

eKindy Song Book



Queensland Government

Acknowledgements



QUEENSLAND
GOVERNMENT

Produced by:

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 - Tap your sticks
 - Ten little fingers
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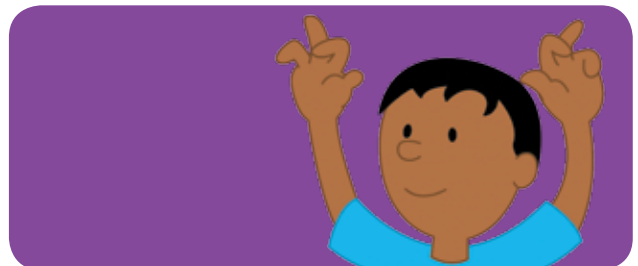
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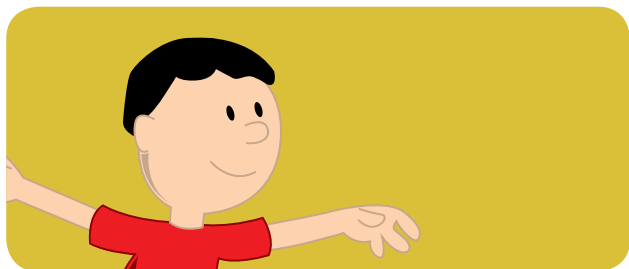
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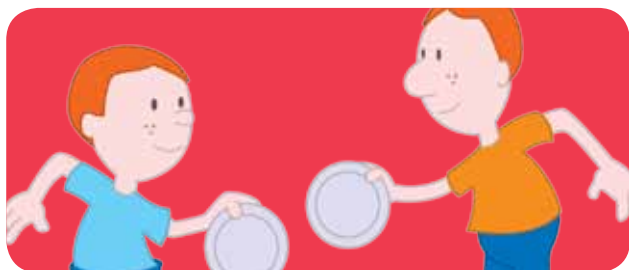
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Action songs

I'm a little teapot

I'm a little teapot, short and stout.

(Stand still then hold arms out at sides.)

Here is my handle, here is my spout.

(Put one hand on hip and extend other arm.)

When I get all steamed up, hear me shout,

(Bend to side of extended arm.)

'Tip me over, pour me out.'

K.Clarence/G.Sanders



Teddy bear, teddy bear

(Do the actions as they are sung.)

Teddy bear, teddy bear turn around.

Teddy bear, teddy bear touch the ground.

Teddy bear, teddy bear show your shoe.

Teddy bear, teddy bear that will do!

Teddy bear, teddy bear go upstairs.

Teddy bear, teddy bear say your prayers.

Teddy bear, teddy bear turn off the light.

Teddy bear, teddy bear say, 'Good night!'

Traditional



Action songs

If you're happy and you know it

(Do the actions as they are sung.)

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, and you really want to show it,
If you're happy and you know it, clap your hands.

If you're angry and you know it, stomp your feet ...
If you're sad and you know it, wipe your eyes ...
If you're sleepy and you know it, nod your head ...
If you're proud and you know it, blow a kiss ...

Traditional



Action songs

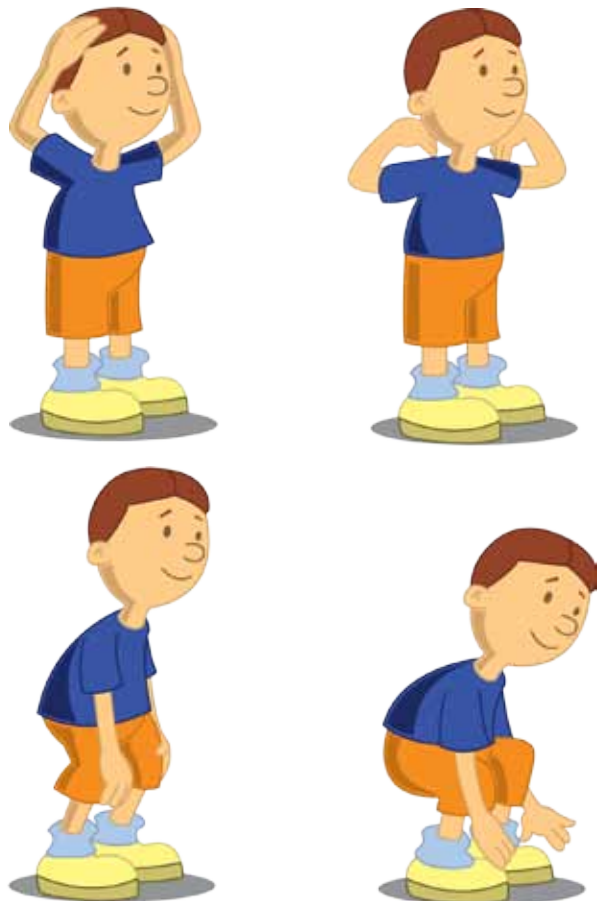
Head and shoulders, knees and toes

(Touch each part of your body as you sing about it.)

