



Rainbow

Musical Activities
for Families with Young Children



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USING SING A RAINBOW WITH YOUR CHILD

For parents

Sing a Rainbow has songs on 14 topics, each with different activities to suit children as they grow up through the early years.

Each song has a card and a video to help you get going.

You don't need to have any special musical talents to have fun making music with your child!

Just point your phone camera at the QR code and click on the link.

USING SING A RAINBOW WITH YOUR CHILD

For practitioners

In the early years, children move through four phases of musical development as follows.

Babies (0-12 months)

The sensory stage. Learning to listen and finding out what sounds things make when they are banged or scratched or shaken.

Toddlers (12-24 months)

Recognising and making simple patterns like a regular beat; copying the sounds that other people make, and enjoying being copied.

2 & 3 year-olds

Recognising groups of sounds like ringtones and the 'hooks' of pop songs. Earworms! Playing 'call and response' games.

4 & 5 year-olds

Being able to sing songs all the way through, ever more in time and in tune.

The ages are only there as a guideline, to help parents choose the best activities for their child. In reality they are very variable.

These phases of development are based on the Sounds of Intent framework. You can find more information at <https://soundsofintent.app/resources/sounds-of-intent-in-the-early-years/index>

- Support parents to help their children develop musical skills by targeting activities at their developmental levels. Always being prepared to extend what they can do through carefully scaffolding their efforts to try new things.
- Music is a powerful medium for inclusion; it is one of the best ways of bringing young children of different ages, abilities, interests and backgrounds together. When working in groups of mixed abilities and needs, try have a range of strategies and resources ready, so they can all join in at a level at which they feel comfortable.
- Always remember that children may well want to watch and listen first, before having a go themselves, and it may take them a few weeks to build up the confidence to have a go. Don't put pressure on them to engage actively before they are ready. Warm encouragement and patience are likely to be needed in equal measure!

1. Colours - Sing a Rainbow

Activities for babies

- If possible, give your baby simple toys like blocks and rings of different colours to play with.
- You could hang the rings from a play-arch so your baby can explore them laying on their back.
- Paint a big picture of a rainbow and stick it low down on the wall so they can see it easily. When they can sit up, point to the different colours when they listen to the song.

Activities for toddlers

- Play colour-matching games with toys and everyday objects – making piles of red blocks or yellow ones, for example. Sing the names of the colours as the blocks are stacked.
- With a block of the same colour in each hand, encourage your toddler to tap them together in time with the beat of the song.
- Help your child make 'scribble' drawings using crayons of different colours. Name the colours for them as they are used.

Activities for 2 and 3-year-olds

- Sing the first line of Sing a Rainbow slowly, clapping with the beat, and encourage your child to join in.
- Make a line of coloured blocks or rings or other toys, and point to them as the words are sung. Can they do the same.
- Try the same activity with the other lines of the song. Remember to go slowly at first!

Activities for 4 and 5-year-olds

- Sing all of the whole song with your child. You could use the video to help.
- You could line up blocks or bells or rings of different colours to match the words of the song, and point to them at the appropriate times.
- See if you can persuade other family members or friends to join in too. Is your child confident enough to sing it on their own? They will be more likely to try if you have a go first.

*Red and yellow and pink and green,
Orange and purple and blue.
I can sing a rainbow, sing a rainbow
Sing a rainbow too.*



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- understanding the world, as children learn about the environment outdoors, particularly the weather; and
- communication and language, as children learn the words for different colours.

2. My Body - Head, Shoulders, Knees and Toes

Activities for babies

- Your baby may like to flap their hands and kick with their feet. You can make them more aware of what they are doing and add to the fun by attaching jingly bells or rattles to their wrists or ankles.
- Crinkly paper is great to roll on, handle, mouth and kick (if you rap it round a cushion), letting your baby discover how their body relates to their environment.
- Record your baby's sounds on your phone, and see how they respond when you play them back.

Activities for toddlers

- Help your toddler get a sense that their body is like yours by playing clapping games. Encourage them to copy you. Two claps, three claps. Big claps and little ones. Then copy what they do.
- Play the copy game with other parts of the body: slapping knees, stamping feet, and squeezing your nose to make a funny sound.
- Pull funny faces and encourage them to copy you. Then swap over.

Activities for 2 and 3-year-olds

- Sing the first line of Head, Shoulders, Knees and Toes slowly, with the actions, and encourage your child to join in.
- Now try a little bit faster. Then faster still. Can they keep up?
- Now sing the middle section 'Eyes and ears and mouth and nose' with the actions, and encourage your child to join in. Again, go slowly at first – the actions can be tricky to start with!

Activities for 4 and 5-year-olds

- Now try singing the whole song with your child, using the video to help.
- Don't forget to do all the actions yourself! Encourage brothers, sisters and friends to join in.
- See if you can do it without the video. Then you can add your own ideas, and encourage your child to do the same. You can sing and dance fast or slow, or gradually getting faster or slower as you stamp your feet, for example.

*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.*



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- physical development, as children develop a sense of their own bodies and how they can interact with their environment;
- communication and language, as children learn what different parts of the body are called; and
- personal, social and emotional development, as they learn about their bodies through play with others.

3. My family and friends - Hello Everyone!

Activities for babies

- Your baby may enjoy being rocked to and fro to the beat of the song.
- Or you could bounce them up and down on your knee, with them facing you so they can see you singing the words.
- Encourage them to clap and wave at the appropriate points in the song – you start and see if they will copy you.

