

# **Primrose Early Years Pack**

**Rhythms, Rhymes, Music and Movement for:**

**HOME**

**NURSERY**

**RECEPTION**

**EARLY YEARS**

**Written by Barbara Lipscomb**

**Accompanying tape arranged and produced by David Harry**

**Illustrations by Sheila Charnley**

**A product for Parents, Playgroups, Nursery and Infant Schools and anyone who enjoys learning with children**

Primrose Education Resources

[www.primrose-education.co.uk](http://www.primrose-education.co.uk)

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## **Primrose Early Years Pack**

This pack includes 22 lessons and an accompanying specifically composed compilation of unique sounds and music. The product has been created for use in the HOME, PLAYGROUP, NURSERY and RECEPTION CLASS. Parents and teachers will find it useful to stimulate listening, speaking, movement, and memory skills with young children. The children will enjoy the programme with its wide variety of sounds, stories and music.

Each rhyme has been selected for its movement potential and they progress from the simple situation to more challenging, complex concepts. The rhythms are easy to recognize and are repeated with vocal and atmospheric sounds as well as orchestral music.

There are delightful variety of approaches to the rhythmic patterns. The teaching cards are easy to follow with clear instructions and helpful notes. The underlying principle is attractive, a traditional rhyme is chosen to become the base of an activity lesson. The rhyme is broken down into a series of learning situations which consolidate and build up into action packed, lively performances. All manner of basic skills can be acquired and developed in an enjoyable format.

The product will provide an attractive inspirational resource to be used at home, at the playgroup as well as in the nursery and infant school. Speech, dance and drama, sounds and music are presented in a user friendly way sharing enjoyment with all concerned. Use the lesson plans and the music to help recognise the potential of rhythms and rhymes then develop your own approach and extend the creative skills and physical development of the children around you. Encourage them to listen, to move and to remember.

Each lesson is numbered to identify and link the contents to the tape stimulus. Symbols at the top right hand corner tell you whether this stimulus uses:

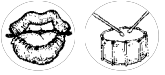
VOICE	
RHYTHM	
MUSIC	

Vary your signals, listen to the compilation tracks and plan your strategy. It is possible to use the music throughout the session but it is also possible to leave it until the very end. You will recognize that the action and ideas become more sophisticated, steps are learnt and co-operation cultivated. Your children will learn so much by listening and moving, talking and singing. This is enjoyable, entertaining, education!

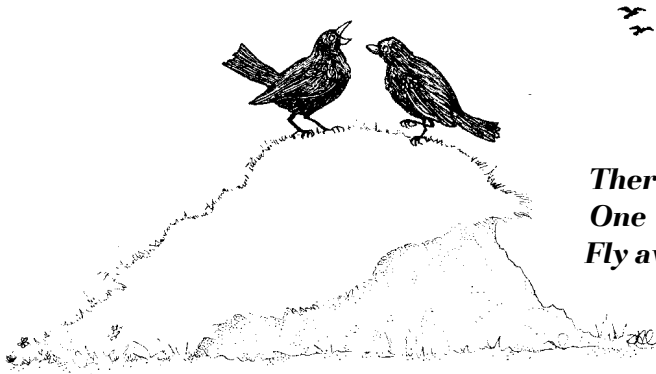
# The Primrose Early Years Pack



1. TWO BLACKBIRDS	✓	✓	
2. SWIM SWAN	✓	✓	
3. GRAND OLD DUKE OF YORK		✓	
4. FIVE LITTLE PEAS		✓	
5. HICKORY DICKORY DOCK			✓
6. DOCTOR FOSTER			✓
7. I HEAR THUNDER	✓	✓	
8. PUSSY CAT			✓
9. HERE IS A TREE	✓	✓	
10. POLLY PUT THE KETTLE ON			✓
11. ROCK A BYE BABY			✓
12. WHO MADE THE PIE?	✓		✓
13. PATTY CAKE		✓	
14. RIDE A COCK HORSE			✓
15. TWO WRENS	✓		
16. OLD KING COLE			✓
17. GRANDMOTHERS GLASSES	✓		
18. HEY DIDDLE DIDDLE			✓
19. OLD MOTHER HUBBARD			✓
20. SEVEN ANGLERS	✓		
21. THREE BLIND MICE			✓
22. BOYS AND GIRLS COME OUT TO PLAY			✓



## Two Blackbirds



*There were two blackbirds sitting on a hill  
One named Jack, the other named Jill  
Fly away Jack, flyaway Jill  
Come again Jack, come again Jill*

### **1. SPREAD OUT YOUR ARMS AND USE THEM LIKE WINGS.**

Look for the bending and stretching of the arms.

### **2. CROUCH DOWN QUIETLY AND BE READY TO FLY.**

Keep pupils on the spot to practise the small crouched position and then the stretching of arms. **TEACHER CONTROL STRETCH/FLY.**

### **3. TRAVEL FREELY TO THE SIDES OF THE ROOM AND BACK TO YOUR PLACE ON THE FLOOR.**

Avoid pushing and collisions. Ask for light steps and quiet feet.

