

## Unit 1

## 1.2)))

**Narrator:** Rhyme: *Hello!* [Song]

Voices: Hello, hello, hello.

*[Smile and nod. Shake hands with neighbours.]*

How are you?

*[Hold hand out and look at neighbour questioningly.]*

Hello, hello, hello,

*[Smile and nod. Shake hands.]*

I'm fine, thank you.

*[Hand on chest Nod and smile.]*

## 1.3)))

**Narrator:** Rhyme: *Alphabet [a-z]* [Song]

Voice 1: a, b

Voice 2: a, b, c

Voice 1: c, d

Voice 2: c, d, e

Voice 1: e, f,

Voice 2: e, f, g

Voice 1: g and h and i.

Voice 1: h, i

Voice 2: i, j, k

Voice 1: k, l

Voice 2: k, l, m

Voice 1: m, n

Voice 2: m, n, o

Voice 1: o and p and q.

Voice 1: p, q

Voice 2: q, r, s

Voice 1: s, t

Voice 2: s, t, u

Voice 1: u, v

Voice 2: u, v, w

Voice 1: x and y and z.

[No actions]

## 1.5)))

**Narrator:** Rhyme: *Goodbye* [Song]

Goodbye Donna. Goodbye Sam.

Goodbye Tarik. Goodbye Lin.

Goodbye friends. Goodbye to you.

Goodbye, goodbye, goodbye, goodbye.

Goodbye Pat. Goodbye Sid.

Goodbye Roy. Goodbye May.

Goodbye friends. Goodbye to you.

Goodbye, goodbye, goodbye, goodbye.

Goodbye, goodbye, goodbye, goodbye.

*[Wave with alternate hands for each name as it is said/sung.]*

## 1.7)))

**Narrator:** Rhyme: *Come and play!* [Chant]

Voice 1: Come girls, come and play.

*[Make big 'come here' motion with one hand.]*

Come and say a rhyme today.

*[Bring hand up in front of chest, palm inwards, move hand away from self, palm upwards, to indicate production of sound.]*

Voice 2: Come boys, come and play.

*[Make big 'come here' motion with one hand.]*

Come and say a rhyme today.

*[Bring hand up in front of chest, palm inwards, move hand away from self, palm upwards, to indicate production of sound.]*

## 1.9)))

**Narrator:** Rhyme: *The sun has got his hat on!* [Song]

Voices: The sun has got his hat on,

*[Make a circle with the arms and mime pulling hat onto head with both hands.]*

Hip, hip, hip hooray!

*[Have the arms raised in a gesture of joy.]*

The sun has got his hat on,

*[Make a circle with the arms and mime pulling hat onto head with both hands.]*

And it's time for us to play.

*[General jiggling up and down, on the spot.]*

We're all feeling happy,

*[Make big 'smile' gesture with hand or finger in front of face.]*

Hip, hip, hip hooray!

*[Have the arms raised in a gesture of joy.]*

The sun has got his hat on,

*[Make a circle with the arms and mime pulling hat onto head with both hands.]*

And it's time for us to play.

*[General jiggling up and down, on the spot.]*

### 1.10)))

**Narrator:** Rhyme: *Numbers [to 10]* [Chant]

Voices: I can count to ten.  
I can count to ten.  
One, two, three, four, five,  
Six, seven, eight,  
Nine, ten.  
I can count to ten!  
I can count to ten!

**[Raise thumbs and fingers on each hand for each number as it is heard/sung.]**

### 1.12)))

**Narrator:** Rhyme: *Five little cakes* [Song]

Voices: Five little cakes in the baker's shop,  
Yellow and round, with sugar on the top.  
Along comes Tarik with a penny one day,  
He takes one cake and eats it right away.

Four little cakes in the baker's shop,  
Yellow and round, with sugar on the top.  
Along comes Tarik with a penny one day,  
He takes one cake and eats it right away.

Three little cakes in the baker's shop,  
Yellow and round, with sugar on the top.  
Along comes Tarik with a penny one day,  
He takes one cake and eats it right away.

Two little cakes in the baker's shop,  
Yellow and round, with sugar on the top.  
Along comes Tarik with a penny one day,  
He takes one cake and eats it right away.

One little cake in the baker's shop,  
Yellow and round, with sugar on the top.  
Along comes Tarik with a penny one day,  
He takes one cake and eats it right away.

No little cakes in the baker's shop,  
Yellow and round, with sugar on the top.  
Along comes Tarik with a penny one day,  
But there are no little cakes for him to take away.

**[Hold out fingers on one hand to represent the buns and fold one as each bun is taken away. Or have items to represent the buns and a child to be Tarik and take one item each verse.]**

### 1.13)))

**Narrator:** Rhyme: *My body (VI-2)* [Song]

Voices: Point to your arm and point to your leg.  
Point to your body and point to your head.  
Point to your body and point to your head.  
Point to your arm and point to your leg.  
Point to your hand then point to your feet.  
Stand up straight and sit on your seat.  
Stand up straight and point to your feet.  
Point to your hand then sit on your seat.

**[Children carry out the instructions as given.]**

### 1.15)))

**Narrator:** Rhyme: *One, two. How are you? [to 20]* [Chant]

Voices: One, two. How are you?  
Three, four. Who's at the door?  
Five, six. How many bricks?  
Seven, eight. Stand and wait.  
Nine, ten. Whose is this pen?  
Eleven, twelve. What's on the shelves?  
Thirteen, fourteen. What needs sorting?  
Fifteen, sixteen. What needs fixing?  
Seventeen, eighteen. Who is waiting?  
Nineteen, twenty. That is plenty!  
Yeah!

**[Raise thumbs and fingers on each hand for each number as it is heard/sung.]**

### 1.17)))

**Narrator:** Rhyme: *Our world* [Song]

Voices: This is our world  
**[Make big circle in the air with both hands/arms.]**  
This is our home,  
**[Cross hands on chest.]**  
The birds in the trees;  
**[Make flapping motion with both hands out to the side.]**  
The fish in the sea,  
**[Make sideways wiggle/swimming motion with one hand.]**  
A home for you;  
**[Point to another person/other people.]**  
A home for me.  
**[Point to self.]**  
A home for everyone.