Activities for toddlers

- Do different actions to the song – clapping and tapping and slapping knees and see if your toddler will copy what you do.
- Stamp round the room as you sing, and have a dance together in time to the beat.
- Try singing the song more slowly or quickly and see if you can both keep in time!

Activities for 2 and 3-year-olds

- Sing the first two notes of the song 'hello' and encourage your child to copy you.
- Now do the same with the second phrase, 'I'm glad that you could come'.
- Make patterns with the 'I, I, I, I, I' part of the song, up and down with your voice, and see if your child will copy what you do. Perhaps they could make patterns for you to copy?

Activities for 4 and 5-year-olds

- Sing along to the video and encourage your child to do the same.
- Now try going solo – just you and your child. The great thing is you can change the speed and personalise the song to make it special for your family and friends.
- Don't forget the actions!

Hello, everyone, hello, everyone, family and friends.

Hello, everyone, hello, everyone, family and friends.

I, I, I, I, I, I'm glad that you could come.

I, I, I, I, I, I'm glad that you could come.



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- communication and language, as children learn how to use different people's names and pronouns; and
- personal, social and emotional development, as they learn about relationships with those close to them.

4. Home - we're Building a Home Together

Activities for babies

- With your baby on your knee, hold their hands and stretch their arms upwards to the words 'we're building, we're building, we're building' from the song.
- Give your baby a hug on the words 'to make us all feel safe'.
- Hum the tune as you rock your baby gently to and fro.

Activities for toddlers

- Use stacking toys (like blocks or plastic beakers) to build towers like those in the video.
- Try marching with your toddler to the beat as the video is playing.
- Using a doll or a teddy or an action figure, help your toddler hold them low down near the ground and then raise them up higher and higher with the song.

Activities for 2 and 3-year-olds

- Sing the first line of We're Building a Home Together slowly, with the hand movements, and encourage your child to join in.
- Can you child sing and move a little quicker? Have a go.
- Next, sing 'To Make us All Feel Safe', complete with the hugging action.

Activities for 4 and 5-year-olds

- Sing the whole song with your child, using the video.
- Can you find sound-makers around the house – large and small, like on the video – to join in with?
- Can your child sing the song and do the actions on their own?

*We're building, we're building, we're building,
We're building a home together.
We're building, we're building, we're building,
To make us all feel safe.*



For practitioners

In relation to the EYFS, this topic is particularly important for

- understanding the world, as children get to know about where they live;
- personal, social and emotional development, as children come to understand the concept of 'home'; and
- communication and language, as children learn new words and concepts through musical repetition and movement.

5. food and drink - Peel Banana

Activities for babies

- Chant a verse of the song before each weaning session with your baby, to start to give them warning of what is about to happen, and to introduce the name of the food they are about to try.
- Change the words of the chant to 'rock the baby, rock, rock the baby', and rock your little one to and fro in your arms.
- Do the chant yourself for your baby to watch you, using ideas that come to mind, like 'clap your hands, clap, clap your hands' or 'tap your tray, tap, tap your tray'.

Activities for toddlers

- Encourage your toddler to clap to the regular beat of the chant. You lead the way. If you perform the chant yourself, you can change the speed to suit your toddler's natural speed of clapping.
- Stamp round the room as you chant 'stamp your feet, stamp, stamp your feet'.
- Do other actions like 'nod your head, nod, nod your head' or 'hit the drum, hit, hit the drum'.

Activities for 2 and 3-year-olds

- Encourage your child to join in the chant, one verse at a time. See if they can clap the rhythm of the words.
- Choosing different words will mean changing the rhythm – help your child experiment with different words. For example, 'Butter the toast, butter the toast' or 'Spread the honey, spread, spread the honey'.
- Take turns at copying what you or your child does. Encourage them to make up their own verses with actions.

Activities for 4 and 5-year-olds

- See if your child can do the whole song with you and the video.
- Can they do it all on their own?

Peel banana, peel, peel, banana.

Mash potato, mash, mash, potato.

Chop the carrots, chop, chop the carrots.

Drink some water, drink, drink some water.