Head and shoulders, knees and toes,
Knees and toes, knees and toes.
Head and shoulders, knees and toes,
We all clap hands together.

Eyes and ears and mouth and nose,
Mouth and nose, mouth and nose,
Eyes and ears and mouth and nose,
We all clap hands together.

Traditional



Action songs

Five cheeky monkeys

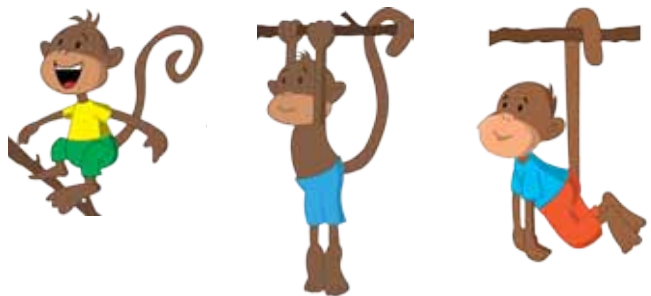
Five cheeky monkeys, swinging in the tree,
(Hold up five fingers and then swing them side to side.)

Teasing Mr. Crocodile, “You can’t catch me!”
(Pretend your hand is a monkey and open and close your hand to be the monkey’s mouth talking.)

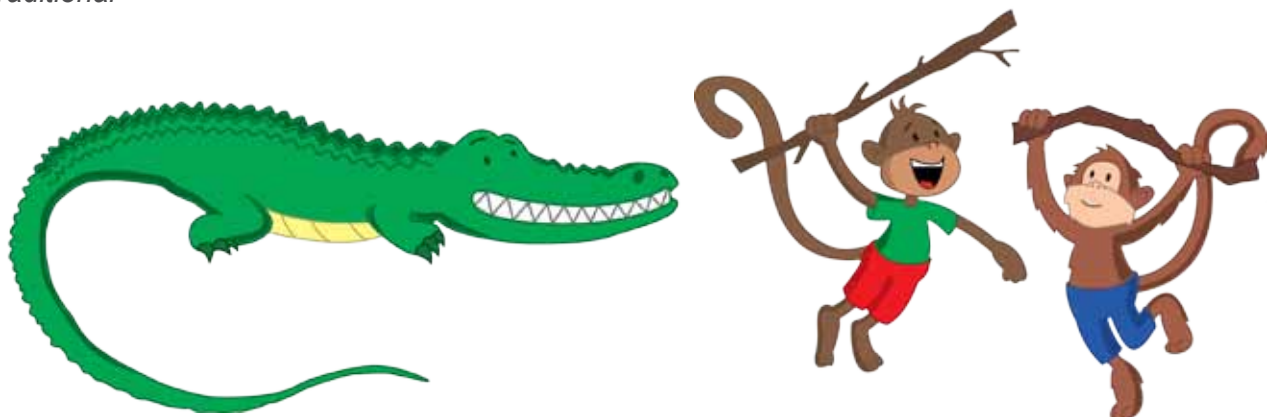
Along comes a croc as quiet as can be,
(Make a fist to represent a crocodile and ‘creep’ the crocodile forward ready to snap.)

And SNAP! Uh oh!
(Stretch arms wide like a crocodile mouth and ‘snap’ shut.)

Four cheeky monkeys ...
Three cheeky monkeys ...
Two cheeky monkeys ...
One cheeky monkey ...
No cheeky monkeys swinging in the tree.



Traditional



Action songs

Wheels on the bus

The wheels on the bus go round and round,
(Pretend to make the wheels move by moving your arms round and round.)

Round and round, round and round.

The wheels on the bus go round and round,
All the way to town.

The wipers on the bus go swish, swish, swish ...
(Pretend to make windscreen wipers by sweeping hands side to side.)

The horn on the bus goes beep, beep, beep ...
(Pretend to sound the horn.)

The people on the bus bounce up and down, up and down, up and down ... *(Bounce up and down.)*

The babies on the bus go “wah”, “wah”, “wah” ...
(Pretend to rub eyes with hands.)

The mothers on the bus go “sh”, “sh”, “sh” ...
(Hold index finger up to lips.)

Traditional



Action songs

This is the way we . . .

(Do the actions as they are sung.)

This is the way we clap our hands, clap our hands, clap our hands,

This is the way we clap our hands, early in the morning.

This is the way we wash our hands ...

This is the way we brush our hair ...

This is the way we brush our teeth ...

