the body parts that are being sung about. At this age they will find it challenging to isolate the parts themselves.</p> <p>For the "wiggle in my seat" you could bounce the child up and down.</p> | <p>Wiggle whatever is being sung about. There are several repeats, which the children enjoy but they will need to be able to copy an adult as well.</p> <p>For the "wiggle in my seat" the child can bounce up and down.</p> |

KNEES UP MOTHER BROWN

| BABIES | WALKING - 3 | 3 PLUS |
|--------------------------------------|---|---|
| <p>Bounce the baby on your knee.</p> | <p>The song sheet and song provide suggested actions. This is a relatively challenging dance for this age and you may need to adapt some of the actions. Leg-lifting without a jump is one idea for the "knees up" section.</p> | <p>The song sheet and the song provide suggested actions.</p> |

THIS IS MY BODY

BABIES

This is an excellent song for rhythm.

Use instruments or body percussion.

WALKING - 3

This is an excellent song for rhythm.

Use instruments or body percussion

3 PLUS

This is an excellent song for rhythm.

Use instruments or body percussion

IF YOU'RE HAPPY & YOU KNOW IT

BABIES

Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.

WALKING - 3

Suggested actions are listed on the song sheet.

3 PLUS

Suggested actions are listed on the song sheet.

WRIGGLE YOUR FINGERS

BABIES

Follow the instructions as indicated in the words of the song.

WALKING - 3

Follow the instructions as indicated in the words of the song.

3 PLUS

Follow the instructions as indicated in the words of the song.

FEET

BABIES

This song could be used as a foot massage or a rhythm song. Use body percussion or instruments.

WALKING - 3

This song could be used as a foot massage or a rhythm song. Use body percussion or instruments.

3 PLUS

Children could do a sitting down dance with their feet. Move the feet all about, lie on their backs and dance the feet in the air.

It is also a good rhythm song.

CLAP YOUR HANDS

BABIES

Adapt the instructions in the words of the song for your baby.

WALKING - 3

Follow the instructions as indicated in the words of the song.

3 PLUS

Follow the instructions as indicated in the words of the song.

WHERE IS THUMBKIN?

| BABIES | WALKING - 3 | 3 PLUS |
|--|---|--|
| <p>You can do this song yourself so that the child can watch what you are doing or as they get older you can wiggle the finger that is being sung about.</p> <p>See the song sheet for suggested actions/instructions.</p> | <p>Children of this age find isolating their fingers a real challenge. They will be able to move some independently and not others. In a one to one situation you can do it for them, which they enjoy.</p> | <p>This so is excellent for finger awareness and being able to isolate the fingers. See song sheet for suggested actions/instructions.</p> |

BEANS

| BABIES | WALKING - 3 | 3 PLUS |
|--|--|--|
| <p>Hold the baby and move/dance around as the words of the song indicate.</p> <p>Runner Beans: little running Jumping Beans: small bounces Frozen Beans: stand very still French Beans: sway side to side Broad Beans: squeeze child Baked Beans: lie them on the floor</p> | <p>Have the children do that actions as indicated by the names of the beans.</p> <p>Runner Beans: little running Jumping Beans: jumping Frozen Beans: stand very still French Beans: sway side to side and say ooo la la Broad Beans: stretch arms and legs out wide Baked Beans: lie on the floor very still</p> | <p>Have the children do that actions as indicated by the names of the beans.</p> <p>Runner Beans: little running Jumping Beans: jumping Frozen Beans: stand very still French Beans: sway side to side and say ooo la la Broad Beans: stretch arms and legs out wide Baked Beans: lie on the floor very still</p> |

HAMMER IN THE NAILS

| BABIES | WALKING - 3 | 3 PLUS |
|---|--|--|
| <p>This is a great song to use with rhythm sticks. Use one stick as the hammer and the other as the nail. Let your child watch you or hold you hands over theirs and do the actions.</p> <p>Verse: tap sticks or tap them end to end.</p> <p>Chorus: Hammer your 'nails'.</p> | <p>This is a great song to use with rhythm sticks. Use one stick as the hammer and the other as the nail. You may need to hold you hands over the child's and do the actions with them or they may be able to do it themselves.</p> <p>Verse: tap sticks or tap them end to end.</p> <p>Chorus: Hammer your 'nails'.</p> | <p>This is a great song to use with rhythm sticks. Use one stick as the hammer and the other as the nail.</p> <p>Verse: tap sticks or tap them end to end. If the children have established an ability to keep the beat then add a simple rhythm for the verse, e.g. bang = tap legs</p> <p>Tap = tap sticks Bang, bang, tap. Bang, bang, tap.</p> <p>Chorus: Hammer your 'nails'.</p> |

GIMME 5

BABIES

Touch the ears, nose and skin. Cover the eyes and poke out your tongue when they are being sung about.