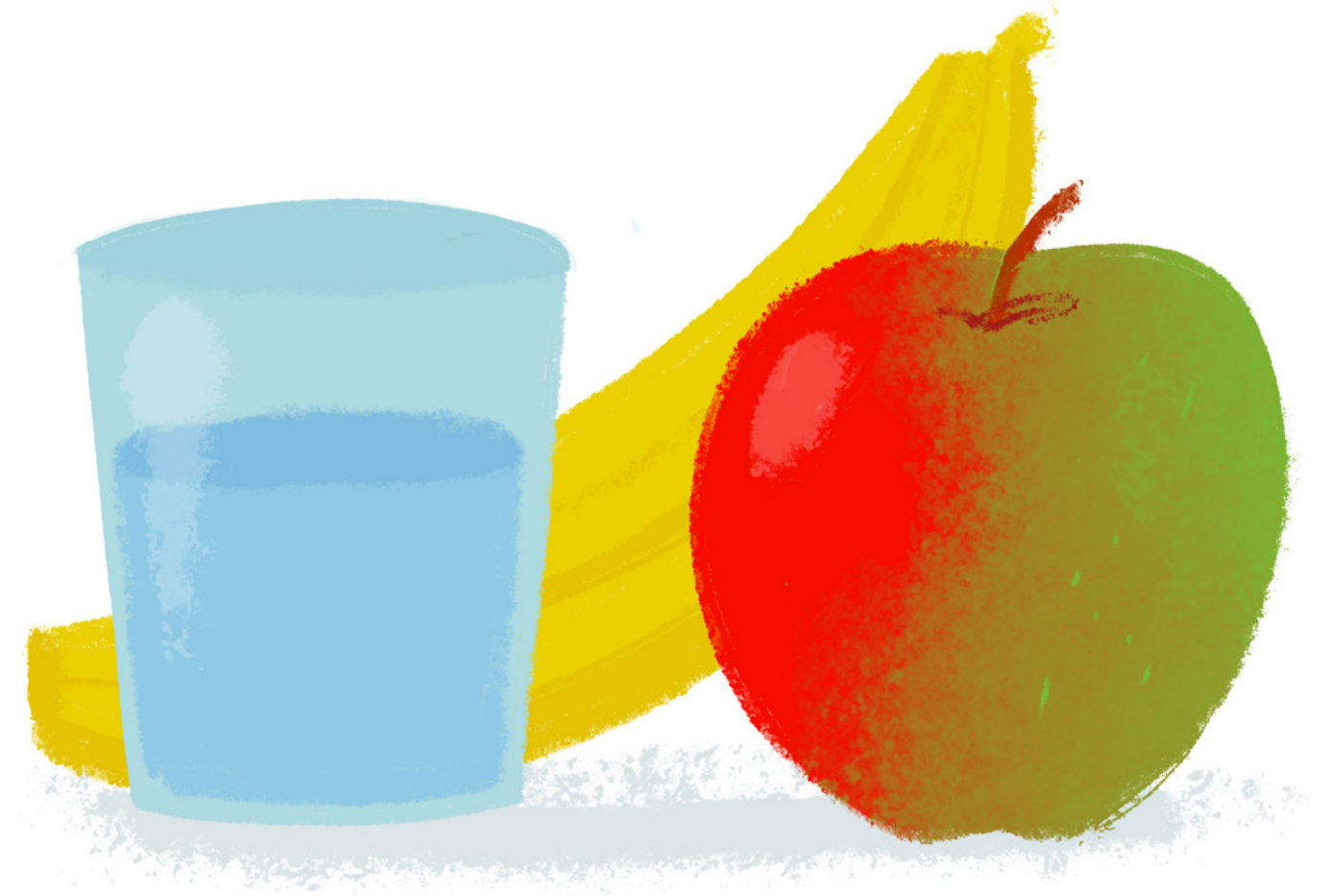
Stir the porridge, stir, stir the porridge.

Spoon some yoghurt, spoon, spoon some yoghurt.

- Help your child draw a plan for a new version of song (for example, biting an apple, drinking some juice and crunching a biscuit), and see if they can follow what to do next.



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- communication and language, as children associate different words with different objects and actions;
- physical development, as children learn different actions associated with the chant; and
- understanding the world, as children are introduced to new foods.

6. Days of the week - Days of the week

Activities for babies

- This is a great song for bouncing on an adult's knee! Sing the song and bounce your baby to the beat.
- Sing the song slowly (with slow bounces) and then gradually get faster.
- Try other actions too, like rocking your baby to and fro and from side to side.

Activities for toddlers

- Play clapping games with your toddler – one clap, two claps, three claps. Can they copy you?
- Show them how to clap at the right times in the song. Go very slowly at first!
- Try other actions, like stamping or gently slapping knees or tummy or chest. See if your child will copy you, and then you copy what they do.

Activities for 2 and 3-year-olds

- See if your child can join in singing the opening 'Days of the week' with you. Remember to go slowly to start with. Can they fit in the claps too?
- Now try one or two lines of the song – again, go really slowly to start with.
- Have a chart or poster with the days of the week on. Shout out which day of the week it actually is at the end of the song, and point to it on the chart.

Activities for 4 and 5-year-olds

- Going really slowly at first, see if your child can sing the whole song with you. Don't worry if they miss bits out at first. Either wait for them, or keep going at a steady pace, and encourage them to join in with you as they can.
- When they are ready, see if they can sing along with the video.
- Try introducing percussion instruments or everyday soundmakers (like a spoon on a saucepan) to replace the claps.

Days of the week [clap, clap], days of the week [clap, clap],
Days of the week [clap], days of the week [clap], days of the week [clap, clap].

There's Monday and there's Tuesday,

There's Wednesday and there's Thursday,

There's Friday and there's Saturday, and then there's Sunday.



SCAN ME



Monday	1
Tuesday	2
Wednesday	3
Thursday	4
Friday	5
Saturday	6
Sunday	7

For practitioners

In relation to the EYFS, this topic is particularly important for

- understanding the world, as children gradually develop a sense of time and come to know which day of the week it is;
- literacy, as children learn to read the words for the days of the week; and
- numeracy, as children learn to sequence seven items.

7. the seasons - this is the way

Activities for babies

- Sing the song to your baby with them facing you on your knee. Use different actions and words to start with, such as 'This is the way we clap our hands' and 'This is the way we tickle your tummy'.
- Then move on to the words and actions of the song in the video.
- Let your baby experience the effect of the different seasons when out and about, and talk to them about it: the scrunch of leaves under the wheels of the buggy, the warmth of the summer sun, the sounds of birds and insects in the spring, and the nip in the air in winter.

