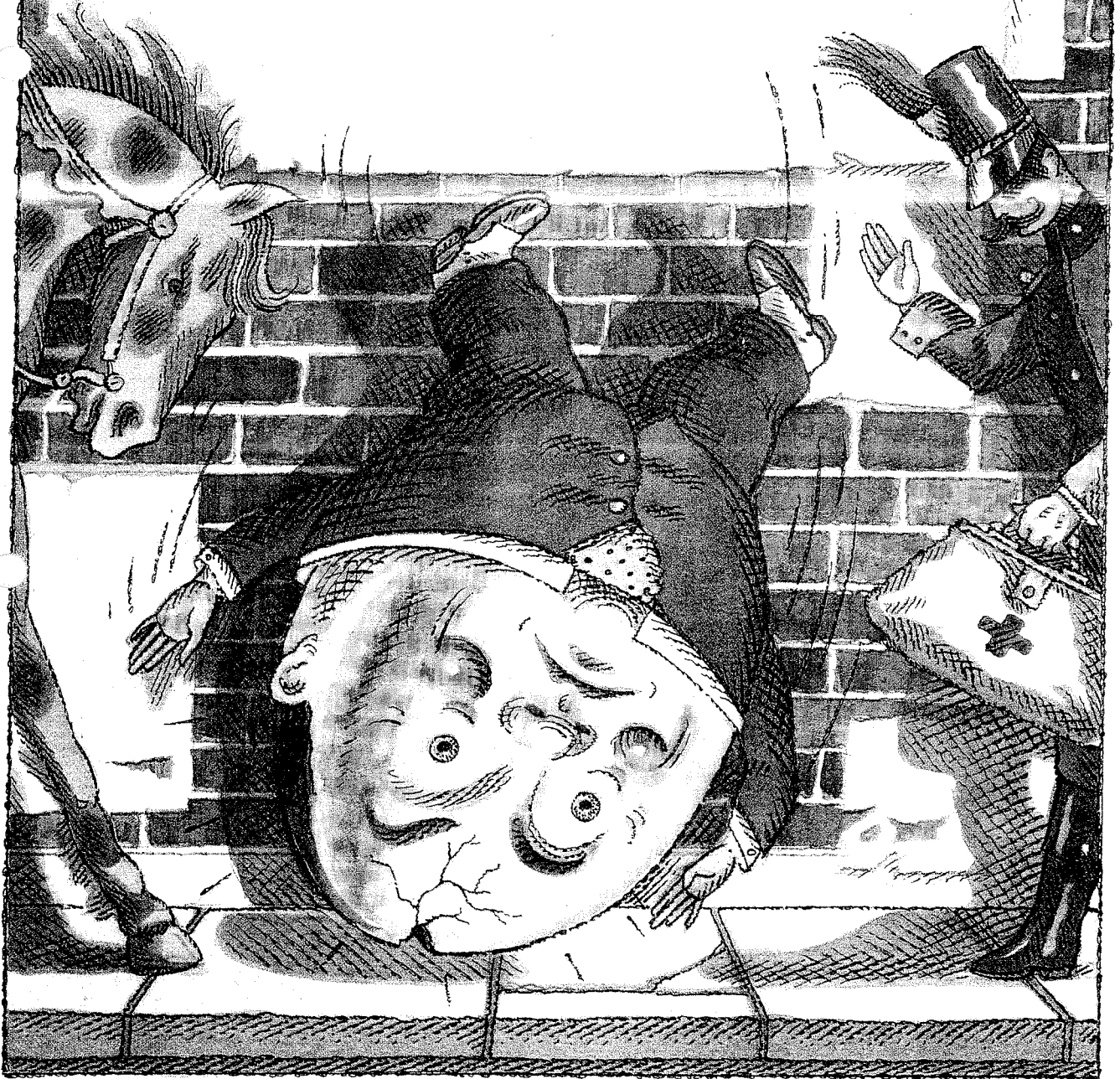


Humpty Dumpty

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



Raise your hands above your head,
Clap them one, two, three;
Rest them now upon your hips,
Slowly bend your knees.
Up again and stand erect,
Put your right foot out;
Shake your fingers, nod your head,
And twist yourself about.

Do the actions suggested by the words.

Raise your hands a - bove your head,
clap them one, two, three; rest them now up -
on your hips, slow - ly bend your knees. Up a - gain and
stand e - rect, put your right foot out; shake your fingers,
nod your head, and twist your - self a - bout.

Ten little gentlemen standing in a row.
Bow, little gentlemen, bow down low;
Walk, little gentlemen, right across the floor,
And don't forget, gentlemen, to please close the door.

*Use fingers to represent the gentlemen.
Give a big clap for closing the door.*

Heads and shoulders, knees and toes,
Knees and toes, knees and toes,
Heads and shoulders, knees and toes,
We all turn round together.

Touch each part of the body as it is mentioned.

Heads and shoul - ders, knees and toes,
knees and toes, knees and toes, heads and shoul - ders,
knees and toes, we all turn round to - geth - er.

Five little sparrows sitting in a row;
 One said, 'Cheep, cheep, I must go!'
 One little, two little,
 Three little, four little,
 Five little sparrows – Oh.

Four little sparrows sitting in a row, etc.

Three little sparrows sitting in a row, etc.

Two little sparrows sitting in a row, etc.

One little sparrow left in the row
 Said, 'Oh, dearie me what shall I do?'
 One little, two little,
 Three little, four little . . .
 'Cheep! I'll fly away too.'

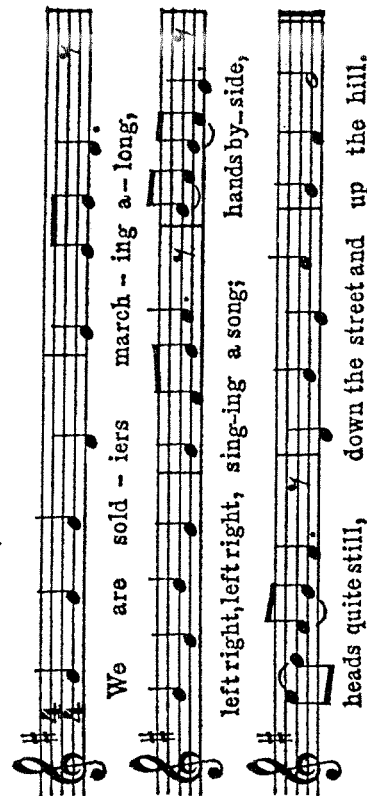
*Use the fingers of one hand to indicate the number of sparrows.
 Repeat the song using the other hand.
 Use the tune for 'Ten little nigger boys sitting in a row'.*

Five little mice came out to play,
 Gathering crumbs up on their way;
 Out came a pussy-cat
 Sleek and black –
 Four little mice went scampering back.
 Four little mice came out to play, etc.