For the "Gimme 5", hold the hand up in the "High 5" position.

WALKING - 3

Touch the ears, nose and skin. Shut the eyes and poke out the tongue when they are being sung about.

For the "Gimme 5", hold the hand up in the "High 5" position.

3 PLUS

Touch the ears, nose and skin. Shut the eyes and poke out the tongue when they are being sung about.

For the "Gimme 5", hold the hand up in the "High 5" position.

BRIGHT EYES

BABIES

This is quiet music, which can be used for massage (there are lots of good books on baby massage or you may be able to participate in a baby massage course), a feather massage (use a feather to sweep over any exposed skin that the child has, e.g. feet, hands, back of the neck and ears - all very sensitive places and the feather gives lots of information to the sensory system), swaying with, or just quietly listening to.

WALKING - 3

This is quiet music, which can be used for massage (gently massage parts of the body), or for scarf or balloon activities.

Scarves (light fabric, e.g. silk or chiffon):

Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, or throw it up in the air.

Balloons: Throw the balloons up, kick the balloons, etc. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well, as it is light and easy for them to manoeuvre.

3 PLUS

This is quiet music, which can be used for massage, or for scarf or balloon activities.

Encourage the child to hold the scarf and swish it from side to side, move it in circles, hide underneath it, or throw it up in the air.

Balloons: Throw the balloons up, kick the balloons, etc. A fly swat is great when used to bat the balloons. Children of this age can use the fly swat well as it is light and easy for them to manoeuvre

Also excellent music for a larger group with a parachute that has feathers or scarves placed on the top.

MARCHING ON

BABIES

Hold your baby for dancing and march around the room. The feel of this, for the child, is quite different to the times that you maybe jiggle in time or waltz, etc.

WALKING - 3

Encourage the children to march. They may find this activity a challenge but it is good to expose them to a little marching from time to time.

3 PLUS

Children of this age need to be efficient marchers. This is an excellent activity for encouraging crossing the mid-line in the brain (see notes on movement, page 6). Practice marching a lot.

THE PUT IT SONG

| BABIES Follow the instructions as indicated in the words of the song. | WALKING - 3 Follow the instructions as indicated in the words of the song. | 3 PLUS Follow the instructions as indicated in the words of the song. |
|---|--|---|
|---|--|---|

OPEN SHUT THEM

| BABIES Suggested actions are listed on the song sheet. The adult does the actions for the child to see. Exaggerate them. | WALKING - 3 Suggested actions are listed on the song sheet. | 3 PLUS Suggested actions are listed on the song sheet. |
|--|---|--|
|--|---|--|

WET WASHING

| BABIES Hold your child very securely, support the back of the neck and gently tip them upside down (Caution – don't do this with a baby under 3 months or one with poor head control). Move them around gently so that the vestibular system gets additional stimulation. Most children really enjoy this but if your child does not like it, stop and try again another time. | WALKING - 3 Tip your child upside down however you find comfortable (but don't hold around the ankles) and gently move them around. This is excellent for vestibular system stimulation (see notes on Movement, page 6). | 3 PLUS Have the children turn themselves upside down by having their feet on the ground and then looking between their legs. |
|---|--|--|
|---|--|--|

PUT YOUR FINGER ON YOUR NOSE

| BABIES Touch the parts of the head that are indicated. Nose, eyes, cheek, ears... | WALKING - 3 Follow the instructions as indicated in the words of the song. | 3 PLUS Follow the instructions as indicated in the words of the song. |
|---|--|---|
|---|--|---|

I HEAR THUNDER

| BABIES Do the actions for the child so that they can see you, but make the 'rain' fall on the child's body. | WALKING - 3 See the song sheet for suggested actions. | 3 PLUS See the song sheet for suggested actions |
|---|---|---|
|---|---|---|

FINGERS

BABIES

Hold the child's hand and gently squeeze each finger as it is named in the song. Then adapt the instructions so that you are moving the child's finger, e.g. pointer points to the sky then the ground.

WALKING - 3

See song sheet for suggested actions.

