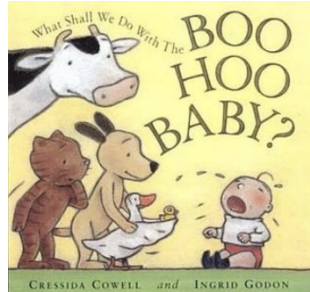


Boo Hoo Baby Song

(tune - drunken sailor)



What shall we do with the boo hoo baby? X3

Early in the morning

Feed him (insert child' s name) said x3

Early in the morning

Bath him (insert child' s name) said x3

Early in the morning

Play with him (insert child' s name) x3

Early in the morning

Put him to bed (insert child' s name) said x3

Early in the morning

Ssh Ssh the baby is sleeping x3

Early in the morning.

Key Learning: keeping a steady beat and following the rhythm, awareness of dynamics, taking turns talking and listening, copying actions

Catch the Rain on your Tongue

(tune - If You're Happy and You Know It)



Catch the rain on your tongue, on your
tongue

Catch the rain on your tongue, on your
tongue

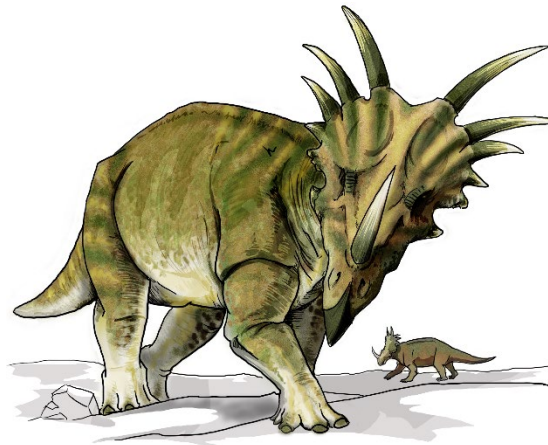
Catch the rain on your tongue,

Do you think it might be fun?

Catch the rain on your tongue, on your
tongue

(change body parts for each verse)

Key Learning: keeping a steady beat and following the rhythm, naming and pointing to body parts, taking turns talking and listening.



DINOSAUR CHANT

Dinosaur Dinosaur stomp with me

Into the murky swampy sea x2

Dinosaur Dinosaur stretch with me

Over the top of the conifer tree x2

Dinosaur Dinosaur twirl with me

Around the prehistoric tree x2

(develop with other actions, prepositions and places)

Key Learning: keeping a steady beat using body (stamping or clapping) and instruments, using and doing action words, using positional language, naming places in a landscape.

Dinosaur Roar

(tune - A Sailor went to Sea)



We have found a dinosaur

Listen and you'll hear it roar

All together count to 4

0, 1, 2, 3, 4

R O A R!

Key Learning: keeping a steady beat using instruments, understanding dynamics and pitch, awareness of rhyme, counting to 4.

Diwali Song

(tune – There was a Princess Long Ago)



There was a princess Sita, Sita, Sita

There was a princess Sita, long, long ago

There was a prince called Rama, Rama, Rama

There was a prince called Rama long, long ago

There was a super monkey, monkey, monkey

There was a super monkey, long, long ago

A wicked king took Sita, took Sita, took Sita

A wicked king took Sita, long, long ago

Rama and the monkey rescued her, rescued her, rescued her

Rama and the monkey rescued her long, long ago

There was great rejoicing, rejoicing, rejoicing

There was great rejoicing, long, long ago

In Glasgow we will light our lights, light our lights, light our lights

In Glasgow we will light our lights AND WATCH THEM GLOW!

Key Learning: keeping a steady beat and following the rhythm, using repetition and song structure to support recall of the Diwali story

Looking we will go



Looking we will go

Looking we will go

Find a bear, put it on thechair

Looking we will go.

Looking we will go

Find a cat, put it in thehat

Looking we will go.

(Continue with other objects. Vary the action word e.g. skipping, running, jumping)

Key Learning: rhyme awareness, finding rhyming words, creating a rhyming string of words, developing observation skills, understanding action words and positional language

Rabbie Burns had a Hoose
(tune - Old Macdonald had a Farm)



Rabbie Burns had a hoose (house)

EE-I-EE-I-O

And in that hoose he found a moose (mouse)

EE-I-EE-I-O

Twass a scared wee moose

A sleekit wee moose

A crafty wee moose

A swift wee moose

Rabbie Burns had a hoose

EE-EE-I-O!

Key Learning: rhyme awareness, finding rhyming words, creating a rhyming string of words, developing observation skills, understanding action words and positional language

Are you wearing?

(tune - London Bridge is Falling Down)



Are you wearing stripes today, stripes today, stripes today?

Yes or no?

(Anyone wearing stripes comes into the middle of the circle and dances around while everyone sings)

We are wearing stripes today, stripes today, stripes today

We are wearing stripes today

YES we are.

*Child selects a pattern/colour from a choice of cards or objects.
Repeat the song several times using a variety of
patterns/colours*

Key Learning: keeping a steady beat and following the rhythm,
developing vocabulary, taking turns talking and listening.

Superhero Song

(tune - What Shall We Do with a Drunken Sailor)

I am a powerful superhero

Spin my web and I count from
zero

0, 1, 2, 3, 4, 5

I'm a superhero. (Spiderman)



I am a powerful superhero

Smash my way and I count
from zero

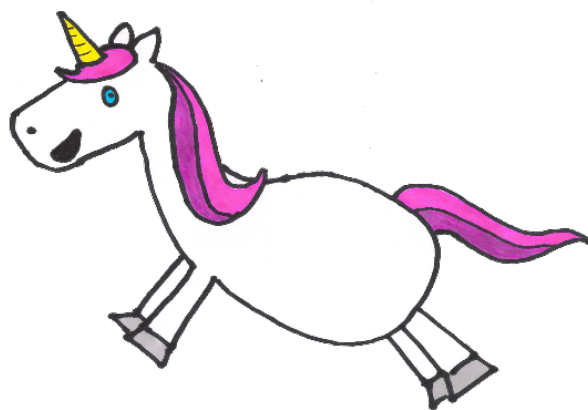
0, 1, 2, 3, 4, 5

I'm a superhero. (Hulk)

(change to suit other superheroes)



Key Learning: keeping a steady beat and following the rhythm,
awareness of dynamics, copying actions



Unicorn Chant

Unicorn, unicorn gallop with me

Over the stormy Arabian sea

Unicorn, unicorn gallop with me

Over the stormy Arabian sea

Unicorn, unicorn climb with me

Into the dark, mysterious tree

Unicorn, unicorn climb with me

Into the dark, mysterious tree

Key Learning: keeping a steady beat using body (stamping or clapping) and instruments, using and doing action words, using describing words, using positional language, naming places in a landscape.



My Wellies

My wellies are too stripy,

Too stripy are my wellies.

Because they are too stripy,

I will not wear my wellies!

(Ask the children to suggest other describing words - any two syllable word will fit the pattern e.g. stompy, spotty, soggy, slippery.)

Key Learning: keeping the beat, understanding syllables, using describing words, exploring likes and dislikes.