Activities for toddlers

- See if you toddler can clap along with the song. You may need to fit in with their speed of clapping to start with.
- Then do a marching game, stamping to the beat. Again, it may well help to start slowly and fit in with them first.
- Encourage your child to tap along using a drum or tambourine, or a shaker or a rattle.

Activities for 2 and 3-year-olds

- Sing the song a line at a time, and see if you child will join in. Make sure you start by making the words and actions relevant to their interest of the moment.
- Encourage them to think of actions by singing 'This is the way we ...' and then stopping. Let them finish the line.
- See if you child can tap the rhythms to the words for different actions 'play the drum', 'shake the shaker', and so on.

Activities for 4 and 5-year-olds

- Have a poster of the seasons, and point to each of the four sections in turn as you sing the song. Encourage your child to take the lead.
- Can they sing the song from beginning to end all on their own? The poster could help them remember what comes next.

This is the way we plant a seed, plant a seed, plant a seed,
This is the way we plant a seed, on a spring morning.
This is the way we put sun cream on, sun cream on, sun cream on,
This is the way we put sun cream on, on a summer's morning.
This is the way we stamp the leaves, stamp the leaves, stamp the leaves,
This is the way we stamp the leaves, on an autumn morning.
This is the way we wrap up warm, wrap up warm, wrap up warm,
This is the way we wrap up warm, on a winter's morning.

- Help them to think of and sing about other activities for each of the seasons.



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- knowledge and understanding, as children get a sense of the broader spans of time in their lives, and how the external environment changes in relation to these;
- physical development, as children learn to do different actions to the verses of the song; and
- expressive arts and design, as children learn to sing a whole song through.

8. The weather - I Hear Thunder

Activities for babies

- As you sing the song to your baby, make the sounds and sensations of the weather for them: gently blowing on their face when it's windy, for example, and spraying them with a water-mister when it's raining.
- Incorporate lots of movement into the song, jiggling them up and down to the beat.
- Don't be afraid to take your baby outside in different weathers, so they can experience what it's like.

Activities for toddlers

- March round with your toddler as you sing the song, sometimes stamping and sometimes on tiptoe – loud sounds and quiet ones. Can they copy what you do?
- Encourage your toddler to join in with different instruments for the different weather sounds. Use everyday sound-makers – pots and pans and a wooden spoon for thunder, for example.
- Can they make a quiet, gently tapping sound for rain? Maybe it starts to rain harder and then it goes away again?

Activities for 2 and 3-year-olds

- Play 'call and response' games – you sing the first line of the song, and then they sing it back, and so on.
- Encourage your child to take the lead, and copy what they do. If they change the words or the tune or the rhythm, that's fine!
- See if your child can make a special rhythm for thunder on a drum or saucepan. Can you copy what they do?

Activities for 4 and 5-year-olds

- See if your child can sing one verse all the way through, with you or the video and then on their own.
- Can they do several verses, one after another? You can help them plan what they're going to do but putting out the instruments they'll need in a row.
- It's a great song to sing with family and friends. People can take turns, and everyone can choose a different weather to sing about.

I hear thunder, I hear thunder.

Can you too? Can you too?

What is the weather, what is the weather,

For me and you? For me and you?

I feel raindrops ... sunbeams ... snowflakes ... wind blowing ...



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- understanding the world, as children get to know different weathers and effects they have;
- communication and language, as children learn the words for different forms of weather; and
- personal, social and emotional development, as children learn to sing and play with others, taking turns and sometimes copying what other people do.

9. Animals - old MacDonald

Activities for babies

- Your baby will be fascinated by the sound of your voice. Make 'e-i-e-i-o' patterns for them to listen to. Try other vowel sounds. Sitting on your knee, your baby may like to feel your lips and mouth as you sing.
- Make funny animal noises and see how your baby reacts. Do they like some more than others? Do some sounds make them laugh?
- Do bouncing games with you baby as you sing the song. Stop suddenly and wait. Do they anticipate you starting to bounce them again?

Activities for toddlers

- Clap along with the song, and encourage your toddler to do the same.
- Try dancing, using different movements for each animal. Encourage your toddler to copy you.
- Use different instruments for each animal (a tambourine for the hen, a little bell for the cat, and so on) and help your toddler to join in with the right instrument at the right time.

Activities for 2 and 3-year-olds

- Sing the first line of the song to your child and see if they will play a 'copy game' with you.
- Let your child decide what animal to have next. You could encourage them to choose using toy farm animals.
- For fun, try choosing everyday objects that make sounds, like a phone, a car or a doorbell, and see if you child can make the different sounds with their voice.