**[Hold both arms out to indicate everyone else.]**

This is our world; this is our home.  
The grass is green, the sea is blue.  
A home for me; a home for you,  
A home for everyone.  
A home for everyone.

**1.19)))**

**Narrator: Rhyme: A monkey can climb.** [Song]

Voices: A monkey can climb a tree.  
A fish can swim in the sea.  
A bird and a plane can fly,  
In the blue and sunny sky.  
A rabbit can jump and run,  
Under the morning sun.  
I can fly in a plane and swim.  
I can climb and slide and spin.  
I can walk and move and run.  
I can go and I can come.  
I can jump and I can hop.  
I can start and I can stop.  
**[Mime movements of each action in the song]**

**1.22)))**

**Narrator: Rhyme: Colours (VI-2)** [Song]

Voice: I can see colours:  
Yellow and green.  
I can see colours:  
Red and blue.  
I can see colours:  
Lots of colours.  
I can see colours.  
How about you?

Voices: I can see colours:  
Black and white.  
I can see colours:  
Brown and grey.  
I can see colours:  
Lots of colours.  
Can you see colours?  
Colours today?  
**[Point to items around the room of the colours mentioned]**

**1.23)))**

**Narrator: Rhyme: Values** [Song]

Voices: I can listen,  
**[Raise hand to ear.]**  
And I can learn.  
**[Raise hand as if to answer question.]**

I can sit and wait my turn.

**[Sit down feet together, hands together in lap.]**

I can tidy

**[Make picking-up motion with hand.]**

And I can share,

**[Make giving motion with both hands.]**

I can help, and show I care.

**[Place both hands on heart.]**

**1.26)))**

**Narrator: Rhyme: Art** [Song]

Voices: Cut  
**[Make scissors-action with fingers of one hand.]**  
And fold,  
**[Start with palm up and bring hand smoothly over onto desk, palm down.]**  
And colour  
**[Make scribbling motion with one hand.]**  
And glue.  
**[Run fist firmly along desk from left to right as if using a glue stick.]**  
This is what we need to do.  
**[Nod head repeatedly.]**  
Draw and paint,  
**[Sweep hand/arm up and down through the air in big paint-brush action.]**  
And stick,  
**[Make a fist and push thumb down onto desk.]**  
And sew.  
**[Fingers and thumb together, make up-and-down sewing motion action.]**  
Now we're ready - off we go! Hurray!  
**[Walk on the spot and wave both arms above the head.]**  
*[Song repeated]*

**1.28)))**

**Narrator: Rhyme: Letters and sounds** [Chant]

Voice: Read a letter. Say the sound.  
Say it well. Now say it better.  
Read a letter. Write the letter.  
Write it straight or write it round.  
**[No actions.]**

### 1.30)))

**Narrator: Rhyme: *The zoo*** [Song]

Voices: Let's all go to the zoo tomorrow.  
Let's all go to the zoo tomorrow.  
Let's all go to the zoo tomorrow.  
Why don't you come too?

[chorus]

We're off to the zoo.  
Please come too.  
Let's go to the zoo.  
Please come too!

Let's see the fish swim, swim, swim.  
Let's hear the birds sing, sing, sing.  
Let's see the monkeys swing, swing, swing.  
Why don't you come too?

[chorus]

We're off to the zoo.  
Please come too.  
Let's go to the zoo.  
Please come too!

Let's all go to the zoo tomorrow.  
Let's all go to the zoo tomorrow.  
Let's all go to the zoo tomorrow.  
Why don't you come too?  
Why don't you come too?  
Why don't you come too?  
Yeah!  
**[Point to the animals on Poster 3.6 as they are heard in the song.]**

### 1.32)))

**Narrator: Rhyme: *Sounds*** [Chant]

Voices: I can hear the sounds you say.  
I can read my words today.  
I can write and I can spell.  
I know my letters very well.  
**[No actions.]**

### 1.34)))

**Narrator: Rhyme: *Sound out words*** [Chant]

Voice 1: Can you sound out book?  
Voice 2: /b/-/ʊ/-/k/  
Voice 1: Can you sound out zoo?  
Voice 2: /z/-/u:/  
Voice 1: Can you sound out look?  
Voice 2: /l/-/ʊ/-/k/  
Voice 1: Can you sound out too?  
Voice 2: /t/-/u:/  
Voice 1: Can you sound out this?  
Voice 2: /ð/-/l/-/s/

Voice 1: Can you sound out that?

Voice 2: /ð/-/æ/-/t/

Voice 1: Can you sound out thin?

Voice 2: /θ/-/l/-/n/

Voice 1: Can you sound out fat?

Voice 2: /f/-/æ/-/t/

**[No actions.]**

### 1.36)))

**Narrator: Rhyme: *Ten little children*** [Chant]

Voices: Ten little, nine little, eight little children,  
Seven little, six little, five little children,  
Four little, three little, two little children,  
One little child all alone.  
One little, two little, three little children,  
Four little, five little, six little children,  
Seven little, eight little, nine little children,  
Ten little children now.

**[Have hands open, backs of hands facing the class (if appropriate to do so), all fingers and thumbs showing, fold thumb and fingers down as the numbers are heard.]**

### 1.38)))

**Narrator: Rhyme: *Coming to school (VI)*** [Chant]

Voices: With Mum or with Dad, in the rain or the sun;  
**[Mime rain falling with fingers, sweep arms in semi-circles for sun.]**  
We come to school to learn and have fun.  
**[Open hands like a book, jig up and down.]**  
To read and to count, and to play *Hide and Seek*,  
We come to school five days a week.  
**[Show five fingers.]**  
We come every morning and stay here all day.  
When afternoon comes we go home and play.  
**[Jig up and down.]**  
With Mum or with Dad, in the rain or the sun;  
**[Mime rain falling with fingers, sweep arms in semi-circles for sun.]**  
We come to school to learn and have fun.  
**[Open hands like a book, jig up and down.]**

### 1.40)))

**Narrator:** Rhyme: *Twenty legs* [Chant]

Voice: The spider hangs upon the gate.  
How many legs has he? Yes, eight!  
Above him flies a yellow bee.  
He has six legs. Can you see?  
A small white cat goes running past.  
Her four long legs help her move fast.  
Mrs Bird has two legs – that's not many,  
But Mr Worm does not have any!  
**[Show the corresponding number of fingers for each number mentioned.]**