If you are in a one to one situation you may choose to move the child's fingers for them.

3 PLUS

See the song sheet for suggested actions.

Finger action songs are great for getting the fingers to work independently and to increase finger muscle strength and stamina.

DO YOUR EARS HANG LOW?

BABIES

Suggested actions are listed on the song sheet. Position the baby so that they can see you doing the actions with your hands. As they get older use their arms to do the actions.

WALKING - 3

Suggested actions are listed on the song sheet.

3 PLUS

Suggested actions are listed on the song sheet.

TWISTING AROUND THE ROOM

BABIES

This song is fun to dance to with your baby (see notes "Creating your own dance", page 7).

WALKING - 3

Have the children twist and then follow the instruction, "around and around" but leave out the "up and down we go" section.

3 PLUS

Have the children twist and then follow the instruction, "around and around and up and down we go". You may need to practice this without the music first to increase their familiarity with the sequence of actions.

LOVELY BODIES

BABIES

Follow the instructions as indicated in the words of the song.

Lie the child on the ground and move the limbs and stretch the arms. This type of activity is excellent for increasing body awareness.

WALKING - 3

Follow the instructions as indicated in the words of the song. Children of this age will find this song easier to do standing up while watching you.

3 PLUS

Follow the instructions as indicated in the words of the song.

This is a good song to do while lying on the floor. The child will need to think about how they are going to do the actions while lying down, thus giving the brain a different set of stimuli.

BODY PARTS

This is my body

This is my body

This is my body

This is my body

I've got arms and I've got wrists

I've got a spine that I can twist

I've got shoulders and a nose

Well, what do you know?

My feet are connected to my ankles and my knees

My legs are connected to my hips you see

Then there's my tummy

My chest and my neck

And on the top is my head

HEAD, SHOULDERS, KNEES & TOES

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes

OPEN SHUT THEM

Open shut them

Open and shut hands as indicated. Do actions as

Open shut them

lyrics suggest.

Give a little clap

Open shut them

Open shut them

Lay them in your lap

Creep them creep them

Creep them creep them

Right up to your chin

Open wide your little mouth

But do not let them in

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, stamp your feet

If you're happy and you know it, stamp your feet

If you're happy and you know it, then you'll really want to show it

If you're happy and you know it, stamp your feet

...wiggle your toes

...clap your feet

...move your ankles

WHERE IS THUMBKIN?

Where is Thumbkin?

Hide fingers behind back

Where is Thumbkin?

Here I am, here I am

Bring out the thumb

How are you today, sir?

Very well, I thank you

Run away, run away

Where is pointer?

Where is tall finger?

Where is ring finger...?

Where is baby? ...

Where are all the fingers? ...

KNEES UP MOTHER BROWN

There came a girl from France
Who didn't know how to dance
The only thing that she could do
Was Knees up Mother Brown

Chorus

Ohhhh Knees up Mother Brown
Knees up Mother Brown
Knees up knees up
Never let the breeze up
Knees up Mother Brown

Hopping on one foot
Hopping on one foot
Hopping hopping never stopping
Hopping on one foot

Chorus

Prancing up and down
Prancing up and down
Prancing prancing never dancing
Prancing up and down

Whirling whirling round and round
Whirling whirling round and round
Whirling whirling never twirling
Whirling whirling round and round

Chorus 2x

THIS IS MY BODY

I've got a neck and a fore-head too
My cheeks are rosy red but when they're cold they turn blue

This is my body x 3
And it belongs to me

My elbows stick out and my wrists can move
My ankles hips and thighs keep me in the groove

On the back of my legs you'll find my calves
My spine can bend and twist like the wind in a scarf