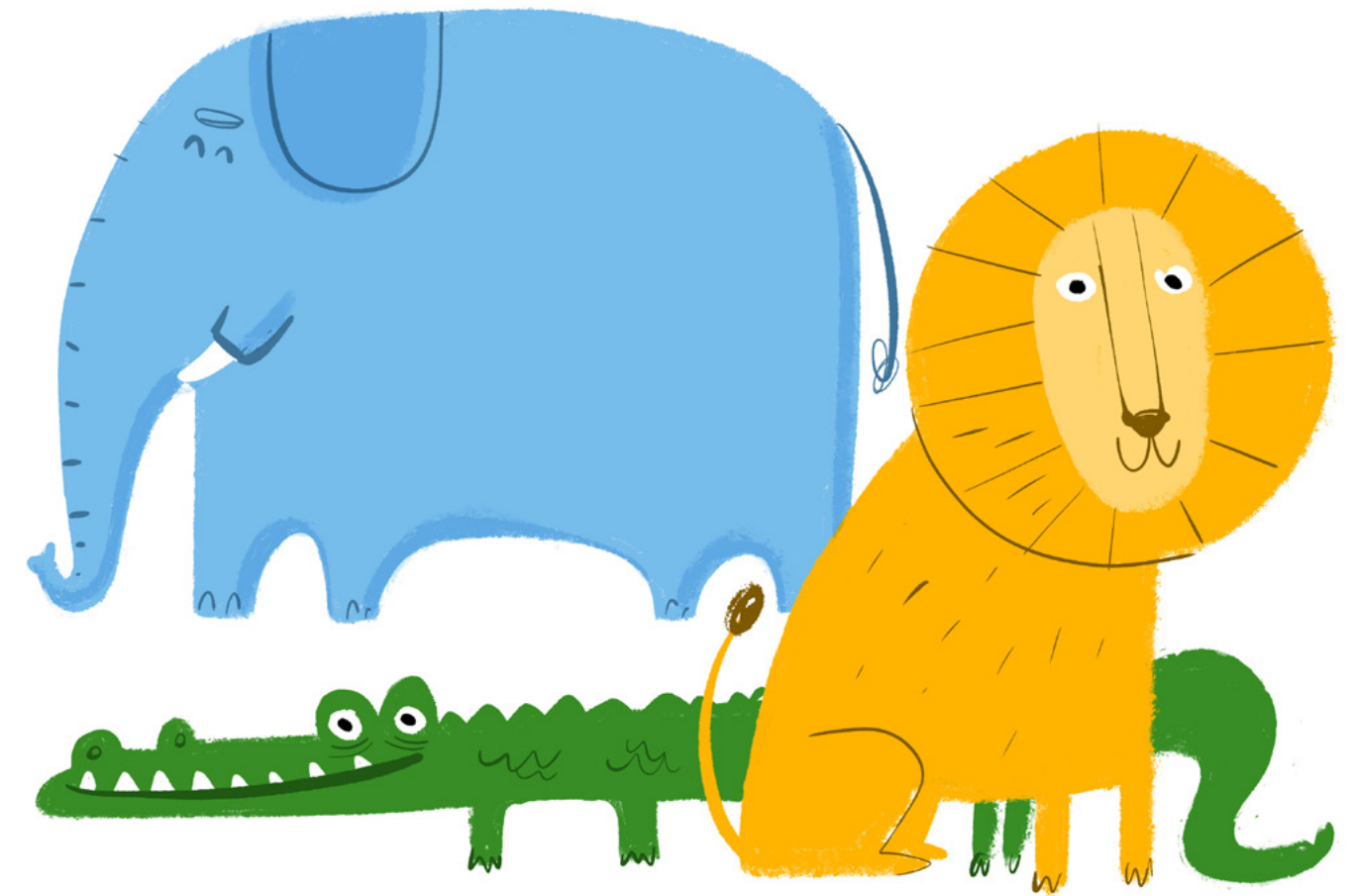
Activities for 4 and 5-year-olds

- Your child may be able to sing whole verses of the song on their own – sing along with them if they need help, and gradually fade into the background so they are doing it on their own.
- Plan what animal you're going to have in each verse using models or pictures of animals in a line.
- See if your child can play a simple percussion instrument like a drum or a tambourine as they sing.

Old MacDonald had a farm, e-i-e-i-o.
And on that farm he had a [cow], e-i-e-i-o.
With a [moo, moo] here and a [moo, moo] there,
Here a [moo], there a [moo],
Everywhere a [moo, moo]
Old MacDonald had a farm, e-i-e-i-o.



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- understanding the world, as children become familiar with different animals and how farms work;
- communication and language, as children learn the names of different animals and associate them with the sounds they make; and
- literacy, as children learn to follow a sequence of toys or pictures.

10. Dinosaurs - Do the stomp of the dinosaur

Activities for babies

- With your baby facing you on your knee, move their feet and legs up and down in time to the music.
- Make roaring sounds, quietly, getting louder, loud! Then wait. Do they seem to want more?
- See if your baby will shake a shaker as you sing the song. You do the same to encourage them to join in.

Activities for toddlers

- Stomp around the room with your toddler as you sing the song.
- Do big, loud steps and little, quiet ones; fast steps and slow ones. Encourage your toddler to take the lead and copy what they do.
- Tap a drum or a tambourine in time with the beat and see if your toddler will join in too. You may need to sing the song at whatever their natural speed of tapping is.

Activities for 2 and 3-year-olds

- Play 'call and response' games, where you sing the first line of the song and your child copies you. Sometimes sing slowly, sometimes quickly, sometimes loudly, sometimes quietly.
- Swap over – encourage your child to start by singing a line of the song and then you copy them.
- Play the rhythm of what you are singing on a drum and encourage your child to join in.