### 1.42)))

**Narrator:** Rhyme: *Days of the week* [Chant]

Voice: Listen to all the days of the week:  
Sunday, Monday,  
Tuesday, Wednesday,  
Thursday, Friday,  
Last comes Saturday.  
These are all the days of the week.  
(Chant repeated)  
**[Use Poster 3.7 and point to each day as it is heard/sung, or have a child come to the poster and point.]**

### 1.45)))

**Narrator:** Rhyme: *Goodnight* [Song]

Voice: Goodnight, goodnight!  
Look, it's dark.  
It's night, so go to sleep.  
**[Press both hands together and place on cheek, tilt head towards hands as if resting head on a pillow. Close eyes.]**

Voices: Good morning, good morning,  
Wake up, wake up!  
**[Open eyes and stretch arms wide.]**  
The sun is in the sky.  
**[Circular motion in air with hands.]**  
It's light and morning's here.

### 1.48)))

**Narrator:** Rhyme: *The wheels on the bus* [Song]

Voices: The wheels on the bus go round and round,  
Round and round; round and round.  
The wheels on the bus go round and round,  
All day long.  
**[Hand gestures making a circular motion to indicate the wheel movement.]**

The windows on the bus go up and down,  
Up and down; up and down.

The windows on the bus go up and down,  
All day long.

**[Hands and forearms in front of the body, palms facing down, move up and down to indicate the window movement.]**

The wipers on the bus go left and right,  
Left and right; left and right.

The wipers on the bus go left and right,  
All day long.  
**[Hands in front of face, fingers folded, index fingers pointing upwards, move left and right to imitate the movement of the wipers.]**

The bell on the bus goes ring, ring, ring,  
Ring, ring, ring; ring, ring, ring.

The bell on the bus goes ring, ring, ring,  
All day long.  
**[Press an imaginary bell with the thumb or finger of one hand (if appropriate).]**

The horn on the bus goes honk, honk,  
honk,

Honk, honk, honk; honk, honk, honk.  
The horn on the bus goes honk, honk,  
honk,  
All day long.

Ring! Ring! Honk! Honk!  
**[Making a squeezing gesture with one hand as if honking an old-fashioned horn, or press an imaginary horn with the palm of the hand. Additionally, or as an alternative to the actions, use Poster 2. 5 and the cut outs (online resource 2. 14) or the IWB animated version.]**

### 1.51)))

**Narrator:** Rhyme: *Row your boat.* [Song]

Voice: Row, row, row your boat,  
**[Rowing motion with both arms.]**  
On the pond today,  
Go here and there, or round and round,  
**[Point near to self, then far away and make circular motion with hand, fingers pointing downwards (if appropriate).]**  
But don't go far away!  
**[Wag finger or suitable gesture as if to say no.]**  
(Song repeated)

**1.53)))****Narrator: Rhyme: Two, four, six, eight** [Chant]

Voice: Two, four, six, eight,  
Stand here at the gate.  
Ten, twelve, fourteen, sixteen,  
Listen to the teacher speaking.  
Eighteen, twenty, that's the end.  
Sit down with your friend.

**[Raise thumbs and fingers on each hand for each number as it is heard/sung.]**

**1.55)))****Narrator: Rhyme: Coming to school (VI-2)** [Chant]

Voices: With Mum or with Dad, in the rain or the sun;  
We come to school, to learn and have fun.  
To read and to count, and to play *Hide and Seek*,  
We come to school, five days a week.  
We come every morning and stay here all day,  
When afternoon comes, we go home and play.  
With Mum or with Dad, in the rain or the sun;  
We come to school, to learn and have fun.

By bus or by taxi, by boat or by car,  
We come to school, from near and far.  
Some come by metro; some walk to get here;  
Some live far away; and others live near.  
With Mum or with Dad, in the rain or the sun;  
We come to school, to learn and have fun.

**[See 1.38.]**

**1.57)))****Narrator: Rhyme: I can count in tens! [to 40]** [Chant]

Voices: I can count in tens.  
I can count in tens.  
Ten, twenty, thirty, forty.  
I can count in tens.  
I can count in tens!

**[Show all ten fingers for each ten as it is heard/sung.]**

**1.59)))****Narrator: Game and rhyme: Hickory, dickory dock** [Song]

Voices: Hickory, dickory dock,  
Let's all look at the clock!  
What's the time?  
It's one o'clock.  
Hickory, dickory, dock.

Hickory, dickory, dock,  
Let's all look at the clock!  
What's the time?  
It's four o'clock.  
Hickory, dickory, dock.

Hickory, dickory, dock,  
Let's all look at the clock!  
What's the time?  
It's six o'clock.  
Hickory, dickory, dock.

Hickory, dickory dock,  
Let's all look at the clock!  
What's the time?  
It's ten o'clock.  
Hickory, dickory, dock.

Hickory, dickory dock,  
Let's all look at the clock!  
What's the time?  
It's nine o'clock.  
Hickory, dickory dock.

Hickory, dickory dock,  
Let's all look at the clock!  
What's the time?  
It's eleven o'clock.  
Hickory, dickory dock.

Hickory, dickory dock,  
Let's all look at the clock!  
What's the time?  
It's twelve o'clock.  
Hickory, dickory dock.

**[Use arms as clock hands, positions them to indicate the time heard in each verse. The children copy the gestures.]**

**1.60)))****Narrator: Rhyme: Hop round the clock!** [Chant]

Voice: One o'clock, two o'clock, three o'clock,  
HOP!  
**[Hop once on the spot.]**  
Four o'clock, five o'clock, six o'clock,  
STOP!

**[Stand completely still, arms by sides.]**  
Seven o'clock, eight o'clock, nine o'clock,  
ten,  
Eleven o'clock, twelve o'clock,  
It's time to start again!