### **4. FIND A PARTNER.**

Make sure that everyone has a friend. Always let the spare child dance with you!

### **5. CROUCH AND FLY WITH YOUR PARTNER.**

Try to do the actions at the same time as your friend.

### **6. NOW, TAKE TURNS TO CROUCH AND FLY.**

Remind them to stay on the spot and try to alternate so that one is crouching whilst the other is 'flying'.

### **7. SAY THE RHYME.**

Teacher chants the rhyme then asks the class to describe possible actions.

### **8. LISTEN TO THE TAPE.**

Sit quietly and consider how you can respond.

### **9. SAY AND DO TO THE TAPE.**

Use the vocal to guide the actions, let the rhythm accompany the second try and enjoy the voice and rhythm to perform the third attempt.

### **10. SAY, DO AND DANCE TO THE TAPE.**

The movement phrases should be repeated accurately three times. The timing and performance should show improvement.

**Swim Swan**

*A swan swam over the sea,  
Swim, swan, swim!  
The swan swam back again,  
Well swum swan!*

**1. WALK VERY SMOOTHLY ABOUT THE ROOM.**

Remind pupils about spacing and ask for quiet, gliding steps.

**2. ALL WALK TOGETHER.**

Get all the class to face the same 'front' and let them walk with you.

**3. STOP AND TURN.**

Demonstrate walking to be facing a wall, stop and perform a half turn so that you can walk again.

**4. WALK, STOP, TURN WITH A TEACHER.**

Have some fun with class copying, following the teacher.

**5. OVERARM CIRCLES.**

Stay on the spot and let one arm circle and then the other. Creating an overarm 'crawl' swimming action.

**6. USE ARMS AND WALK.**

Look for the smooth walking and the alternating of each arm.

**7. TRAVEL, STOP, TURN USING ARMS.**

Let the whole class travel forwards to you, stop them and turn them. Remind them to use their arms.

**8. CLAP HANDS.**

Everybody claps hands heartily.

**9. SHAKE HANDS WITH A PARTNER.**

Let them find a partner and enjoy shaking hands.

**10. TAKE TURNS TO TRAVEL, STOP, TURN AND TRAVEL BACK TO THE PARTNER.**

Make sure they understand the taking of turns. One stands still whilst the other dances, then they change over.

**11. LISTEN TO THE TAPE.**

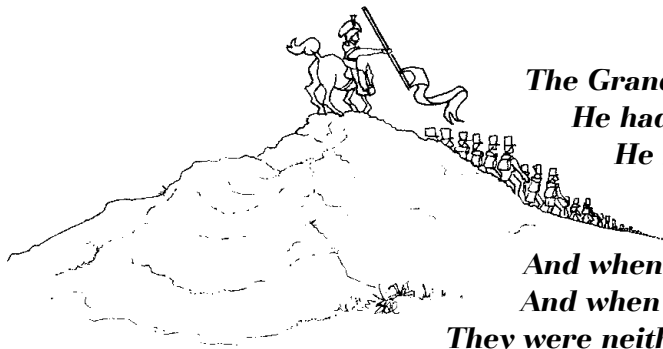
Point out the words, then the rhythm of the splashing and then the vocals plus the rhythm

**12. DANCE TO THE TAPE.**

Remind how important it is to take turns. Clap and or shake hands when we say 'well swum swan!'.



# The Grand Old Duke of York



*The Grand Old Duke of York  
He had ten thousand men  
He marched them up to the top of the hill  
Then 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*

## 1. RECITE THE NURSERY RHYME.

Let the children take turns to recite the rhyme and ask the others to be thinking about what the words are saying.

## 2. QUESTIONS

- IS THIS ABOUT AN ARMY MARCHING?
- WHERE DO THEY MARCH?

## 3. MARCHING STEPS.

Encourage strong, firm steps on the spot. High knees please! Strong elbows swinging.

## 4. BENT KNEES - STRAIGHT KNEES.

Establish the difference by using bent knees for marching on the spot. Straight knees for marching smartly about the room.

## 5. BENT ELBOWS-STRAIGHT ELBOWS.

Make sure the elbows bend and the knees bend when marching on the spot. Straight elbows and knees when marching smartly about the room.

## 6. HIGH-LOW

Can they march on the spot but change from being high up to low down and back again?

## 7. NEITHER UP NOR DOWN?

How can they reflect the middle ground?

## 8. GET INTO SMALL GROUPS OF 3's OR 4's.

Watch out for anyone being left out.

## 9. MARCH TOGETHER.

Teacher calls out the instructions 'ON SPOT', UP, DOWN 'ON MOVE'. Encourage them to enjoy working together.

## 10. LISTEN TO THE TAPE.

Can you hear the marching? Can you hear the going up?

## 11. LETS DANCE TO THE TAPE.

Teacher guides the groups to enable them to march on spot, around, on spot etc. Then enjoy the up, the down and the chanting of the rhyme whilst they dance.