

I join in actively with counting rhymes and songs

Success criteria and assessment prompts

- I join in with counting on and back in rhymes and songs
 - Which is your favourite song? Let's sing it together.*
- I am beginning to 'touch, count and move' the objects being counted in the rhyme
 - What shall we use to help us with our song?*
- I can act out my own and others' number rhymes
 - I liked the song you were singing when you were playing in the sand. Can you sing it for me? Would you like to help Mary sing her song?*

Curriculum for Excellence outcomes

*I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a***

! Stop and think!

Although a child can count to a particular number in a song or rhyme, it does not mean they can count out that number of objects.

Key development, learning and provision

- Some of the songs and rhymes children have sung with parents or at pre-school will be number rhymes. Many of them will have used fingers and toes to support counting. Use some of these types of rhymes to link with home. Children may offer other versions they know.
- Songs and rhymes introduce early counting skills, a stage children need to go through before they start thinking about numbers as quantities.
- Counting songs and rhymes help children to rehearse and learn the order of the number words. At first, the words are likely to be simply a learned sequence of sounds. As the words become separate and are repeated in a wide range of contexts, children will begin to link the words with quantities of objects.
- Use matched sequences of physical actions to help reinforce the order of the song and make them multisensory learning experiences.
- Children should experience songs and rhymes individually, in small groups and in larger groups. They may be more effective as small group activities.
- Children will participate at a variety of levels and may begin to use the songs and rhymes in their play. If a child does not join in because they are particularly shy, they may find using a puppet helpful. They could choose to participate through, to or with the puppet.
- Touching, counting and moving objects linked to the rhyme or song will begin to link the number names with the quantities of objects, developing a sense of the value of each number. Encourage predicting and checking.
- Use rhymes that count forward first, before moving on to those that count backwards or in steps other than one.
- Adapt songs such as 'Ten green bottles' or 'There were ten in the bed' for numbers to five. Only move on to higher numbers with children who are confident.
- Use labelled pictures and objects as props to illustrate songs and rhymes and to support acting them out.
- Recordings of songs and rhymes will support re-enactments. Children will sing along to familiar recordings and will also be keen to be recorded so that they can listen to themselves.
- Sing number songs yourself when appropriate. Children may join in or follow your lead when they are engaged in an activity.



Resource bank

Resource Sheets (RS) 2–5, 88 or Activity Boards (AB) 5–6, eBooks 1 and 2

Language

none, zero, nothing, one, two, three, four, five, six, seven, eight, nine, ten

Play opportunities

Adult involved

Musical accompaniment

musical instruments (optional)

Choose a song or rhyme where you could add sound effects, such as 'Alice the camel'. On a sign from you, children bang their drums or clap their hands or call out 'BOOM BOOM BOOM'.

Five little dinosaurs

stick puppets made from RS2–5

In advance, use RS2–5 to make stick puppets of characters from Park Land, Toy Land, Dinosaur Land or Magic Land. Adapt any suitable song or rhyme to suit these characters and act out the song or rhyme while everyone joins in singing the words. At the end of the session, count the stick puppets back into their box using 'touch, count and move' (touching each object and moving it into the box while saying the associated number name).

Poster

RS2–5, felt-tipped pens, large sheet of paper, glue

Colour and cut out any of the characters on RS2–5 to make a poster to illustrate a counting rhyme about ducks, dinosaurs, dolls, etc. Display the poster where children may be playing with themes from that rhyme (e.g. the water tray or the role play area). *Are there enough dinosaurs yet? Can you help me count them?*

Special times of year

Adapt any favourite song or rhyme to suit a special time of year, such as Halloween. 'Five (or ten) green bottles' can become 'Five big pumpkins', 'Five currant buns' can become 'Five Easter eggs', etc.

Other adaptations

voice recorder, number track or washing line of numbers

Work with children to adapt a favourite song or rhyme to suit other interests, and record this together. *Instead of frogs shall we have dogs? How many shall we start with? • What number comes next? Let's check on the number track.*

Spot the mistake

dog glove puppet, RS2–5 or AB5–6

Adapt the dog glove puppet to look like Toby from the eBooks (you could use one of the cards on RS2–5 or AB5–6). Get the dog to sing or recite a favourite song or rhyme, but introduce an error. Invite children to spot where the puppet goes wrong and correct the error.

Child initiated

Five green bottles

skittles, beanbags, soft ball

Disguise skittles as green bottles and arrange them on a low wall for children to knock off with beanbags or a ball.



Things in water

plastic animals, other props

Set up the water tray with fish or frogs and a lily pad, log or jellyfish or ducklings and mother duck.

Five in the bed

doll's bed or box, five dolls, bedding, CD of 'There were five in the bed', CD player

Provide the necessary equipment so children can play with the ideas in 'There were five in the bed'. Have the song playing in the background for a while (but not constantly).

Number songs

CDs, CD player, instruments, illustrated books or posters of rhymes, props for acting out rhymes, drawing materials, number track or washing line of numbers

Show children how to operate the CD player themselves so they can choose when to listen to the song or songs. With enough resources, children can also choose how to respond to the rhymes and songs they listen to, for example, playing along with an instrument, acting out the story, drawing a picture to illustrate the song, etc.

Counting songs

huge cardboard boxes, chairs, large blocks, fabric drapes, dressing up clothes

If children show an interest in counting songs about aliens, rockets or space, provide resources for them to explore this interest dramatically. Children will bring extra enthusiasm to the song when you next sing it.

Everyday opportunities

- If you are out and about and spot some ducklings, stop and recite the rhyme about yellow ducklings to them.
- Put on a tape of rhymes when you are tidying up. *Where did we get to on the tape when we finished tidying?*
- Display five pictures of the jellyfish, frogs, etc. from the water tray on nearby shelving and involve children in placing the toys back on the pictures, matching one to a picture, to check whether any are missing.

Home learning ideas

- Encourage parents and carers to buy a CD of number and other songs to sing along to in the car or at home. Alternatively, make your own recording of children in the class and sell it for a small contribution to class funds or charity.
- Make up 'rhyme sacks' with a card showing the rhyme words and props for acting out the story to lend out for home use.

Possible next steps

- Invite children to draw a picture of their favourite number song or rhyme to encourage mark making. See AC NC0.6 (I can create my own marks and pictures to represent numbers and amounts).
- Explore Park Land, Toy Land, Dinosaur and/or Magic Land using AB1–4. Adapt well-known number songs to relate to the characters.