**1.63)))**

**Narrator:** Rhyme: **Push it away!** [Chant]

**Voices:** Pull it near or push it away.  
We do these things every day.  
Push it away or pull it near.  
Can you make the difference clear?  
**[Raise arms to chest, arms extended  
and make a pulling gesture, fists  
closed towards the body with both  
hands, then make a pushing away  
gesture, palms open and away from  
the body to make a pushing gesture.]**

**1.66)))**

**Narrator:** Rhyme: **The sun comes up.** [Song]

**Voices:** The sun comes up,  
**[Crouch on the floor and stand up,  
bringing arms up, round and down  
in a circle.]**  
And the rain comes down.  
**[Wiggle fingers and bring arms back  
down to floor.]**  
The sun comes up and the rain comes  
down,  
**[As above]**  
The sun comes up and the rain comes  
down,  
**[As above]**  
And the wind blows round and round.  
**[Wave arms around while turning in a  
circle.]**  
(Song repeated)

**1.69)))**

**Narrator:** Rhyme: **Incy Wincy spider** [Song]

**Voices:** Incy Wincy Spider climbs up the wall,  
Down comes the rain, poor Incy has a  
fall,  
Out comes the sun and dries up all the  
rain  
Incy Wincy Spider climbs up the wall  
again!  
(Song repeated)  
**[Use poster 1.10 and cut outs (online  
resource 1.43) or the IWB version of  
the animated poster. Or, touch fore-  
finger to thumb of opposite hand,  
then swing hands and touch thumb**

**to opposite forefinger, in climbing  
motion. This is the traditional finger  
play and is good for motor control but  
a simpler climbing action can  
be substituted.]**

**1.71)))**

**Narrator:** Rhyme: **I can count in 10s!** [to 50]

[Chant]  
**Voice:** I can count in tens.  
I can count in tens.  
10, 20, 30, 40, 50.  
I can count in tens.  
I can count in tens!  
**[Show all ten fingers for each ten as it  
is heard/sung.]**

**1.73)))**

**Narrator:** Rhyme: **I count back in tens.** [from 50]

[Chant]  
**Voice:** I count back in tens.  
I count back in tens.  
Fifty, forty, thirty, twenty, ten.  
I count back in tens.  
I count back in tens!  
**[Show all ten fingers for each ten as it  
is heard/sung.]**

**1.75)))**

**Narrator:** Rhyme: **Are you heavier?** [Chant]

**Voice 1:** Are you heavier than a plane?  
**Voice 2:** No, I'm lighter than a plane.  
**Voice 1:** Are you heavier than a car?  
**Voice 2:** No, I'm lighter than a car.  
**Voice 1:** Are you heavier than a tree?  
**Voice 2:** No, I'm lighter than a tree.  
**Voice 1:** You're very, very light!  
**Voice 2:** And I'm very, very sad because,  
I'm the lightest of everything!

**Voice 1:** Are you heavier than a hat?

**Voice 2:** Yes, I'm heavier than a hat.

**Voice 1:** Are you heavier than a bee?

**Voice 2:** Yes, I'm heavier than a bee.

**Voice 1:** Are you heavier than a cat?

**Voice 2:** Yes, I'm heavier than a cat?

**Voice 1:** You're very, very heavy,

**Voice 2:** And I'm very, very glad.

I'm not the lightest;

Some things are lighter,

And I'm not the heaviest;

Some things are heavier,

But I *am* the happiest,

Because I'm *me*.

**[Use Poster 2.9: Are you bigger? As the items in this chant are the same, and point to each as they are heard.]**

1.77)))

**Narrator: Rhyme: Point to your clothes (V1–2)**

[Chant]

Voices: Point to shorts. Point to a t-shirt.  
Point to a top. Point to a skirt.  
Point to green and point to blue.  
Point to a sock and point to a shoe.  
Point to yellow. Point to red.  
Point to a hat on someone's head.  
Point to trousers. Point to a dress.  
Sit down now and all say 'yes'. 'YES!'

Point to a coat and point to a boot,  
Point to a sock on someone's foot.  
Point to gloves and a scarf, then point to red.

Point to a hat on someone's head.  
Point to a jumper, then have a think,  
Point to orange, then purple and pink.  
Point to wool. Point to fur.

Sit down now and all say 'Brrrr!'. [pause]  
'Brrr!'

**[Children point to items of clothing and colours as they are heard.]**

CD 2

2.2)))

**Narrator: Rhyme: Colours (V1–3) [Song]**

Voice 1: I can see colours:  
Yellow and green.  
I can see colours:  
Red and blue.  
I can see colours:  
Lots of colours.  
I can see colours,  
How about you?

Voice 2: I can see colours:  
Purple and pink.  
I can see colours:  
Orange, too.  
I can see colours:  
Lots of colours.  
I can see colours,  
How about you?

Voice 3: I can see colours:  
Black and white.  
I can see colours:  
Brown and grey.  
I can see colours:

Lots of colours.  
Can you see colours,  
colours today?

**[Point to colours in the classroom and/or flashcards displayed around the classroom as they are heard.]**

2.3)))

**Narrator: Rhyme: Time to get dressed! [Song]**

Voice: My sun hat or rain hat,  
My boots or my shoes,  
A t-shirt or jumper,  
I put on what I choose.

'It's time to get dressed,'  
My mum calls to me.  
'But I'm ready for school, Mum.  
Look! Come and see!'

*(Song repeated)*

*(Said)* Look Mum, I have my t-shirt and  
my shoes. Come and see!

**[Mime putting on the clothes.]**

2.6)))

**Narrator: Rhyme: It's twelve o'clock. [Chant]**

Voices: It's twelve o'clock.  
It's time for lunch.

Voice 1: Can I have salad?

Voice 2: Can I have a pizza?

Voice 3: Can I have a sandwich?

Voice 4: Can I have some chicken?

Voice 5: Can I have rice and beans?

Voice 6: Can I have chips and peas?

Voice 7: Can I have bread and cheese?

All voices: Can I have my lunch, please?

**[Seven children could be chosen to come up to the front, each with a food flashcard which they hold above their heads as each food item is heard.]**

2.9)))

**Narrator: Rhyme: A teacher in a school [Song]**

Voices: A teacher in a school,  
A driver on a bus,  
A cook in a kitchen,  
Help all of us.

Doctors and nurses,  
and farmers, too.

All of these people,  
help me and you.