Activities for 4 and 5-year-olds

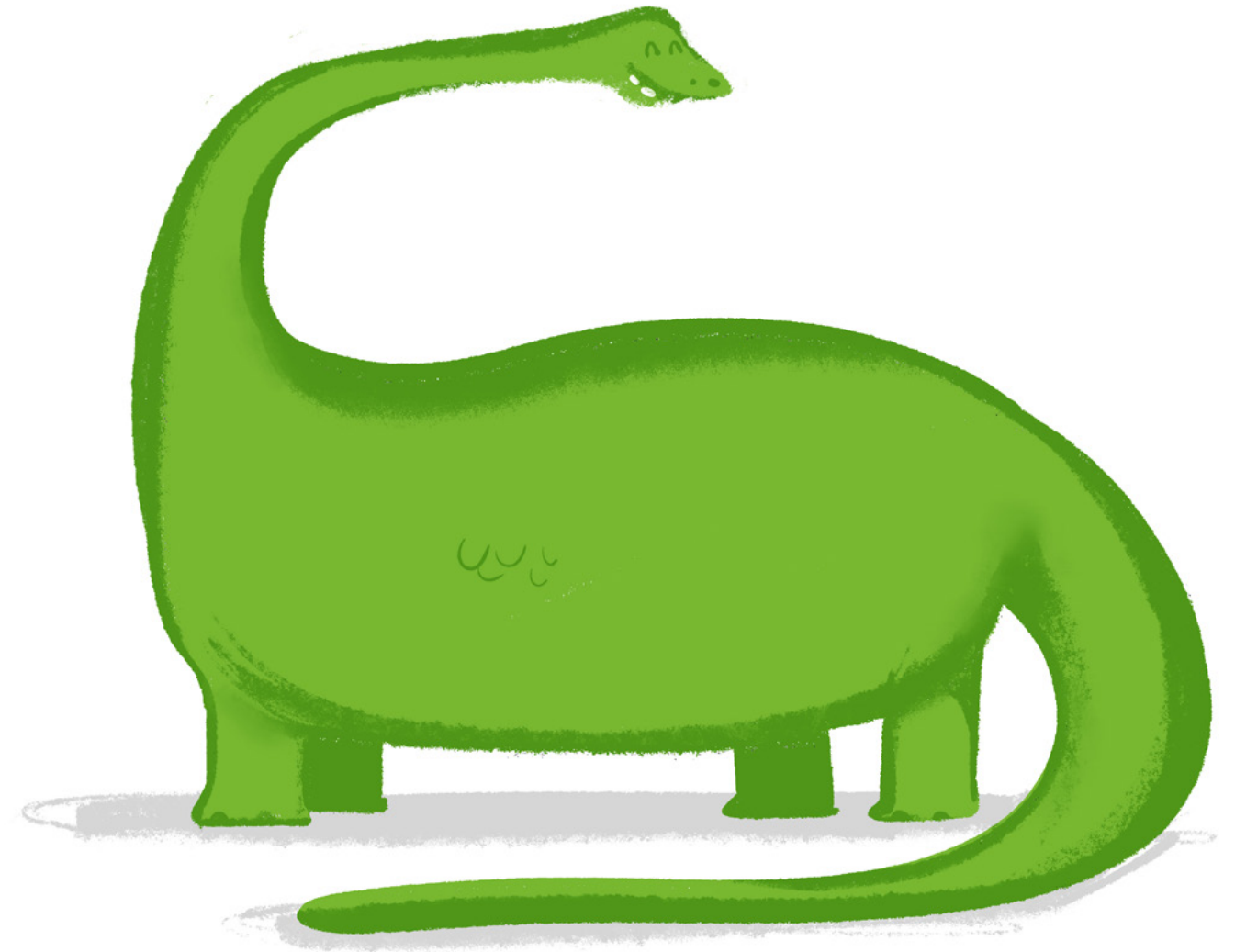
- See if your child can sing the whole song through with you. Start slowly at first. Do all the actions at the end, and pause after each one to give them time to copy you.

Do the stomp of the dinosaur,
Do the stomp of the dinosaur,
Do the stomp of the dinosaur,
There are these big ones, small ones, nice ones, mean ones,
Long ones, short ones, eat you for their tea ones

- Experiment using other actions such as 'do the shake of the dinosaur', 'do the wiggle of the dinosaur'. Can your child think of other things to do?
- Do a 'dinosaur conga' with family and friends, stomping around in a line, holding on to the person in front. Take it in turns to be the leader.



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- personal, social and emotional development, as children learn to take turns, and sing and dance as a group;
- understanding the world, as children learn about dinosaurs; and
- communication and language, as children learn about opposites ('big and small', 'long and short' and so on).

11. transport - the wheels on the bus

Activities for babies

- Your baby will love the actions that go with this song. Start by rocking or swaying them to the beat, or moving them up ... and down ...
- Then focus on the actions that involve their arms moving (the wipers) or their hands (the horn).
- They may like to feel your lips as you sing to see how you're making all those amazing sounds – encourage them to engage with you in whatever way they feel comfortable.

Activities for toddlers

- This is a song with a regular beat, and your toddler will almost certainly want to stamp and dance. Join in with them! Have fun together.
- Pick out some of the actions to repeated words (like 'beep, beep, beep' or 'swish, swish, swish') and make patterns with them for your child to copy.
- Can you think of new sounds and actions? Perhaps your child can!