Traditional



Action songs

I am a fine musician

(Keep the beat on your knees.)

I am a fine musician,
I practise every day.
And people come from all around,
Just to hear me play.



(Pretend to play a trumpet.)

My trumpet, my trumpet,
They love to hear my trumpet,
Toot toot toot toot toot toot toot,
Toot toot toot toot toot toot.



Other verses

(Pretend to play other instruments to match the words.)

My violin ...
Eee, eee, eee, eee, eee, eee, eee.
My keyboard ...
Da-da-da-da-da-da-da-da-da-da-da-da-da-da-da-da.



Traditional



Action songs

Inanay

In-an-ay ca-pu-a-na, in-an-ay ca-pu-a-na,
(Swim hands like a fish.)

Eh-eh-eh u-la.
(Roly poly hands.)

U-la, u-la, u-la eh yip-pee eh yip-pee eh,
(Roly poly hands, then clap to 'yip-pee eh yip-pee eh')

Goo-a-na, goo-a-na, goo-a-na, goo-a-na, goo-an choo.
(Start with hands up high, wave hands and wiggle fingers as you move them downwards. On 'choo' push hands forward from your ears and spread your fingers wide.)

Goo-a-na, goo-a-na, goo-a-na, goo-a-na, goo-an choo.
(Repeat action.)

Traditional arr: G. Crees/C. Crees



Action songs

Round and round the circle

Chorus

Round and round the circle, the circle, the circle,
Round and round the circle, together we go.

(Hold hands with your child and dance around in a circle.)

Verses

Sliding from side to side, back to the other side.

Sliding from side to side, back to the other side.

(Swing arms, as if an elephant's trunk.)

Floating up and falling down, floating up and falling down.

Floating up and falling down, floating up right to the sky.

(Float fingers up and down as you sing the words.)

In and out together, in and out again.

In and out together, in and out again.

(Hold hands with your child, move together and then apart.)

Arr: Erskine/Rush



Action songs

Crackle and pop

(Ask your child to hold up ten fingers. Touch each finger to match the words.)

One egg, two egg, three egg, four,
Five egg, six egg, seven egg more,
Eight egg, nine egg, another makes ten.
Ten little eggs are nesting under Mother Hen.

(Wiggle fingers on 'crackle'. 'High five' on 'pop'.)

Crackle and pop, crackle and pop,
Crackle and pop, pop, pop.
Crackle and pop, crackle and pop,
Crackle and pop, pop, pop.

(Count each of your child's fingers to match the words.)

One chick, two chick, three chick, four,
Five chick, six chick, seven chick more,
Eight chick, nine chick, another makes ten.
Ten little chicks are waddling after Mother Hen.

G. Erskine and S. Southey



Action songs

Skip to my Lou

(Do the actions as they are sung.)

Lou, Lou, skip to my Lou,
Lou, Lou, skip to my Lou,
Lou, Lou, skip to my Lou,
Skip to my Lou, my darling.

Dance all around and stand very still,
Dance all around and stand very still,
Dance all around and stand very still,
Dance all around and stand very still.

Wiggle, wiggle, wiggle your hips,
Wiggle, wiggle, wiggle your hips,
Wiggle, wiggle, wiggle your hips,
Dance all around and stand very still.

Traditional



Action songs

A ram sam sam

A ram sam sam, a ram sam sam,
(Tap the beat on your knees.)

Guli guli guli guli guli, ram sam sam,
(Roly poly hands, and tap the beat on your knees for 'ram sam sam'.)

A ra fi, a ra fi,
(Spread arms wide and wiggle fingers. Clap hands on 'fi'.)

Guli guli guli guli guli, ram sam sam.
(Roly poly hands, and tap the beat on your knees for 'ram sam sam'.)

Traditional

Giddiup

Giddiup, giddiup, giddiup horsey,
Giddiup, giddiup, go, go, go!
Giddiup, giddiup, giddiup horsey,
Giddiup, giddiup, whoa!

Traditional



Action songs

Tingalayo

Chorus

(Hold hands with your child and swish hands side to side.)

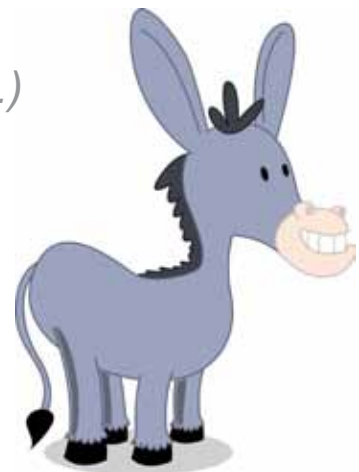
Tingalayo,
Come little donkey come.
Tingalayo,
Come little donkey come.