*(Song repeated)*

**[Use poster 3.10 and point to each job as it is heard, or have a child come to the poster and point for the class.]**

## 2.11)))

**Narrator:** Rhyme: *I can count in tens! (to 60)*

[Chant]

Voices: I can count in tens.  
I can count in tens.  
Ten, twenty, thirty, forty, fifty, sixty.  
I can count in tens!  
I can count in tens!

**[Show all ten fingers for each ten as it is heard/sung.]**

## 2.13)))

**Narrator:** Rhyme: *Are you taller?* [Chant]

Voice 1: Are you taller than your father?  
Voice 2: No, I'm shorter than my father.  
Voice 1: Are you taller than your mother?  
Voice 2: No, I'm shorter than my mother.  
Voice 1: Are you taller than your sister?  
Voice 2: No, I'm shorter than my sister.  
Voice 1: Are you taller than your brother?  
Voice 2: No, I'm shorter than my brother.  
I'm very, very short and  
Everyone's taller than me.  
[pause]

Voice 3: Are you shorter than the baby?

Voice 4: No! I'm taller than the baby.

Voice 3: Are you shorter than your cat?

Voice 4: No! I'm taller than my cat.

Voice 3: Are you shorter than your chair?

Voice 4: No! I'm taller than my chair.  
I'm not very, very short,  
Some things are shorter than me!  
**[Use poster 2.12 or the IWB 3  
animated poster of the Chant.]**

## 2.15)))

**Narrator:** Rhyme: *I count back in tens! [from 70]*

[Chant]

Voices: I count back in tens.  
I count back in tens.  
Seventy, sixty, fifty, forty, thirty, twenty,  
ten.  
I count back in tens!  
I count back in tens!

**[Show all ten fingers for each ten as it is heard/sung.]**

## 2.18)))

**Narrator:** Rhyme: *Uncle Ali has a farm.* [Song]

Voices: Uncle Ali has a farm,  
E-I-E-I-O.  
And on his farm he has a cat,  
E-I-E-I-O.  
There's a meow meow here, and a

meow, meow there,  
Here a meow, there a meow, everywhere  
a meow, meow.  
Uncle Ali has a farm,  
E-I-E-I-O.

Uncle Ali has a farm,  
E-I-E-I-O.  
And on his farm he has a horse,  
E-I-E-I-O.

There's a neigh, neigh here, and a neigh,  
neigh there,

Here a neigh, there a neigh, everywhere  
a neigh, neigh.

Uncle Ali has a farm,  
E-I-E-I-O.

Uncle Ali has a farm,  
E-I-E-I-O.

And on his farm he has a duck,  
E-I-E-I-O.

There's a quack, quack here, and a quack,  
quack there,  
Here a quack, there a quack everywhere  
a quack, quack.

Uncle Ali has a farm,  
E-I-E-I-O.

Uncle Ali has a farm,  
E-I-E-I-O.

And on his farm he has a cow,  
E-I-E-I-O.

There's a moo, moo here, and a moo,  
moo there,  
Here a moo, moo, there a moo  
everywhere a moo, moo.

Uncle Ali has a farm,  
E-I-E-I-O.

**[Point to the animals on Poster 3.4  
as each one is heard/sung.]**

## 2.21)))

**Narrator:** Rhyme: *Pat-a-cake* [Song]

Voices: Pat-a-cake, pat-a-cake baker's man,  
**[Clap hands.]**

Make me a cake, as fast as you can.  
Roll it and pat it and mark it with B,  
**[Do rolling motion with hands, pat  
imaginary cake, air-trace B.]**

And put it in the oven for Baby and me.  
(Song repeated)

**2.22)))****Narrator: Rhyme: *Please and thank you*** [Chant]

Voices: *Please and thank you* are easy words to say,  
 I try to say them every day.  
 I'm always polite. I'm never, ever rude.  
 I say *please and thank you* for my food.  
 I'm always polite. Manners are free.  
 I say *please and thank you* to people who help me.  
*Please and thank you* are easy words to say,  
 I try to say them every day.  
**[No actions.]**

**2.25)))****Narrator: Rhyme: *If you're happy and you know it ...*** [Song]

Voices: 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 I'm sure you want to show it.  
 If you're happy and you know it, clap your hands.

If you're angry and you know it, stamp your feet.  
 If you're angry and you know it, stamp your feet.  
 If you're angry and you know it,  
 Then I'm sure you want to show it.  
 If you're angry and you know it, stamp your feet.

If you're sad and you know it, rub your eyes.  
 If you're sad and you know it, rub your eyes.  
 If you're sad and you know it,  
 Then I'm sure you want to show it.  
 If you're sad and you know it, rub your eyes.

If you're sleepy and you know it, close your eyes,  
 If you're sleepy and you know it, close your eyes.  
 If you're sleepy and you know it,  
 Then I'm sure you want to show it.  
 If you're sleepy and you know it, close your eyes.  
**[Make gestures as they are described in each verse of the song.]**

**2.28)))****Narrator: Rhyme: *Miss Polly has a dolly.*** [Song]

Voice: Miss Polly has a dolly who is sick, sick, sick.  
 So she phones the doctor to come quick, quick, quick.  
 The doctor comes with his bag and his hat,  
 And he knocks on the door with a rat-tat-tat.  
 He looks at the dolly and he shakes his head,  
 And says 'Miss Polly put her straight to bed'.  
 Then he writes on the paper for a pill, pill, pill,  
 'I'll be back in the morning with my bill, bill, bill!'  
**[Use Poster 3.12 to illustrate parts of the song.]**

**2.30)))****Narrator: Rhyme: *I can count in tens!*** [to 80] [Chant]

Voice: I can count in tens.  
 I can count in tens.  
 Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty.  
 I can count in tens!  
 I can count in tens!

**[Show all ten fingers for each ten as it is heard/sung.]****2.33)))****Narrator: Rhyme: *I count back in tens!*** (from 90)

Voices: I count back in tens.  
 I count back in tens.  
 Ninety, eighty, seventy, sixty, fifty, forty, thirty, twenty, ten.  
 I count back in tens!  
 I count back in tens!