Activities for 2 and 3-year-olds

- Try singing the first line of the song ('The wheels on the bus go round and round') and encourage your child to copy you.
- Take turns singing the phrases in 'call and response' activities.
- Can you help your child to take the initiative? What funny activities can they come up with?

Activities for 4 and 5-year-olds

- Sing along while watching the video and encourage your child to do the same.
- Can you make up your own version of the song together?
- Make a video of what you do to watch back later, or send to relatives and friends to enjoy.

**The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus round and round,
All day long.**



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- understanding the world, as children learn about transport and the people using it; and
- communication and language, as children learn the words associated with certain actions.

12. Space - zoom, zoom, we're going to the moon

Activities for babies

- Your baby may like to hear you sing or say words with distinct sounds like 'zoom'. Get close up so your baby can feel your lips as you make the 'm' sound. Do long 'zooms' and short ones.
- Try other short words that have distinct sounds like 'buzz' and 'whee'. Make your voice swoop up and down as you make high sounds and low ones.
- Your baby will make their own sounds with their voice too. Show them that you're listening and respond to what they 'say'.

Activities for toddlers

- Make patterns with the words from the song like 'zoom' by repeating them, and encourage your toddler to do the same.
- Can they make up their own patterns with their voice too?
- Encourage them to clap or dance along with the song. You may need to go at their speed first!

Activities for 2 and 3-year-olds

- Sing the first line of 'Zoom, zoom, zoom' and encourage your child to copy you. Then swap over. You could play the game first with another adult or an older child.
- Play the rhythm of the first two lines on a drum, and encourage your child to copy you. Play the rhythms at different speeds, and loudly and quietly.
- Sitting in a small circle with family and friends, play 'pass the spaceship sound'. The first person might sing 'zoom, zoom, zoom', which passes round the circle. Then the second person might choose 'whee, whee, whee', and so on.

Activities for 4 and 5-year-olds

- Try singing the whole song with your child, using the video to help.
- Don't forget to do all the actions yourself! Encourage brothers, sisters and friends to join in.
- See if you can do it without the video. Then you can add your own ideas for words instead of 'zoom' (like 'Come, come, come, we're going to the sun', or 'look at the stars, we're going to mars'). Start slowly at first.

Zoom, zoom, zoom, we're going to the moon.

Zoom, zoom, zoom, we'll get there very soon.

1, 2, 3, 4, 5.

Zoom, zoom, zoom, we're going to the moon.

Zoom, zoom, zoom, we'll get there very soon.

5, 4, 3, 2, 1.



For practitioners

In relation to the EYFS, this topic is particularly important for

- understanding the world, as children find out about the stars, the moon, the sun and the planets that they can see in the sky;
- mathematics, as children practise counting up to five, forwards and backwards; and
- communication and language, as children learn the words of the song.

13. The Sea - over the Irish Sea

Activities for babies

- Using a rainstick or an ocean drum or a bottle with some dried peas or lentils in it, make sea sounds for your baby. Do they like to hold on to the instrument as you tip it to and fro?
- Rock your baby in time with the swaying music as you sing the song.
- If you stop singing and moving do they seem to want more? How do they let you know?

Activities for toddlers

- See if your child will clap or tap along with the beat of the song. Start slowly at first!
- Play games where you rock forwards and backwards or left and right in time with the music.
- This is a great marching song – pretend you're climbing up the ladder to get on the boat.

Activities for 2 and 3-year-olds

- Sing the first line of the song and encourage your child to copy.
- Now take turns to play the same rhythm on a drum. Who is taking the lead and who is copying?
- Keep singing the 'this way, that way' pattern until you run out of breath, and encourage your child to do the same. Who can sing it for longest?

Activities for 4 and 5-year-olds

- Try singing the first verse of the song with your child, slowly at first. Give them plenty of time to get all the words in, but don't worry if they get some wrong or make some up at first.
- Now see if they can do it on their own.
- Can they sing all three verses? You could use pictures to help them remember what comes next.