Verses

My donkey walk, my donkey talk,
(Lift your child's hands up high.)
My donkey eat with a knife and fork,
(Pull your child's hands gently down low.)
My donkey walk, my donkey talk,
(Use alternate backwards and forwards or 'zigzag' movement.)
My donkey eat with a knife and fork.
(Continue backwards and forwards movement.)

My donkey bump, my donkey leap,
(Lift your child's hands up high.)
My donkey kick with his two hind feet,
(Gently pull your child's hands down.)
My donkey bump, my donkey leap,
(Use alternate backwards and forwards or 'zigzag' movement.)
My donkey kick with his two hind feet.
(Continue backwards and forwards movement.)



Traditional

Action songs

Tap your sticks

(Tap your sticks together on the beat.)

Tap, tap, tap your sticks,

Tap, tap, tap your sticks.

Play your sticks together,

(Tap your sticks in front of your chest.)

Tapping way up high.

(Tap sticks moving upwards.)

Come on everybody,

Tapping to the sky.

Now let's change directions,

(Tap sticks moving downwards.)

Tapping way down low.

(Tap sticks down close to the floor.)

Come on everybody,

Off we go!

G. Erskine/S. Southey



Action songs

Looby loo/Row your boat

Chorus

(Hold your child's hands and shake gently to the beat.)

Here we go looby loo,
Here we go looby li,
Here we go looby loo,
All on a Saturday night.

(Hold hands and rock gently backwards and forwards together.)

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

(Hold hands and move them slowly in a large circular motion.)

Sail, sail, sail your boat,
Slowly out to sea,
Merrily, merrily, merrily, merrily,
Then sail home with me.

(Hold hands and move your bodies quickly from side to side.)

Zoom, zoom, zoom your boat,
Bouncing up and down,
Merrily, merrily, merrily, merrily,
Now we're homeward bound.

Traditional arr: G. Erskine

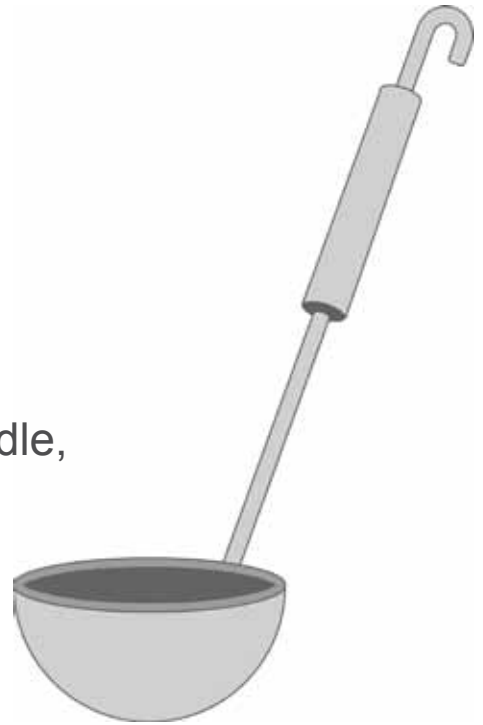


Action songs

Aiken Drum

There was a man lived on the moon,
Lived on the moon, lived on the moon.
There was a man lived on the moon,
And his name was Aiken Drum.
And he played upon a ladle, a ladle, a ladle,
And he played upon a ladle,
And his name was Aiken Drum.

Traditional



La Bamba

Verse

Para bailar la Bamba,
Para bailar la Bamba,
Se necesi ta una poca de gracia,
Una poca de gracia para mi para ti,
Soy capitan, soy capitan.

Chorus

Bamba, bamba,
Bamba, bamba,
Bamba, bamba,
Bamba!

Traditional



Action songs

Der glumph

(Hold closed fists on top of head, like 'frog eyes'. Open fingers wide on "glumph".)

"Der glumph" went the little green frog one day.

"Der glumph" went the little green frog.

"Der glumph" went the little green frog one day.

And the frog went, "Glumph, glumph, glumph!"

(Move hands from side to side, like 'windscreen wipers'.)

But we all know frogs go,

"La-de-da-de-dah,

La-de-da-de-dah,

La-de-da-de-dah".