Use the fingers on one hand for the mice and the other hand for the cat.

We are soldiers marching along,
 Left right, left right,
 Singing a song;
 Hands by side,
 Heads quite still,
 Down the street and up the hill.

Children march round the room as the words suggest, on the last line lifting knees high as if going up a hill.



My Wellington boots go thump, thump, thump.

Stamp feet loudly.

My leather shoes go pit-pat-pit.

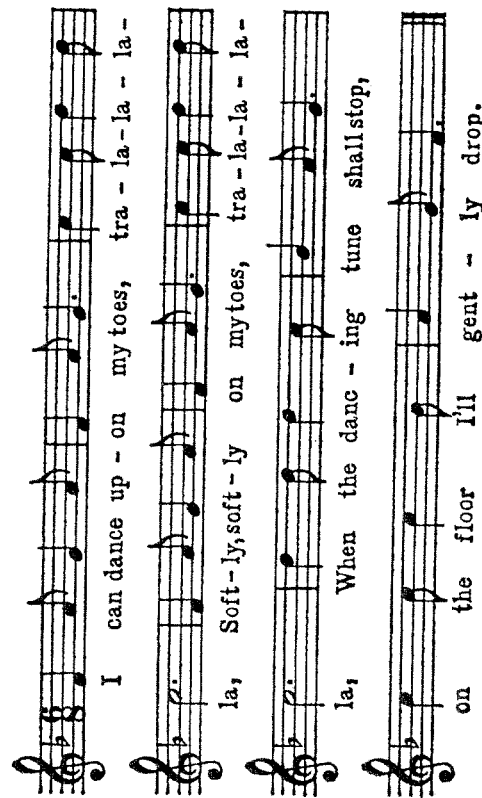
Tread softly.

But my rubber sandals make no noise at all.

Tread silently.

I can dance upon my toes,
 Tra-la-la-la-la-la.
 Softly, softly, on my toes,
 Tra-la-la-la-la-la.
 When the dancing tune shall stop,
 On the floor I'll gently drop.

Dance as the words suggest, and flop on the floor on the last word.



Long legs, long legs, slowly stalking.

Take long slow steps.

Little steps I have to take

Take tiny quick steps.

Because I have such little feet.

See the grown-up people walking.

As first line.

Little ones in little shoes

As second line.

Go pitter-patter down the street.

Long legs, long legs, slow-ly stalk-ing. Lit-tle steps I have to take be-
cause I have such lit-tle feet. See the grown-up peo-ple walk-ing.
Lit-tle ones in lit-tle shoes go pit-ter pat-ter down the street.

Moppety-mop and poppety-pop
Went on their way with a skip and a hop;
One with a skip and one with a hop,
Moppety-mop and poppety-pop.

Children skip and hop round the room to the rhythm of the words.

I went to school one morning and I walked like this,
Walked like this, walked like this.

I went to school one morning and I walked like this,
All on my way to school.

I saw a little robin and he hopped like this, etc.

I saw a shiny river and I splashed like this, etc.

I saw a little pony and he galloped like this, etc.

I saw a tall policeman and he stood like this, etc.

I heard the school bell ringing and I ran like this, etc.

Move around the room doing appropriate actions.

I went to school one morning and I walked like this,
walked like this, walked like this. I went to school one morning and I
walked like this, all on my way to school.

playgi
singing
out rhy
xample
ides fu
family

ESTR

eet mar
as busy
sin their
cial pur
ble Stre
lian

One morning the little Indian boy woke up,

Put one finger up behind head to represent a feather. Stretch and yawn.

Got out of bed,

And said to his mummy,

'Ooooooh, oooooh -

Waggle one finger in the mouth to make an Indian call.

I'm going for a walk.'

He went down the garden path and shut the gate -

Slap knees.

SLAM!

He went down the road till he came to a bridge.

Clap hands.

He walked across the bridge -

Trip, trap -

And he walked along the road till he came to a river.

Slap chest.

He looked up the river and down the river.

Look left and right.

There was no bridge so he swam -

Make swimming actions.

Splash, splash.

When he got to the other side he walked in the forest till he came to a great big tree.

Slap knees.

He looked round this side of the tree,

Look left and right.

And he looked round that side of the tree,

But there was nothing there.

Then he heard a noise -

Tigers!

He ran through the forest -

Reverse all actions as fast as possible.

He swam across the river -

He ran across the bridge -

He shut the gate... SLAM -

He ran in to his mother -

'Oooooh, oooooh,' he said,

'I'm home.'



See the soldiers in the street,
Hear the marching of their feet;
They are singing as they go,
Marching, marching, to and fro.
See the soldiers in the street,
Hear the marching of their feet.

*Children march round separately or in a long file.
Use the tune of 'Twinkle, twinkle little star'.*

Last evening Cousin Peter came,
Last evening Cousin Peter came,
Last evening Cousin Peter came,
To say that he was here.

He hung his hat upon a peg,
He hung his hat upon a peg,
He hung his hat upon a peg,
To show that he was here.

He wiped his shoes upon the mat, etc.

He kicked his shoes off one by one, etc.

He danced about in his stockinged feet, etc.

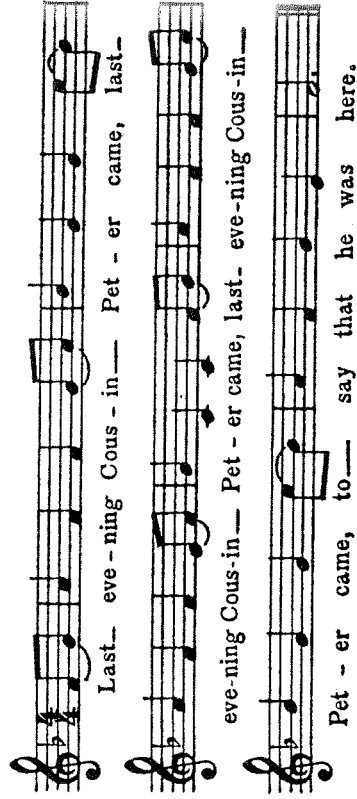
He played he was a great big bear, etc.

He tossed us up into the air, etc.

He made a bow and said 'Good-bye', etc.

1st verse: March round room.

Other verses: Mime the actions suggested by the words.



Three staves of musical notation in 4/4 time. The first staff contains the melody for the first line of the song. The second staff contains the melody for the second line. The third staff contains the melody for the third line. The lyrics are written below the notes.