**[Show all ten fingers for each ten as it is heard/sung.]****2.36)))****Narrator: Rhyme: *If I bump my head, ...*** [Chant]

Voices: If I bump my head or hurt my knee,  
**[Rub head as if hurting, and knee]**  
 If I'm worried or cross or upset,  
**[Facial gestures to suggest, worried, cross and upset]**  
 A hug from a friend or from Mum or Dad,  
**[Open arms and hug self.]**  
 And things don't seem so bad.

**[Smile and make a larger smile with the index finger on each hand pointing at the mouth and moving outwards to make a smile in front of the face.]**  
(Chant repeated)

2.37)))

**Narrator:** Rhyme: *Head, shoulders, knees and toes.* [Song]

**Voices:** Head, shoulders, knees and toes, knees and toes.  
Head, shoulders, knees and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees and toes, knees and toes.  
(Song repeated)  
**[Touch each part of the body on both sides when heard.]**

2.39)))

**Rhyme:** *Good friends* [Song]

**Voices:** We all need good friends.  
When we are sad,  
When we are ill,  
When things are bad.  
Good friends, good friends,  
We all need good friends.  
We all need good friends.  
When we are fine,  
When we are well,  
At happy times.  
Good friends, good friends,  
We all need good friends.  
Good friends, good friends,  
We all need good friends.  
**[Do exaggerated facial expressions for each emotion/feeling mentioned.]**

2.42)))

**Narrator:** Rhyme: *Wash (VI-3)* [Song]

**Voices:** This is the way we wash our hands,  
Wash our hands, wash our hands.  
This is the way we wash our hands,  
Before we go to school.  
**[Children make washing movements with their hands when they say the words wash our hands.]**

This is the way we dry our hands,  
Dry our hands, dry our hands.  
This is the way we dry our hands,  
Before we go to school.  
**[Children make hand-drying movements with their hands when they say the words dry our hands.]**

This is the way we brush our hair,  
Brush our hair, brush our hair.

This is the way we brush our hair,  
Before we go to school.

**[Children make brushing movements with their hands when they say the words brush our hair.]**

2.45)))

**Narrator:** Rhyme: *Textures (VI)* [Chant]

**Voices:** Jam is soft and sticky stuff,  
Glass is smooth and hard.  
Fur is warm,  
And ice-cream is cold,  
And sand and stones are rough.  
(Chant repeated)  
**[No actions.]**

2.47)))

**Narrator:** Rhyme: *I can count in tens!* [to 100] [Chant]

**Voices:** I can count in tens.  
I can count in tens.  
Ten, twenty, thirty, forty, fifty,  
Sixty, seventy, eighty, ninety, one hundred.  
I can count in tens!  
I can count in tens!  
**[Show all ten fingers for each ten as it is heard/sung.]**

2.48)))

**Narrator:** Rhyme: *Ten green bottles* [Song]

**Voices:** Ten green bottles standing on the wall,  
Ten green bottles standing on the wall.  
And if one green bottle should accidentally fall;  
There'll be ...  
Nine green bottles standing on the wall.  
  
Nine green bottles standing on the wall.  
Nine green bottles standing on the wall.  
And if one green bottle should accidentally fall;  
There'll be ...  
Eight green bottles standing on the wall.  
  
Eight green bottles standing on the wall.  
Eight green bottles standing on the wall.  
And if one green bottle should accidentally fall;  
There'll be ...  
Seven green bottles standing on the wall.  
  
Seven green bottles standing on the wall.  
Seven green bottles standing on the wall.

And if one green bottle should  
accidentally fall;  
There'll be ...  
Six green bottles standing on the wall.

Six green bottles standing on the wall.  
Six green bottles standing on the wall.  
And if one green bottle should  
accidentally fall;  
There'll be ...  
Five green bottles standing on the wall.

Five green bottles standing on the wall.  
Five green bottles standing on the wall.  
And if one green bottle should  
accidentally fall.  
There'll be ...  
Four green bottles standing on the wall,

Four green bottles standing on the wall,  
And if one green bottle should  
accidentally fall;  
There'll be ...  
Three green bottles standing on the wall.

Three green bottles standing on the wall.  
Three green bottles standing on the wall.  
And if one green bottle should  
accidentally fall;  
There'll be ...  
Two green bottles standing on the wall.

Two green bottles standing on the wall.  
Two green bottles standing on the wall.  
And if one green bottle should  
accidentally fall;  
There'll be ...  
One green bottle standing on the wall.

One green bottle standing on the wall.  
One green bottle standing on the wall.  
And if one green bottle should  
accidentally fall;  
There'll be no green bottles standing on  
the wall.

**[Use online resource 3.42 and pin  
the bottles on the board in a row.  
Alternatively, have ten children come  
to the front, each with a bottle cut-  
out, indicate each one to sit down in  
turn they hear: There'll be ... .]**

## 2.49)))

**Narrator: Rhyme: *I count back in tens!* [From  
100]**

Voices: I count back in tens.  
I count back in tens.

One hundred, ninety, eighty, seventy, sixty,  
Fifty, forty, thirty, twenty, ten.  
I count back in tens!  
I count back in tens!  
Yeah!

**[Show all ten fingers for each ten as it  
is heard/sung.]**

## 2.51)))

**Narrator: Rhyme: *Shapes (VI-4)* [Chant]**

Voice 1: Eight sharp corners and six flat faces,  
You see me in lots of places.  
Tall or small, long or wide,  
I can't roll, but I can slide.  
I'm a box.

Voice 2: One curved surface, and two flat faces,  
You see me in lots of places.  
Tall or small, thin or wide,  
I can roll, and I can slide.  
I'm a tube!

Voice 3: One curved surface, and no flat faces,  
You see me in lots of places.  
Big or small from side to side,  
I can roll, but I can't slide.  
I'm a ball!

Voice 4: One sharp point and one curved face,  
You see me in many a place.  
Tall or small, thin or wide,  
I can roll, and I can slide.  
I'm a cone!

**[Air-trace lines and shapes.]**

## 2.53)))

**Narrator: Rhyme: *Shamlar the camel* [Song]**

Voices: Shamlar the camel has five humps!  
Shamlar the camel has five humps!  
Shamlar the camel has five humps!  
Go, Shamlar, go!