We all know frogs go,

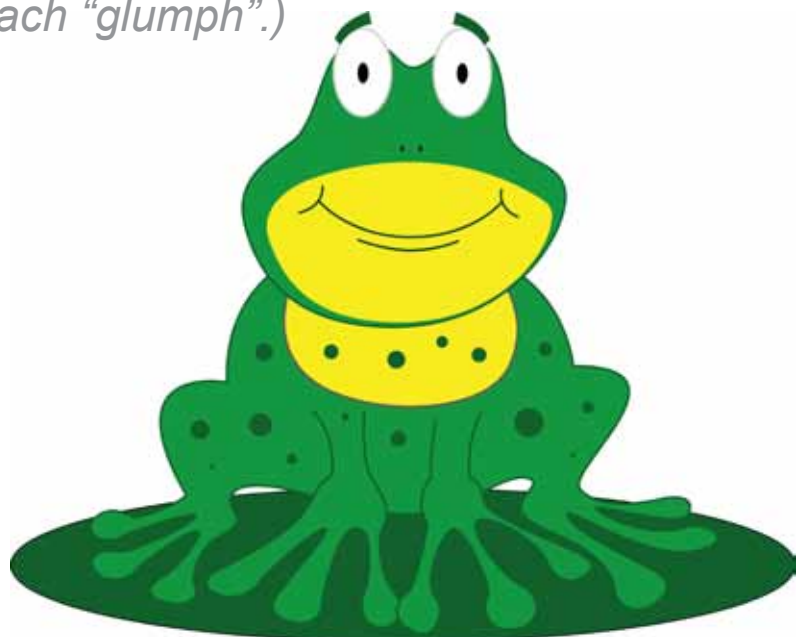
"La-de-da-de-dah".

They don't go,

"Glumph, glumph, glumph!"

(Open fingers wide for each "glumph".)

Traditional



Nursery rhymes

Rock-a-bye baby

Rock-a-bye baby, on the tree top.

When the wind blows the cradle will rock.

(Rock baby side to side.)

When the bough breaks, the cradle will fall,

(Hold the baby still, then lean forward and place the baby on the ground.)

And down will come baby, cradle and all.

(Gently rock baby.)

Traditional



Mary had a little lamb

Mary had a little lamb,

Little lamb, little lamb.

Mary had a little lamb,

Its fleece was white as snow.

Traditional



Nursery rhymes

Baa baa black sheep

Baa baa black sheep,
Have you any wool?
(Hold hands out palms up.)
Yes sir, yes sir,
Three bags full.
(Hold up three fingers.)
One for the master,
(Hold up one finger.)
One for the dame.
(Hold up two fingers.)
And one for the little boy/girl,
(Hold up three fingers.)
Who lives down the lane.

Traditional



Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Traditional



Nursery rhymes

Miss Polly had a dolly

Miss Polly had a dolly who was sick, sick, sick,

(Pretend to rock a baby in your arms.)

So she called for the doctor to come quick, quick, quick.

(Pretend your hand is a phone and hold it up to your ear.)

The doctor came with his bag and his hat,

(Pretend to lift a bag with one hand, and place an imaginary hat on your head.)

And he knocked on the door with a ra-ta-tat-tat.

(Pretend to knock on the door.)

He looked at the dolly and he shook his head,

(Rock the baby and shake your head.)

He said, "Miss Polly put her straight to bed!"

(Hold up your index finger and shake it.)

Then he wrote on a paper for a pill, pill, pill,

(Pretend to write on a notebook.)

"I'll be back in the morning with my bill, bill, bill."

(Pretend to hold a bill in your hand.)

Traditional



Nursery rhymes

I hear thunder

I hear thunder,

I hear thunder,

Hark, don't you?

(Put one hand up to ear.)

Hark, don't you?

(Put the other hand up to ear.)

Pitter patter raindrops,

(Wiggle fingers.)

Pitter patter raindrops,

(Wiggle fingers.)

I'm wet through,

(Point to self.)

So are you!

(Point away from self.)

Traditional



Nursery rhymes

One, two, buckle my shoe

One, two, buckle my shoe.



Three, four, knock at the door.



Five, six, pick up sticks.



Seven, eight, lay them straight.



Nine, ten, do it again!

Traditional

Mister Frog

Mister Frog jumped out of his pond one day,
(Jump out of imaginary 'pond'.)

And found himself in the rain,
(Put arms out to side, palms facing up.)

Said he, "I'll get wet and I might catch a cold",
(Hands on hips.)

So he jumped in the pond again.
(Jump back into imaginary 'pond'.)

Traditional



Fingerplays

The beehive

Here is the beehive,

(Make fist, with thumb enclosed.)

Where are the bees?

Hiding away where nobody sees.

(Place other hand over 'hive', as if to hide it.)

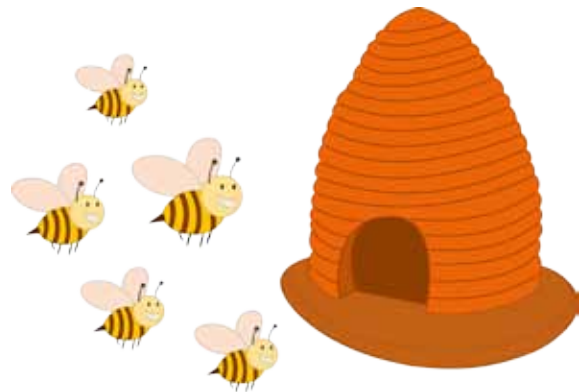
Watch and you'll see them come out of the hive,

(Look at 'hive'.)