Last_ eve - ning Cous - in — Pet - er came, last -
eve - ning Cous - in — Pet - er came, last. eve - ning Cous - in —
Pet - er came, to — say that he was here.

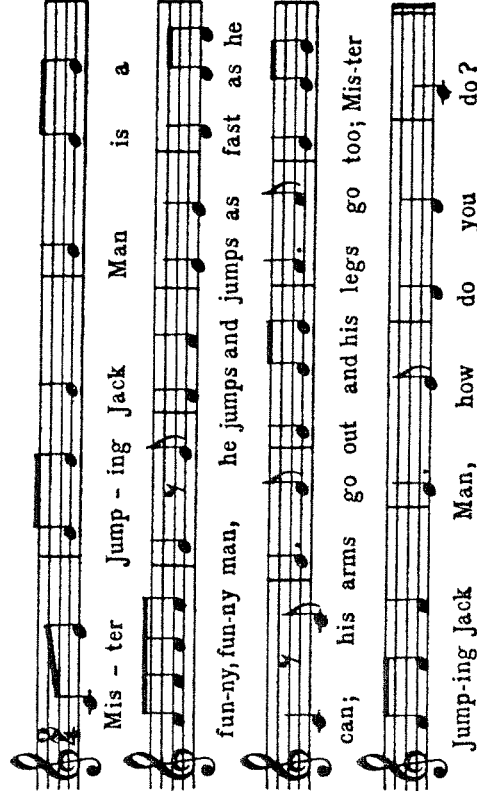
Mr Jumping Jack Man is a funny, funny man;
Plain jumping for first two lines.

He jumps and jumps as fast as he can;

His arms go out and his legs go too;

Appropriate movements.

Mr Jumping Jack Man, how do you do?
Bow twice (on each 'do').



Four staves of musical notation in 4/4 time. The first staff contains the melody for the first line. The second staff contains the melody for the second line. The third staff contains the melody for the third line. The fourth staff contains the melody for the fourth line. The lyrics are written below the notes.

Mis - ter Jump - ing Jack Man is a
fun - ny, fun - ny man, he jumps and jumps as fast as he
can; his arms go out and his legs go too; Mis - ter
Jump - ing Jack Man, how do you do?

of playgro
, singing
g-out rhy
examples
ovides fun
for family
en.

BLESTRE

street mark
gs as busy
ces in them
social purp
Cable Street
ndian

My Book



This is my book; it will open wide
To show the pictures that are inside.



This is my ball, so big and round,



To toss in the air



Or roll on the ground.



Here's my umbrella to keep me dry



When the raindrops fall

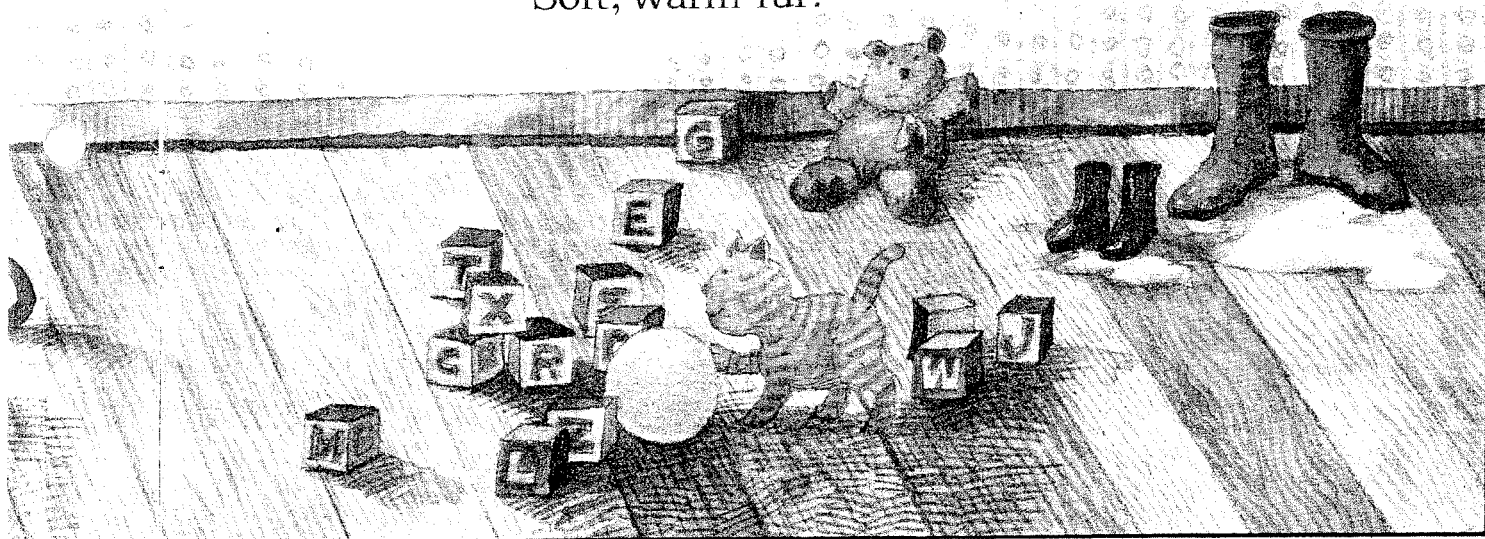
From the cloudy sky.

This is my kitty; just hear her purr



When I'm gently stroking her

Soft, warm fur.



Five Little Babies



One little baby



Rocking in a tree.



Two little babies



Splashing in the sea.



Three little babies



Crawling on the floor.



Four little babies



Banging on the door.



Five little babies

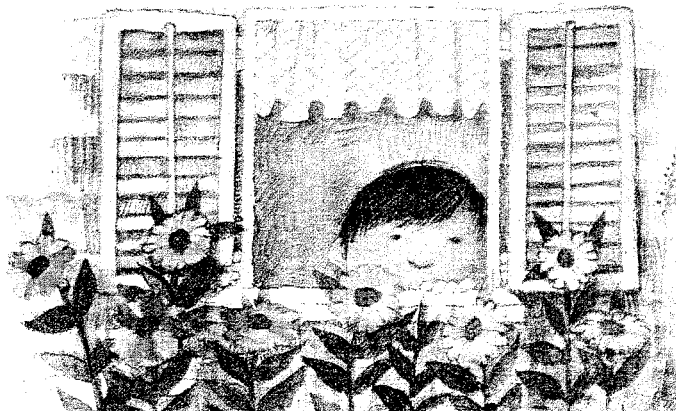


Playing hide and seek.