Shamlar the camel has four humps!  
Shamlar the camel has four humps!  
Shamlar the camel has four humps!  
Go, Shamlar, go!

Shamlar the camel has three humps!  
Shamlar the camel has three humps!  
Shamlar the camel has three humps!  
Go, Shamlar, go!

Shamlar the camel has two humps!  
Shamlar the camel has two humps!  
Shamlar the camel has two humps!  
Go, Shamlar, go!

Shamlar the camel has one hump!  
Shamlar the camel has one hump!  
Shamlar the camel has one hump!  
Go, Shamlar, go!

Shamlar the camel has no humps!  
Shamlar the camel has no humps!  
Shamlar the camel has no humps!  
Oh no, Shamlar is a goat!

**[Show the corresponding numbers of fingers for the humps heard/sung.]**

### 2.55)))

**Narrator: Rhyme: Textures (VI-2)** [Chant]

Voices: Jam is soft and sticky stuff,  
Glass is smooth and hard.  
Fur is warm, and ice-cream is cold.  
And sand and stones are rough.

A falcons claws are curved and sharp,  
And chimps feel rough and hairy,  
A turtle's shell is smooth to touch,  
But sharks have teeth that are scary!

## CD 3

### 3.4)))

**Narrator: Rhyme: Let's all go to the beach today!** [Song]

Voices: Let's all go to the beach today, beach today, beach today,  
Let's all go to the beach today,  
We can have a picnic.  
**[Mime eating.]**

Let's all swim in the sea today, sea today, sea today,  
Let's all swim in the sea today,  
We can jump and splash.  
**[Mime jumping and splashing.]**

Let's all play on the sand today, sand today, sand today,  
Let's all play on the sand today,  
With our bats and balls.  
**[Mime hitting a ball with a bat.]**

Let's all build a castle today, castle today, castle today,  
Let's all build a castle today,  
With our buckets and spades.  
**[Mime building a sand castle.]**

### 3.7)))

**Narrator: Rhyme: Where's my teddy?** [Song]

Voice 1: Where's my teddy?  
It isn't here with me.

Voice 2: Is it on the wall?  
Is it under the tree?  
Is it in the bin?  
Is it under the chair?

Voice 1: Where's my teddy?  
Where, oh where?

Voice 1: Where's my teddy?  
It isn't here with me.  
It isn't on the wall.  
It isn't under the tree.  
It isn't in the bin.  
It isn't under the chair.  
Where's my teddy?  
Where, oh where?  
[pause]

Voice 2: It's under the table, over there.

Voice 1: Ah!  
**[Mime searching in, under and on things.]**

**Narrator: Rhyme: Ways to make ten** [Chant]

Voice 1: Nine and one,  
Eight and two,  
I can make ten,  
How about you?

Voice 2: Seven and three,  
Six and four,  
Five and five,  
There aren't any more!  
(Chant repeated)  
**[Show fingers for each number as it is heard/sung.]**

### 3.10)))

**Narrator: Rhyme: There is one fish.** [Song]

Voices: Look! There is one fish in the sea.  
Look! There are two fish,  
and now there are three.  
Look! There are four fish,  
and now there are five.  
There are five fish in the sea.  
There are five fish in the sea.  
Look! There are four fish,  
and now there are three.  
Look! There are two fish,  
and now there is one.  
There is one fish in the sea.  
Look! There are no fish in the sea.  
There are no fish in the sea now.

Goodbye fish. Goodbye.  
 Look! There are no fish in the sea.  
 There are no fish in the sea now.  
 Goodbye fish. Goodbye.  
**[The children hold up/tuck down the appropriate number of fingers.]**

### 3.12)))

**Narrator:** **Game and Rhyme: Round the seaweed**

[Song]

**Voice:** In and out and round the seaweed,  
 In and out and round the seaweed,  
 In and out and round the seaweed,  
 Who is my partner?  
 Tap, tap, tap on your shoulder,  
 Tap, tap, tap on your shoulder,  
 Tap, tap, tap on your shoulder,  
 You are my partner.  
 (Song repeated)

**[The children stand in a circle. They gently wave their hands in the air like seaweed under the water. One child skips round the circle, weaving in and out between the children. On Who is my partner? the child stops by the nearest person and taps on their shoulder. On You are my partner, the second child joins the first and they both skip round.]**

### 3.13)))

**Narrator:** **Rhyme: How many left?** [Song]

**Voice 1:** Ten little kids in school today,  
 One little kid goes off to play,  
 How many kids are left you say?  
 Nine little kids in school.  
 Nine little kids in school.

**Voice 2:** Nine little kids in school today,  
 Two little kids go off to play,  
 How many kids are left you say?  
 Seven little kids in school.  
 Seven little kids in school.

**Voice 3:** Seven little kids in school today,  
 Three little kids go off to play,  
 How many kids are left you say?  
 Four little kids in school.  
 Four little kids in school.

**Voice 1:** Four little kids in school today,  
 Four little kids go off to play,  
 How many kids are left you say?  
 No little kids in school.  
 No little kids in school!

**[The children hold up, and tuck down, the appropriate number of fingers as required. Alternatively, have ten children lined up at the front. On [Number] go off to play, tap that number of children on the shoulder, and they sit down (or go off to the side)]**

### 3.20)))

**Narrator:** **Rhyme: Horsey, horsey** [Song]

**Voices:** Horsey, horsey don't you stop,  
 Just let your feet go clippety-clop.  
 Your tail goes swish and the wheels go round,  
 Giddy up, we're homeward bound.  
 (Song repeated)  
**[Trot around, or on the spot like a horse.]**

### 3.22)))

**Narrator:** **Rhyme: Doubles** [Chant]

**Voice 1:** One add one makes two,  
 One add one makes two,  
**Voice 2:** Two add two makes four,  
 Two add two makes four,  
**Voice 1:** Three add three makes six,  
 Three add three makes six,  
**Voice 2:** Four add four makes eight,  
 Four add four makes eight,  
**Voice 1:** Five add five makes ten.  
 Five add five makes ten.  
**[Children hold up the correct number of fingers for each line of the chant.]**

### 3.24)))

**Narrator:** **Rhyme: There's a hole in my bucket.** [Song]

**Voice 1:** There's a hole in my bucket, dear Mary,  
 dear Mary!  
 There's a hole in my bucket, dear Mary, a hole!

**Voice 2:** Then mend it, dear e.g. Peter, dear Peter,  
 dear Peter!  
 Then mend it dear Peter, dear Peter,  
 mend it!