One, two, three, four, five.

(One finger, beginning with thumb, comes out on each count.)

'Buzz-z-z-z-z-z.' *(Flutter fingers, and fly away.)*



Traditional

Eensy Weensy Spider



Eensy Weensy Spider climbed up the water spout,

(Touch index finger of one hand to thumb of other hand, and 'walk' fingers upwards.)

Down came the rain and washed poor Eensy out.

(Draw hands downwards, wiggling fingers to indicate rain falling.)

Out came the sun and dried up all the rain,

(Hold hands high and wave gently side to side.)

So Eensy Weensy Spider climbed up the spout again.

(Walk fingers back up above head, start by touching thumb to index finger.)

Traditional

Five little ducks

Five little ducks went out one day,

(Hold up five fingers to represent ducks.)

Over the hills and far away.

(Hide fingers behind back.)

Mother Duck said, “Quack, quack, come back.”

(Touch thumb to fingers of other hand to represent Mother Duck and ‘open and close’ Mother Duck’s beak.)

But only four little ducks came back.

(Bring other hand back up with four fingers held high.)

Four little ducks went out one day ...

Three little ducks went out one day ...

Two little ducks went out one day ...

One little duck went out one day ...

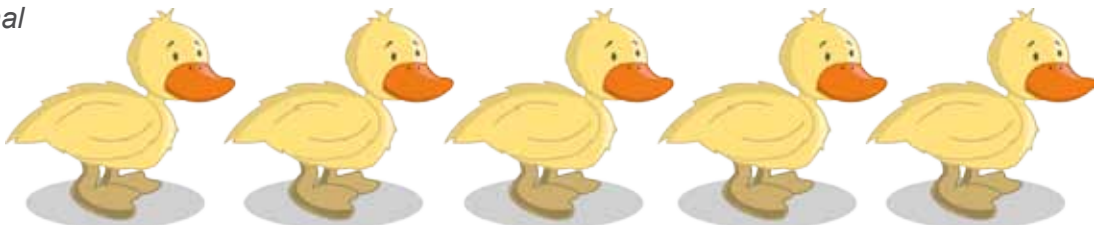
Old Mother Duck went out one day,

Over the hills and far away.

Mother Duck said, “Quack, quack, come back.”

And all of the five little ducks came back.

Traditional



Where is Thumbkin?

(Start with hands behind back.)

Where is Thumbkin? Where is Thumbkin?

Here I am. *(Bring out one hand to front, with thumb up.)*

Here I am. *(Bring out other hand to front, with thumb up.)*

How are you today, sir?

(Wiggle one thumb, as if it is talking to other thumb.)

Very well, I thank you.

(Wiggle the other thumb.)

Run away. *(Hide one hand behind back.)*

Run away. *(Hide other hand behind back.)*

(Repeat rhyme with each finger: Pointer, Tall Man, Ring Man, and Baby.)

Where is Pointer? ... *(index finger)*

Where is Tall man? ... *(middle finger)*

Where is Ring man? ... *(ring finger)*

Where is Baby? ... *(little finger)*

Where are all men? ... *(all fingers)*

Here we are.

Here we are.

How are you today, sirs?

Very well, we thank you.

Stay and play.

Stay and play.



Traditional

Fingerplays

Five little monkeys

Five little monkeys jumping on the bed,

(Hold up five fingers to represent monkeys.)

One fell off and bumped her head.

(Bend thumb over to leave four 'monkeys' standing.)

Mother called the doctor and the doctor said,

(Hold little finger and thumb up to ear to represent a phone.)

"No more monkeys jumping on the bed!"

(Shake a 'warning finger'.)

Four little monkeys jumping on the bed ...

Three little monkeys jumping on the bed ...

Two little monkeys jumping on the bed ...

One little monkey jumping on the bed,

She fell off and bumped her head.

Mother called the doctor and the doctor said,

"Send those monkeys straight to bed!"

Traditional



Fingerplays

Open, shut them

(Do the actions as they are said.)

Open, shut them, open, shut them,
Give a little clap.



Open, shut them, open, shut them,
Lay them in your lap.

Creep them, creep them, creep them, creep them,
Right up to your chin.

Open wide your little mouth,
But do not let them in.



Shake them, shake them, shake them, shake them,
Shake them just like this.

Roll them, roll them, roll them, roll them,
Blow a little kiss.



L.Pendleton MacCartney

Five green speckled frogs

(Hold up five fingers to represent the number of frogs.)