Keep your eyes closed tight, now,

Until I say . . . PEEK!



Turn around

A song to keep little ones busy.

1. Clap your hands like this,
Clap your hands like this.
Clap your hands like this,
Then turn around and then sit down.

2. Two little jumps like this,
Two little jumps like this.
Two little jumps like this,
Then turn around and then sit down.

3. Whisper the numbers like this, (one, two)
Whisper the numbers like this. (One, two)
Whisper the numbers like this, (one, two)
Then turn around and then sit down.

4. Shout very loud like this, (one, two)
Shout very loud like this. (One, two)
Shout very loud like this, (one, two)
Then turn around and then sit down.



With a swing

With a swing

Turn around

1.2.3. etc.

down.

lightly

F Gm C7 F Am

Last time

down.

Repeat these 4 bars between verses till ready - if you like

Gm C7 F C7 F



You will need

Enough percussion for everyone to play - if you choose to use instruments. You can use any combination. Each child will need enough space.

How it works

You have to start standing up, and then you just do what it says.

Other ideas

Change the words and rhythm in each verse.

Play the tam-bour-ine like this

Two lit-tle jumps like this

Whis-per the num-bers like this (pp) one two

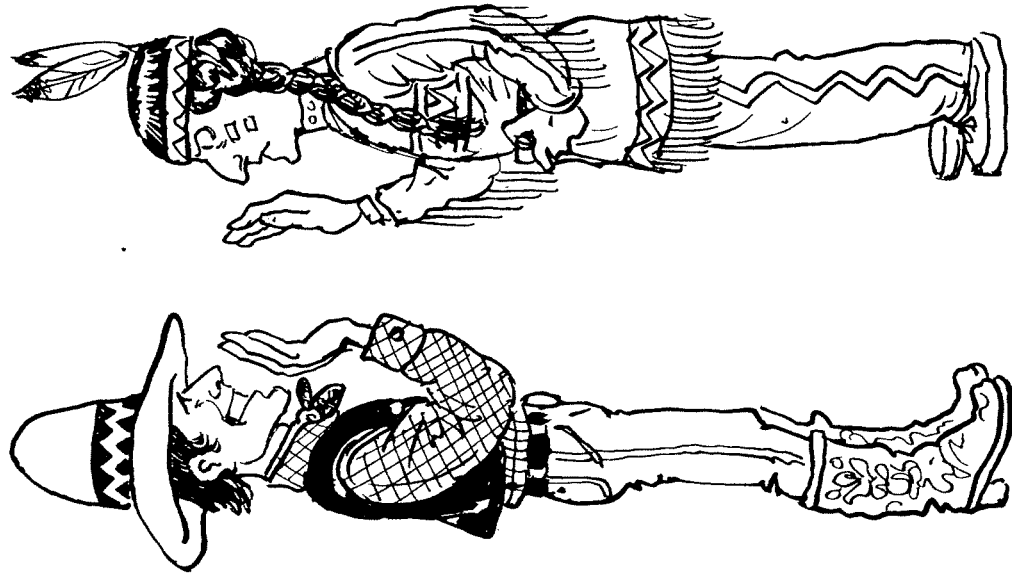
Shout ve-ry loud like this (ff) one two

Follow the leader

The game is 'do what I do', set to music. Do each action on minim beats. There's a chance for everyone to be the leader, but leading is harder than it looks!

Stand and face your partner,
Wave and give a smile.

Ask your friend to copy you
For a little while.



Barndance

4/4

L.H.

Guitar plays top line for 2 bars

G7

1

C

Stand and face your part - ner, Wave and give a smile.

2

(Bb7) A7 G Dm C

Ask your friend to co - py you For a lit - tle while.

Which one will you do?

You have a choice of two actions according to what you're wearing.

1. If you're wearing blue today
Then stand up straight and tall.
If you're not wearing blue today
Then curl up very small.
Stand up tall or curl up small –
Which one will you do?

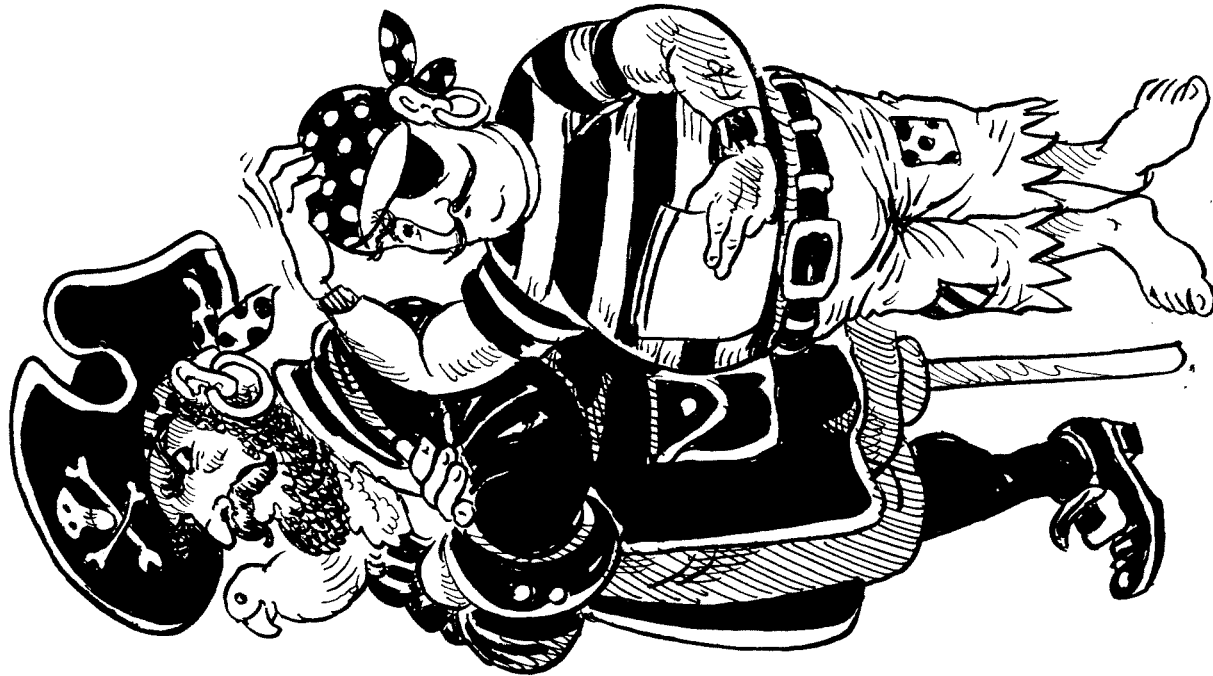
2. If you're wearing shoes today
Then softly tap your knees.
If you're not wearing shoes today
Then sneeze a noisy sneeze.
Tap your knees or sneeze a sneeze –
Which one will you do?