FEET

Just below my ankle but a long way from my knee

Is the very thing that holds up me

It's called a foot

And the thing that's neat

Is that I have two of them

Yes, we all have two of them

Put them both together

They're called feet

At one end of my foot is my heel

At the other end are my toes

The bottom of my foot is called a sole

And the top of my foot is called the top of my foot

BEANS

There are runner beans running round the room

Runner beans running round the room

There are runner beans running round the room room room room

Runner beans running round the room

There are jumping beans jumping all around

Jumping beans jumping all around

There are jumping beans jumping all around round round round

Jumping beans jumping all around

There are frozen beans freezing in the fridge

Frozen beans freezing in the fridge

There are frozen beans freezing in the fridge fridge fridge fridge

Frozen beans freezing in the fridge

There are French beans saying Ooh la la

French beans saying Ooh la la

There are French beans saying Ooh la la la la la

French beans saying Ooh la la

There are jelly beans wobbling all about

Jelly beans wobbling all about

There are jelly beans wobbling all about 'bout 'bout 'bout

Jelly beans wobbling all about

There are broad beans stretching out wide

Broad beans stretching out wide

There are broad beans stretching out wide wide wide wide

Broad beans stretching out wide

There are baked beans lying on a plate

Baked beans lying on a plate

There are baked beans lying on a plate plate plate plate

Baked beans lying on a plate

CLAP YOUR HANDS

Clap your hands

Clap them so

Make it fast make it slow

Clap up high

Clap down low

Clap your hands with me

Shake your hands....

Clap your feet...

Tap your sticks....

WET WASHING

Wet washing hanging on the line

Drying very quickly when the weather's fine

Along comes the wind and blows it all about

Flip flap flip flap blowing in and out

PUT YOUR FINGER ON YOUR NOSE

Put your finger on your nose on your nose

Put your finger on your nose on your nose

Put your finger on your nose that's where the cold wind blows

Put your finger on your nose on your nose

Put your finger on your eyes on your eyes

Put your finger on your eyes on your eyes

Put your finger on your eyes they make a good disguise

Put your finger on your eyes on your eyes

Put your finger on your cheek on your cheek

Put your finger on your cheek on your cheek

Put your finger on your cheek leave it there about a week

Put your finger on your cheek on your cheek

Put your finger on your ear on your ear

Put your finger on your ear on your ear

Put your finger on your ear leave it there about a year

Put your finger on your ear on your ear

FINGERS

One finger two fingers three fingers four
And thumbkin

Stand fingers up one at a time
Start with the baby finger

One finger two fingers three fingers four
And thumbkin

One finger two fingers three fingers four
And thumbkin

One finger two fingers three fingers four
And thumbkin

Thumbkin bends up and down
Pointer points to the sky then the ground
Tall finger moves from side to side
Ringman is waiting for his bride
Baby finger runs away to hide

Move fingers as the words indicate

I HEAR THUNDER

I hear thunder I hear thunder
Hark don't you Hark don't you
Pitter patter raindrops

Hand up to hear

Make rain noise by patting thighs

Pitter patter raindrops
I'm wet through
So are you

Stroke over body
Point to another person

TWISTING AROUND THE ROOM

Twisting twisting twisting around the room

Twisting twisting twisting around the room

Round and round and up and down we go

Round and round and up and down we go

Twisting twisting twisting around the room

Twisting twisting twisting around the room

Clap your hands

Stamp your feet

Shake your hips

Twist twist twist twist twist

Round and round and up and down we go

Round and round and up and down we go

Twisting twisting twisting around the room

Twisting twisting twisting around the room

BOOK LIST

There are many excellent books that describe the development sequences children go through. *The Developing Child* by Helen Bee, or *The Young Child* by J Black and M Puckett are good places to start. The books listed below relate specifically to the issues of moving and learning, and the importance of this. At Tessarose we use music to encourage children to move so that they can then learn well.

Goddard, Sally **A Teacher's Window Into A Child's Mind**
Fern Ridge Press, Eugene, Oregon, USA. 1996

Children are born with their infant reflexes present (they can suck, they get frights, etc.). This book identifies those reflexes and discusses what happens if the reflexes do not turn themselves off as they would normally do.

Hannaford, Carla **Smart Moves: Why Learning Is Not All In Your Head**
Great Ocean Publishers, Virginia, USA. 1995

This book examines the brain and some of the ways to make learning easier. Carla Hannaford uses Brain Gym movements. The movement difficulties that children experience may be part of why they do not learn effectively. Tessarose music works to encourage children to be effective movers using music.

Sasse, Margaret **If Only We'd Known**
Toddler Kindy GymbaROO, Australia. 1979, Revised 1990, 2000.

This book is a general description of the essential aspects of movement that children need to go through to enhance brain development.

Sasse, Margaret **Tomorrow's Children - for Parents**
Toddler Kindy GymbaROO, Australia. 2002

Margaret Sasse has written this book as an easy to read guide for parents. A good place to start and a must for any parent library. Contact www.gymbaroo.com.au to purchase.

Ward, C. and Daley, J. **Learning to Learn**
Ward & Daley, Christchurch, New Zealand. 1993

Getting a learner into the best state for learning is the focus of this book.