Five green speckled frogs sat on a speckled log,
Eating the most delicious bugs, yum, yum!
One jumped into the pool, where it was nice and cool.
Then there were four green speckled frogs. Glub, glub!

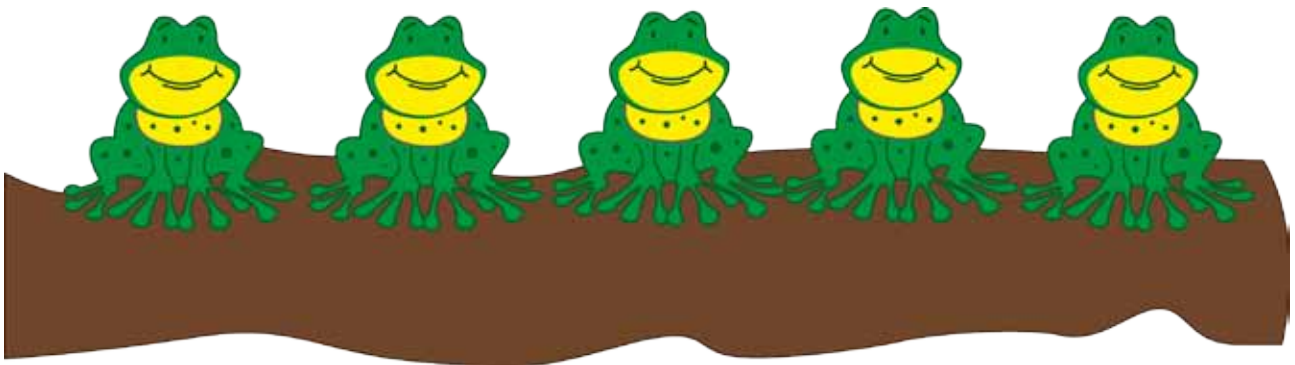
Four green speckled frogs sat on a speckled log ...

Three green speckled frogs sat on a speckled log ...

Two green speckled frogs sat on a speckled log ...

One green speckled frog sat on a speckled log,
Eating the most delicious bugs, yum, yum!
It jumped into the pool, where it was nice and cool.
Then there were no green speckled frogs. Glub, glub!

Traditional



Five currant buns

Five currant buns in a baker's shop,

(Hold up five fingers.)

Round and fat with sugar on the top.

(Create circle with arms and pretend to 'sprinkle' sugar with fingers.)

Along came a boy/girl with some money one day,

(Pretend to march on the spot.)

Bought a currant bun and took it away.

(Hold out hand for money, then hide hand behind back.)

(Hold up fingers to represent the number of buns remaining.)

Four currant buns in a baker's shop ...

Three currant buns in a baker's shop ...

Two currant buns in a baker's shop...

One currant bun in a baker's shop

Round and fat with sugar on the top.

Along came a boy/girl with some money one day,

Bought a currant bun and took it away.



Traditional

Ten little fingers

I have ten little fingers,

(Hold up ten fingers and wave from side to side.)

And they all belong to me,

I can make them do things,

Would you like to see?

I can shut them tight.

(Draw fingers into fists.)

I can open them wide.

(Stretch fingers out wide.)



I can put them altogether,

(Clasp hands together with fingers interlinked.)

Or make them all hide.

(Hide hands behind your back.)

G. Erskine and S. Southey

One grey elephant

(Hold up fingers to match the number of 'elephants'.)

One grey elephant balancing,
Step by step on a piece of string.
He thought it was such a wonderful stunt,
That he called for another elephant.

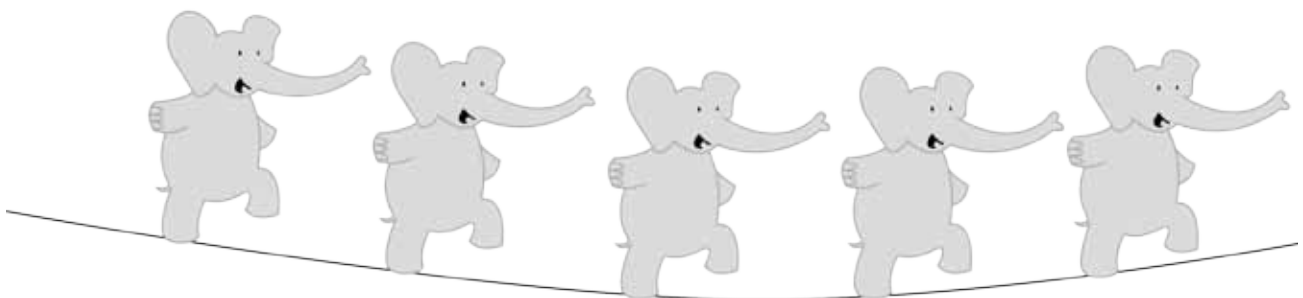
Two grey elephants balancing ...