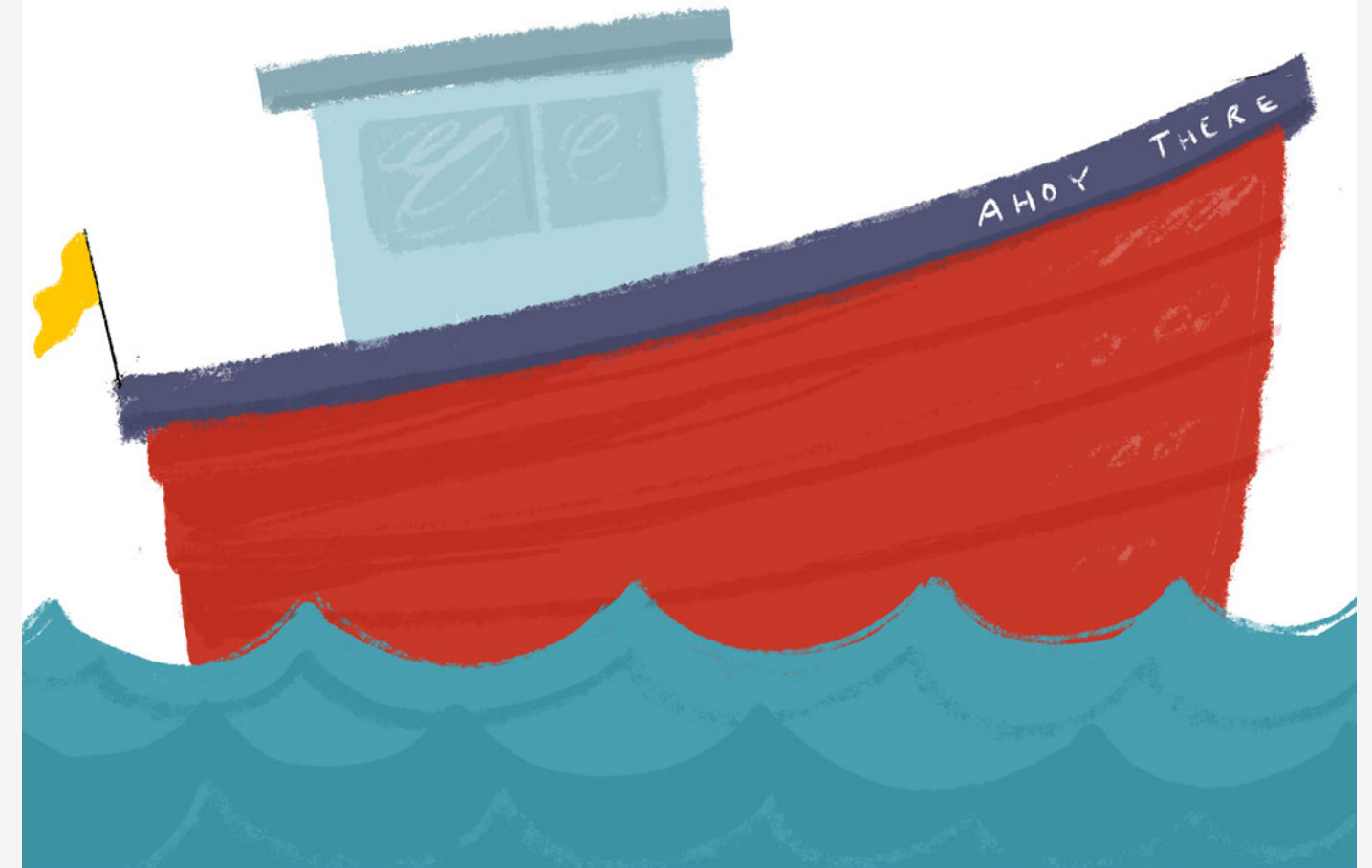
When I was one, I hit my thumb, the day I went to sea.
I climbed aboard the pirate ship and the captain said to me,
'He went, this way, that way, forwards and backwards, over the Irish Sea,
A bottle of milk to fill my tum, and that's the life for me.

When I was two I buckled my shoe ...

When I was three I scraped my knee ...



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- mathematics, as children learn to count up to three;
- physical development, as children practise the different movements that go with the song; and
- communication and language, as children learn to sing the words of the song.

14. Numbers - Little Speckled Frogs

Activities for babies

- Have fun bouncing your baby on your lap as you sing the song, and tickle their tummy as you say 'yum, yum'
- Start with a bag of five soft toys, and take them out one at a time as you sing, then drop them on the floor (or next to you on your chair) as the counting happens
- Make 'wheeee' sounds for you baby to enjoy and perhaps copy

Activities for toddlers

- Can your toddler clap in time to the beat?
- Can they make one of their soft toys pretend to play a drum with a beater?
- Perhaps they can march round the room with you and then jump into a pretend pool?

Activities for 2 and 3-year-olds

- Try collecting groups of soft toys and counting them, one at a time
- Go 'forwards' (1, 2, 3, 4) and 'backwards' (4, 3, 2, 1)
- Try extending the counting to other groups of toys

Activities for 4 and 5-year-olds

- Sing the first verse of the song with your child. Go slowly at first! Don't worry at all if they get some of the words wrong.
- Can they do the next verse on their own?
- Use the toys as props to help them

Five little speckled frogs, sat on a speckled log
Eating the most delicious grubs, yum, yum.
One jumped into pool, where it was nice and cool.
Now there are just four speckled frogs.



SCAN ME



For practitioners

In relation to the EYFS, this topic is particularly important for

- mathematics, as children learn to count up to five, forwards and backwards;
- physical development, as children can practise jumping; and
- communication and language, as children to sing the words of the song.



This resource was created by Creative Minds, musicians, staff, parents, carers and children in Halifax, West Yorkshire.

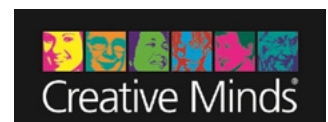
Special thanks to the children, at Deansfield Primary School, Creations Childrens Centre at Ling Bob School and Beechwood Road Library, who worked with musicians Sarah Atter, Joe Harrison-Greaves and Chris Ruffoni (Live Music Now) and Professor of Music, Adam Ockelford to tell us what the best and most enjoyable songs were to include in the resource (and let us know when we didn't include enough dinosaur content).

'Sing a Rainbow' was funded by Youth Music and Locala, and aims to empower early years practitioners, parents and carers to embed music into their practice and daily lives through a series of engaging activities, to increase school readiness and childhood development.

Illustrations by Tom McLaughlin who handled the very honest feedback of children in his stride. Graphic Design by Kane Rattray who made everyone's hard work into this beautiful resource.



A Sure Start Children's Centre



Tom McLaughlin