3. If you're wearing a pocket today
Then clap your hands up high.
If you're not wearing a pocket today
Then silently blink an eye.
Clap up high or blink an eye –
Which one will you do?

4. If you're wearing a smile today
Then slowly kneel down.
If you're not wearing a smile today
Then wear a grumpy frown.
Kneel down or frown a frown –
Which one will you do?

Gentle Latin American feel

Which one will you do?



small. Stand up tall or curl up small —

Dm C7 F A7 Bb

Which one will you do?

R.H. F Gm C7 Gm F

actions start:

Bb7 Ebmaj7

Which one will you do?

How it works

Someone chooses a colour, material, print, article of clothing or whatever. In the last 8 bars of the song everyone does one of the actions mentioned in that verse.

You can repeat any of the 4 verses as often as you like, changing the item of clothing each time.

Other ideas

Make up more pairs of actions that rhyme!

Split the 8 bars between the pair of actions in any way you like:

- 4 bars of each,
- 2 of one, 2 bars of the other – twice
- or do them both simultaneously.



actions ends 1.2.3. 4.

If you're wearing

Fm7 Bb7 C7 F C7 F

F

Nicky says

Each child can choose what the others must do, but without the pressure of doing a solo.

1. Nicky says we've got to clap our hands
So that is what we'll do.
We'll all join in and clap our hands –
Nicky and me and you.

2. Mark says we've got to pop our cheek
So that is what we'll do.
We'll all join in and pop our cheek –
Mark and me and'you.



With a bounce

With a bounce

Nick - y says we've got to

Gm C7 F Gm

clap our hands so that is what we'll do. We'll

Am Bb F Dm Cm F7

all join in and clap our hands – Nick - y and me and you.

Bb Gm Am D7 Gm C7 F A7

Keep on dancing

Words: Judy Farrar, Janice Honeyman, Katrina Noble
Music: Harriet Powell

F Chorus C7 F C7 F C7
Keep on danc-ing, Keep on danc-ing, Keep on sing-ing this song.

F Bb Verse C Bb F Bb F
Keep on sing-ing this song. 1 Clap your hands and stamp your feet.

G7 C ** F C7
Wig-gle your eye-brows to the beat. Wig-gle your eye-brows, wig-gle your eye-brows. Keep on sing-ing this song.

F C7 F C7 F C7
Wig-gle your eye-brows. Keep on sing-ing this song.

**** Repeat as necessary**

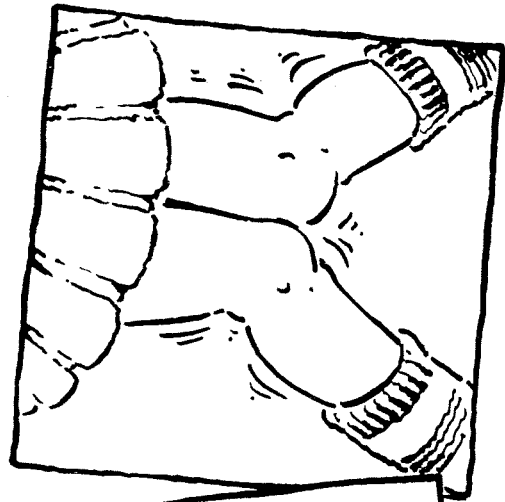
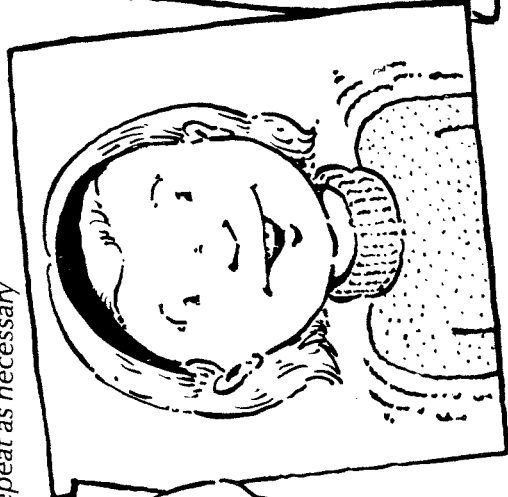
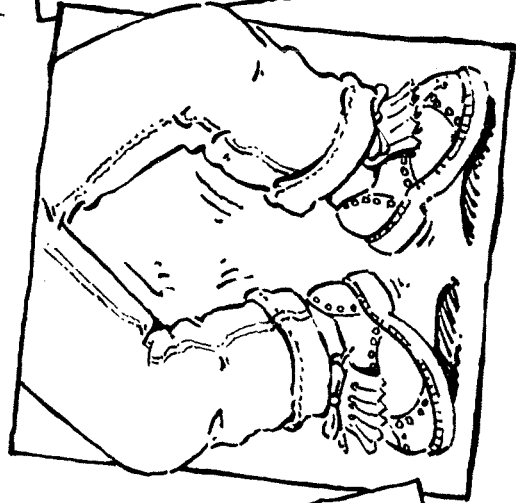
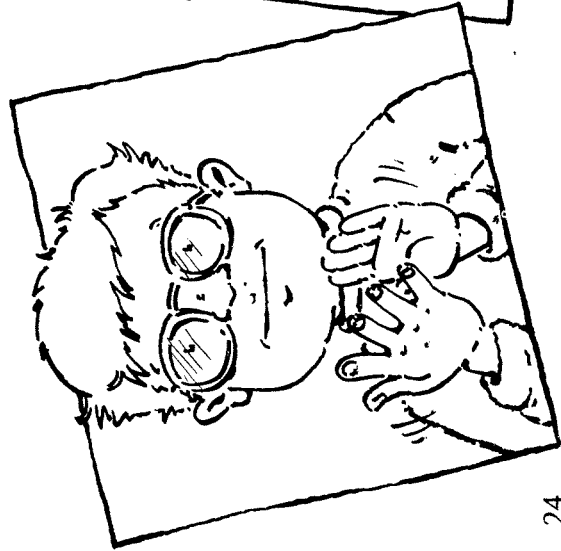
2 Clap your hands and stamp your feet.
Shake your shoulders to the beat.
Shake your shoulders, shake your shoulders,
Wiggle your eyebrows, wiggle your eyebrows,
Keep on singing this song.