**Voice 1:** There's a hole in my bucket, dear Mary,  
 dear Mary!  
 There's a hole in my bucket, dear Mary, a hole!

**Voice 2:** Then mend it, dear e.g. Peter, dear Peter,  
 dear Peter!  
 Then mend it dear Peter, dear Peter,  
 mend it!  
**[No actions.]**

### 3.26)))

**Narrator:** Rhyme: *Baa, baa, black sheep* [Song]

Voices: Baa, baa, black sheep,  
Have you any wool?  
Yes sir, yes sir, three bags full.  
One for the farmer and one for the  
dame,  
And one for the little boy who lives  
down the lane.  
(Song repeated)  
**[Show the correct amount of fingers  
for each number as it is heard/sung.]**

### 3.27)))

**Narrator:** Rhyme: *Chick, chick, chick, chick,  
chicken* [Song]

Voice: Chick, chick, chick, chick, chicken,  
Lay a little egg for me.  
Chick, chick, chick, chick, chicken,  
I want one for my tea.  
I didn't have one for breakfast,  
And now it's after three.  
So, chick, chick, chick, chick, chicken,  
Lay a little egg for me.  
(Song repeated)  
**[Mime flapping arms like a chicken.]**

### 3.29)))

**Narrator:** Rhyme: *The farmer's on his farm.*  
[Song]

Voices: The farmer's on his farm,  
The farmer's on his farm,  
Eee aye addy-oh,  
The farmer's on his farm.  
The farmer wants a wife,  
The farmer wants a wife,  
Eee aye addy-oh,  
The farmer wants a wife.  
The wife wants a child,  
The wife wants a child,  
Eee aye addy-oh,  
The wife wants a child.  
The child wants a cat,  
The child wants a cat,  
Eee aye addy-oh,  
The child wants a cat.  
  
We all stroke the cat,  
We all stroke the cat,  
Eee aye addy-oh,  
Eee aye addy-oh,  
We all stroke the cat.

**[Make a circle, with the "farmer" in  
the middle. All walk round in a circle,**

**chanting the first verse. Then the  
farmer chooses another player to be  
the "wife" and join him in the circle.  
During each verse, the last person  
brought in chooses the next person.  
The child who is the "cat" is the  
"farmer" for the next round. Where  
there is limited space, a smaller group  
of children can make a small circle  
at the front and the rest of the class  
stay seated.]**

### 3.34)))

**Narrator:** Rhyme: *Twinkle, twinkle, little star!*  
[Song]

Voice: Twinkle, twinkle, little star,  
**[Open and close hands.]**  
How I wonder what you are,  
Up above the world so high,  
**[Point up.]**  
Like a diamond in the sky.  
**[Make diamond shape with fingers  
and thumbs.]**  
Twinkle, twinkle, little star,  
**[Open and close hands.]**  
How I wonder what you are.

### 3.36)))

**Narrator:** Rhyme: *Coming to school (VI-3)*  
[Chant]

Voices: With Mum or with Dad, in the rain or the  
sun;  
We come to school, to learn and have  
fun.  
To read and to count and to play Hide  
and Seek,  
We come to school, five days a week.  
We come every morning and stay here  
all day,  
When afternoon comes we go home  
and play.  
  
By bus or by taxi, by boat or by car,  
We come to school, from near and far.  
Some come on the metro; some walk to  
get here;  
Some live far away; others live near.  
  
By bus or by taxi, by boat or by car,  
We're on time for school, no matter  
how far.  
We hop off the metro, and walk to  
the gate.  
We're on time for school. We don't want  
to be late!

With Mum or with Dad, in the rain or  
the sun;  
We come to school here, to learn and  
have fun.  
**[See 1.38.]**

### 3.38)))

**Narrator:** Rhyme: *My body (VI-3)* [Song]

Voices: Point to your arm and point to your leg.  
Point to your body and point to your  
head.  
Point to your body and point to your  
head.  
Point to your arm and point to your leg.  
  
Point to your hand then point to your  
feet.  
Stand up straight and sit on your seat.  
Stand up straight and point to your feet.  
Point to your hand then sit on your seat.  
  
Point to your ear and hold your nose.  
Wiggle your fingers and touch your toes.  
Wave both arms high up in the air.  
Turn around and pull your own hair.  
**[Follow the actions in the song.]**

### 3.39)))

**Narrator:** Rhyme: *Wash (VI-4)* [Song]

Voices: This is the way we wash our hands,  
Wash our hands, wash our hands.  
This is the way we wash our hands,  
Before we go to school.  
**[Children make washing movements  
with their hands when they say the  
words wash our hands.]**

This is the way we dry our hands,  
Dry our hands, dry our hands.  
This is the way we dry our hands,  
Before we go to school.  
**[Children make hand-drying  
movements with their hands when  
they say the words dry our hands.]**

This is the way we brush our hair,  
Brush our hair, brush our hair.  
This is the way we brush our hair,  
Before we go to school.  
**[Children make brushing movements  
with their hands when they say the  
words brush our hair.]**

This is the way we brush our teeth,  
Brush our teeth, brush our teeth.

This is the way we brush our teeth,  
In the morning and the evening.  
**[Children make teeth-brushing  
movements with their hands when  
they say the words brush our teeth.]**

### 3.40)))

**Narrator:** Rhyme: *I know the alphabet* [Chant]

Voices: The alphabet starts with A and B.  
Then ...?  
Voice 1: C, D, E and F and G,  
H, I, J, K, L, M, N,  
O, P, Q ...  
Voices: And what comes then?  
Voice 1: R, S, T, U, V, W, X ...  
Voices: Then which two letters follow next?  
Voice 1: Er, Y and Z?  
Voices: Yes! Now you know your alphabet.  
Voice 1: I know the alphabet today.  
I know the sounds the letters say.  
Voices: You can read and write and spell.  
Voices: You know your sounds and letters well!  
Hurray!  
**[No actions.]**