Chorus

3 Clap your hands and stamp your feet.
Knobble your kneecaps to the beat.
Knobble your kneecaps, knobble your kneecaps,
Shake your shoulders, shake your shoulders,
Wiggle your eyebrows, wiggle your eyebrows,
Keep on singing this song.

Chorus

4 Clap your hands and stamp your feet.
Wobble your bottom to the beat.
Wobble your bottom, wobble your bottom,
Knobble your kneecaps, knobble your kneecaps,
Shake your shoulders, shake your shoulders,
Wiggle your eyebrows, wiggle your eyebrows,
Keep on singing this song.



Roll that brown jug

Traditional North American, adapted Barry Gibson

When you've sung these verses about rolling, riding and walking, make up more verses with other ways of getting something somewhere. How about *whizz*, *heave* or *blow*? And can you make the somethings have nice bright colours, like orange, purple or yellow?

1 Roll that brown jug down to town, Roll that brown jug down to town,

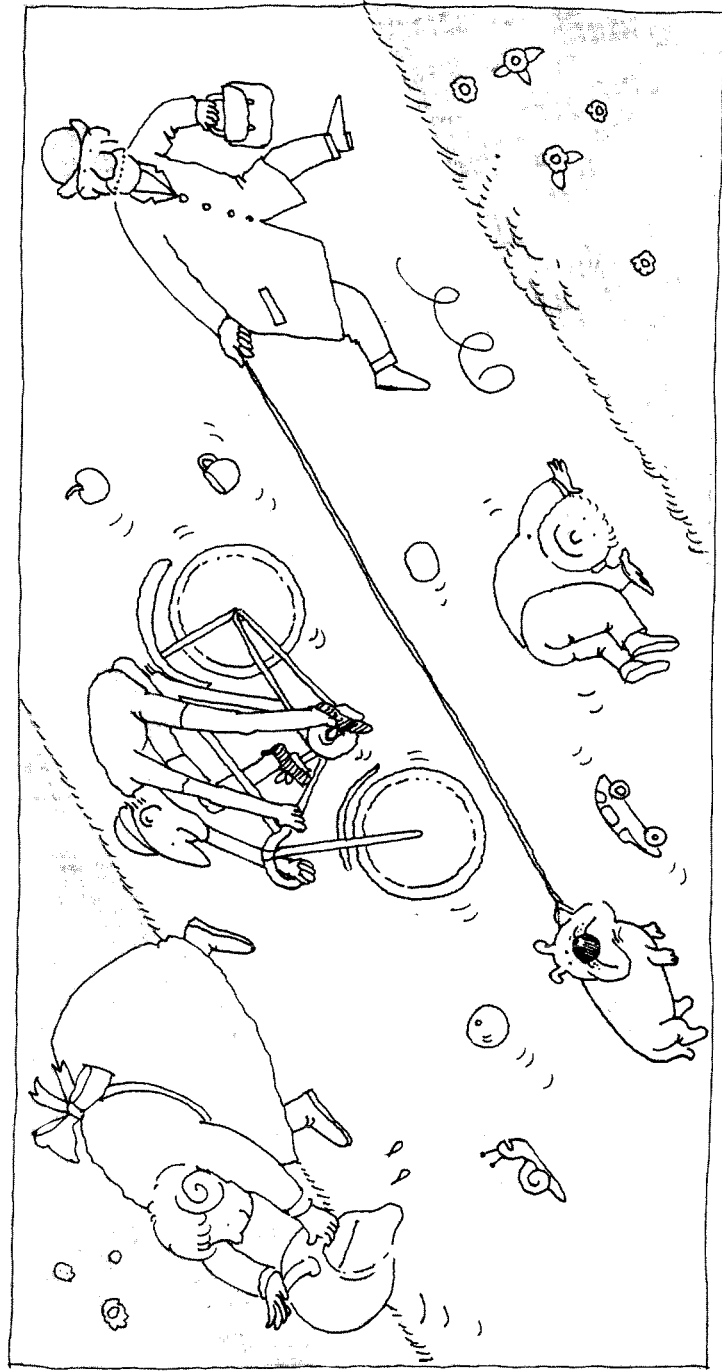
Roll that brown jug down to town, So ear-ly in the morn-ing.

1 Roll that brown jug down to town
Roll that brown jug down to town
Roll that brown jug down to town
So early in the morning.

2 Ride that red bike down to town
Ride that red bike down to town
Ride that red bike down to town
So early in the morning.

3 Walk that blue dog home again
Walk that blue dog home again
Walk that blue dog home again
So early in the morning.

4 Roll your green self down to school
Roll your green self down to school
Roll your green self down to school
So early in the morning.



4•doing things with fingers

This is my house,
This is the door,

The windows are shiny
And so is the floor.

Outside there is a chimney,
As tall as can be,

With smoke that goes curling up,
Come and see.

(Fingertips together for roof.)
(Put tips of index fingers together.)
(Pretend to polish windows.)
(Pretend to polish floors.)
(Hold hands high for the chimney.)

(Wave one hand slowly over the head.)

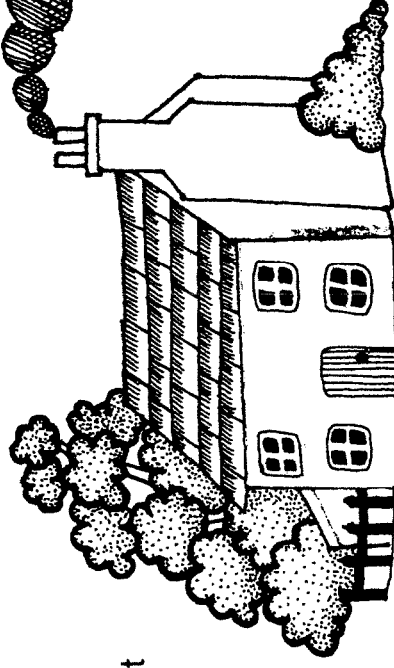
I'm going to build a chimney pot

Very, very high.

I'll build it with my bricks

And I'll make it touch the sky.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10 . . .



Build a house up, build it high,
Point the chimney to the sky.

See the roof,

See the floor,

See the little yellow door.

See the mother making bread,

See the baby going to bed.

See the children, all at play,

Dancing through the busy day.

(Clenched fists one on top of the other.)

(Stretch up a pointing finger.)

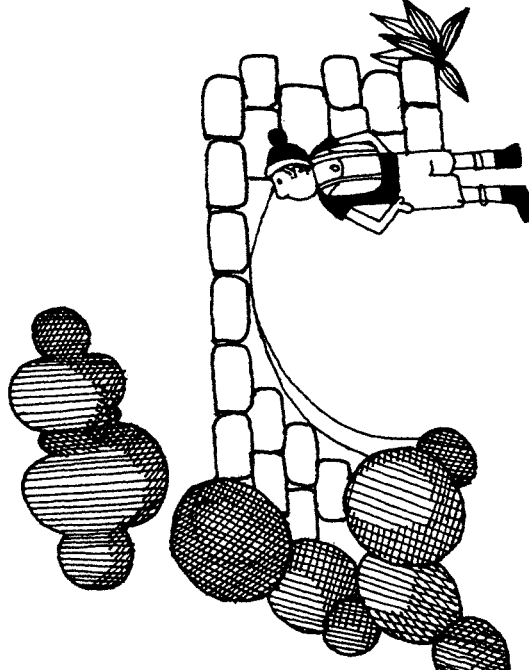
(Make hands into a roof shape.)

(Make hands into a flat shape.)

(Make a mixing, kneading action.)

(Rest head on folded hands.)

(Make fingers run over lap.)



Here is a bridge,

Here is a man.

He wants to go over –

Do you think he can?

One step, two steps, three steps, four . . .

He is **nearly** over with –

One step more.

Here is a bridge,

Here is a man.

He wants to go under –

Do you think he can?

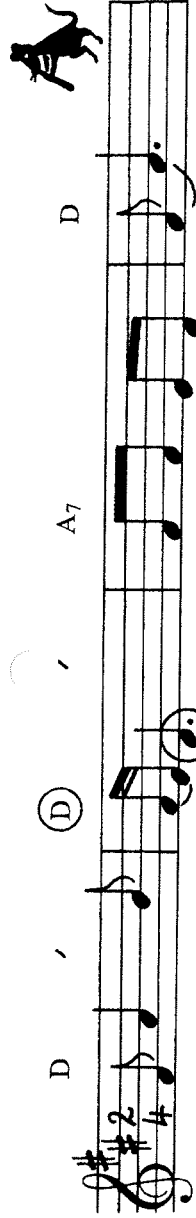
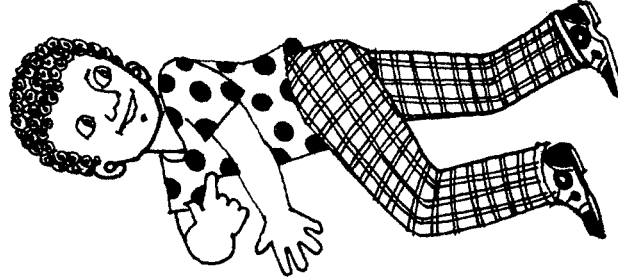
One step, two steps, three steps, four . . .

He is **nearly** under with –

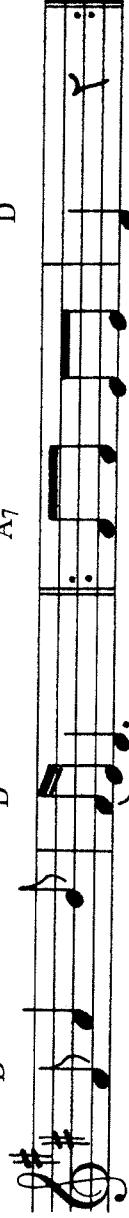
One step more.

5•follow-my-leader

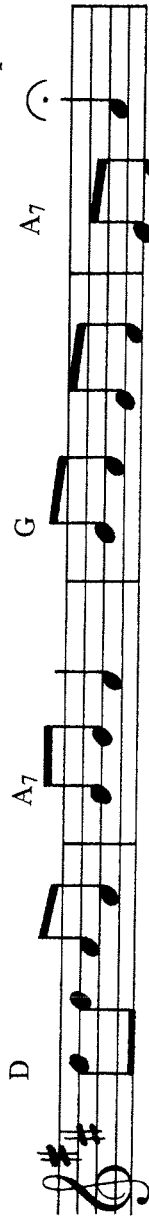
Follow-my-leader, follow-my-leader,
Follow-my-leader after me.
Follow me up to the top of the hill,
And follow me down to the sea.



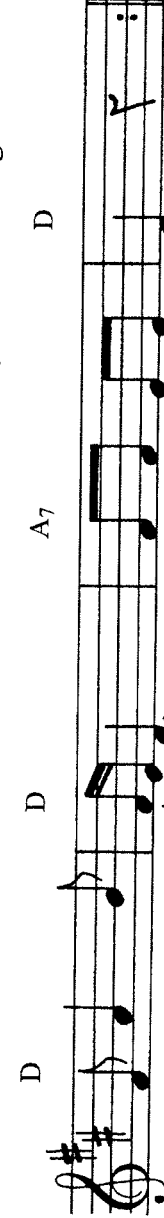
Do as I'm do-ing,
Follow, follow me,
A7 D



Do as I'm do-ing,
Clap hands, one, two, three, Woops!
D A7 G



What I do you do it too, Then I'll change to something new.*
D A7 D

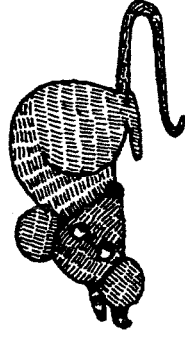


Do as I'm do-ing,
Follow, follow me.
D A7

* (The leader changes to another action: hand-clapping, slapping knees, stamping feet, shrugging shoulders, etc.)

You twiddle your thumbs and clap your hands
And then you stamp your feet.
You turn to the left, you turn to the right
You make your fingers meet.
You make a bridge, you make an arch,
You give another clap.
You wave your hands, you fold your hands
Then put them in your lap.

Stretch up high, as tall as a house,
And curl up small, as small as a mouse,
And now pretend you have a drum
And beat like this, rum, tum, tum.
Shake your fingers, stamp your feet,
Close your eyes and go to sleep.





① Follow - my - leader to Lon - don town, Lon - don town, Lon - don town,
 Follow - my - leader to Lon - don town, So ear - ly in the morn - ing.

② Play on your drum to London town, London town ...
 ③ Play on your violin to London town, London town ...
 ④ Play your recorder to London town, London town ...



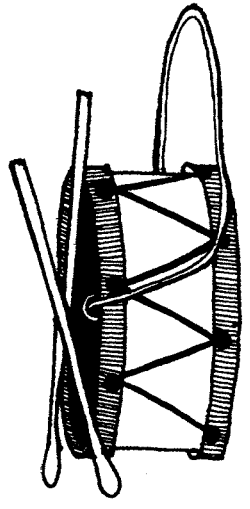
(Go in a crocodile, copying leader.)

1 Hey jim a-long, jim a-long Jos-ie.
 Hey jim a-long, jim a-long Jo.

- 2 Walk jim along ...
- 3 Hop jim along ...
- 4 Jump jim along ...
- 5 Crawl jim along ...
- 6 Swing jim along ...



- I like to skip,
- I like to jump,
- I like to run about.
- I like to play,
- I like to sing,
- I like to laugh and shout.



- 1 Oh, the grand old Duke of York,
 He had ten thousand men.
 He marched them up to the top of the hill
 And he marched them down again.
 And when they were up, they were up,
 And when they were down, they were down,
 And when they were only half-way up,
 They were neither up nor down.
- 2 Oh, the grand old Duke of York,
 He had ten thousand men.
 They played their drums to the top of the hill,
 And they played them down again ...
- 3 Oh, the grand old Duke of York,
 He had ten thousand men.
 They played their pipes to the top of the hill,
 And they played them down again ...

Johnny get your hair combed

Traditional North American

1 John - ny get your hair combed, hair combed, hair combed,

John-ny get your hair combed, just like me. John-ny get your hair combed, hair combed, hair combed, John-ny get your hair combed, just like me.

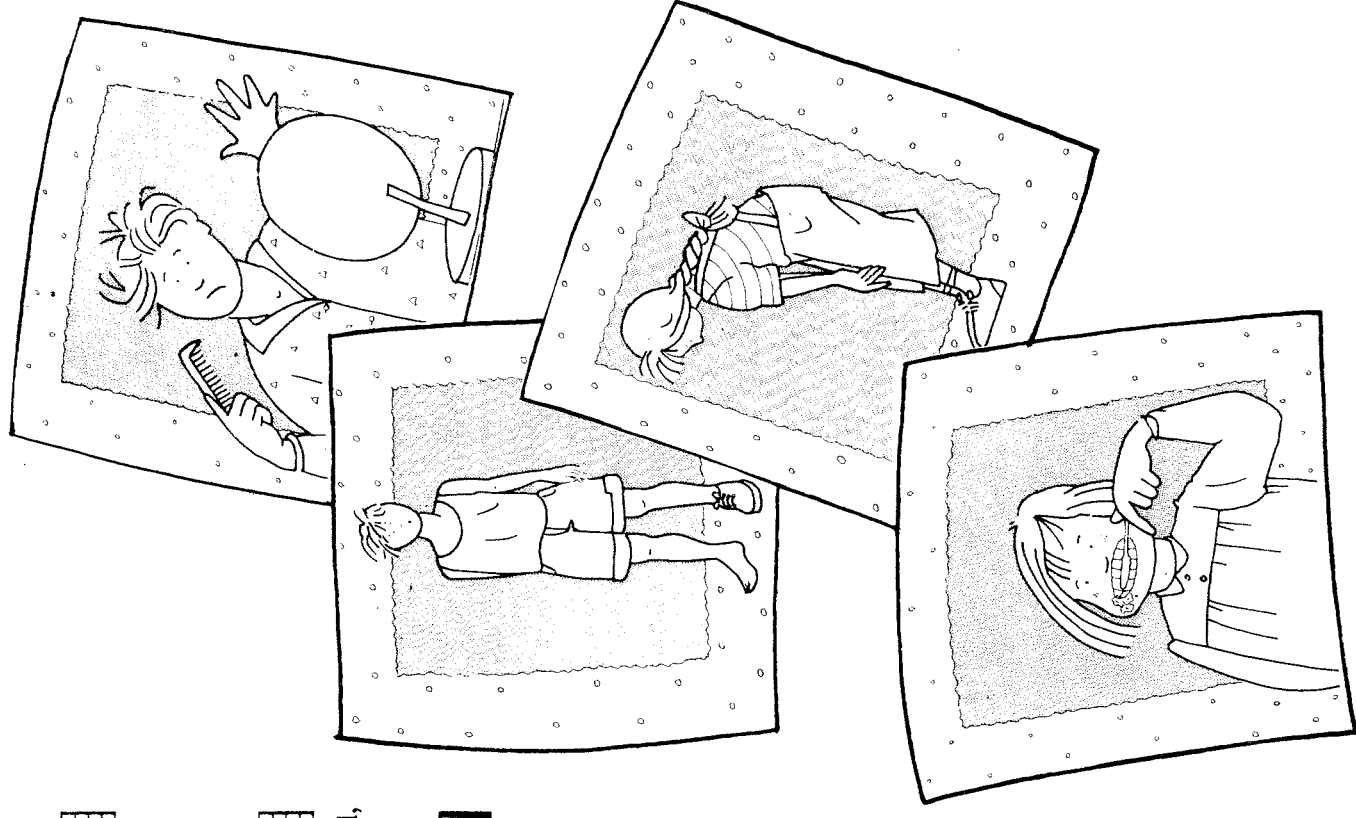
2 Carlie get your face washed, face washed, face washed,
Carlie get your face washed, just like me.
Carlie get your face washed, face washed, face washed,
Carlie get your face washed, just like me.

3 Evan get your teeth brushed, teeth brushed, teeth brushed,
Evan get your teeth brushed, just like me.
Evan get your teeth brushed, teeth brushed, teeth brushed,
Evan get your teeth brushed, just like me.

4 Niru get your jumper on, jumper on, jumper on,
Niru get your jumper on, just like me.
Niru get your jumper on, jumper on, jumper on,
Niru get your jumper on, just like me.

5 Lily tie your shoes up, shoes up, shoes up,
Lily tie your shoes up, just like me.
Lily tie your shoes up, shoes up, shoes up,
Lily tie your shoes up, just like me.

Don't forget some brushing, washing and dressing actions. Make up some new verses too!



Hair

Words and Music: Jill Darby

1 Hair can be short, hair can be long. It can be fine_ or

bm7

thick_ and strong. It can be curl - y, fram - ing your face.

E A7 D

Chorus
A7

It can be smooth, or all o - ver the place. Hair grows slow - ly, -

G gm D

takes its time, Takes its time, takes its time. Hair grows slow - ly,

D A7 D A7

takes its time. You can ne - ver rush it, - No mat - ter how you brush it. -

D G D E A7

2 Hair can be yellow, hair can be brown,
Tied up in bunches, or hanging straight down.
Hair can be black, or hair can be red,
Curled into ringlets all over your head.

Chorus

3 Tie it in ribbons. Tie it in bows.
Cut it off short and wait till it grows.
Wear it in dreadlocks. Wear it in plaits,
Or cover it over in different hats.

Chorus

4 Hair can be short, hair can be long.
It can be fine or thick and strong,
It can be curly, framing your face,
It can be smooth, or all over the place.

Chorus