Three grey elephants balancing ...

Four grey elephants balancing ...

Five grey elephants balancing,
Step by step on a piece of string.
All of a sudden the piece of string broke,
And down came all the elephant folk.

Traditional



Fingerplays

Roly poly

Roly poly, roly poly, up, up, up.
(Roll hands, moving upwards.)

Roly poly, roly poly, down, down, down.
(Roll hands, moving downwards.)

Roly poly, roly poly, clap, clap, clap.
(Roll hands, then clap together.)

Roly poly, roly poly, tap, tap, tap.
(Roll hands, then tap on knees.)

Roly poly, roly poly, out, out, out.
(Roll hands, moving outwards.)

Roly poly, roly poly, in, in, in.
(Roll hands, moving inwards.)

Roly poly, roly poly, peep, peep, peep.
(Use hands to hide eyes, then open them and say “boo!”)

Roly poly, roly poly, sleep, sleep, sleep.
(Hold hands together and pretend to sleep.)



Traditional arr: G. Erskine/S. Southey

Musical games

Stop and go

This game helps to develop listening skills and 'stop-action' control. 'Stop-action' control is important for controlling everyday movements, as well as when playing physical games and sports.

What you will need:

- A variety of recorded music, some with a fast tempo and some with a slow tempo
- A music player

What to do:

- Play some recorded music for your child.
- Encourage your child to dance/move to the music.
- Explain they will have to listen carefully and 'freeze' when the music stops.

Note: If your child is having difficulty stopping on cue, you may want to use music with a slower tempo or give them a verbal prompt (*e.g. Get ready, now ... freeze!*).

Extension ideas

- Play music for longer and shorter intervals. This will help develop your child's listening skills.
- Ask your child to pretend to 'glue' their feet to the ground and just move their body to the music until it stops.
- Ask your child to 'freeze' in high then low positions, when the music stops.
- Vary the tempo of the music. Play and pause music that has a slow tempo, and then music that has a fast tempo.

Note: Join in with your child. This will help build your child's confidence and they will be more likely to participate.



Musical games

Musical statues

This game helps to develop listening skills and 'stop-action' control. 'Stop-action' control is important for controlling everyday movements, as well as when playing physical games and sports.

What you will need:

- A variety of recorded music, some with a fast tempo and some with a slow tempo
- A music player

What to do:

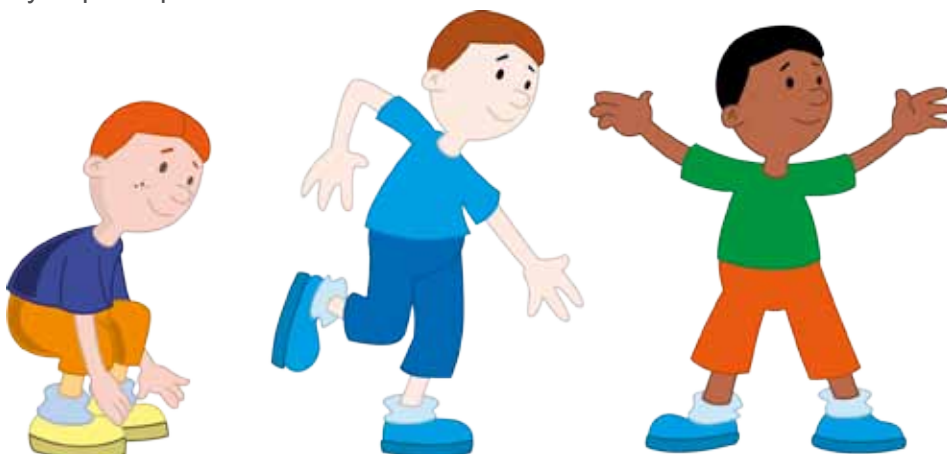
- Play some recorded music for your child.
- Encourage your child to dance or move in response to the rhythm/beat of the music.
- Explain they will have to listen carefully and 'freeze' when the music stops.
- Ask your child to make different poses when they 'freeze' (like different statues).
- Encourage your child to 'freeze' in ways that help them to develop body awareness and balance (*e.g. When the music stops, let's try to balance on one foot. This time, let's put one hand on the ground, when we freeze. Let's try to balance on our knees.*).

Note: If your child is having difficulty stopping on cue, you may want to use music with a slower tempo or give them a verbal prompt (*e.g. Get ready, now ... freeze!*).

Extension ideas

- Play music for longer and shorter intervals. This will help develop your child's listening skills.
- Use descriptive language to prompt your child to think of new poses, such as 'high', 'low', 'thin', 'wide', 'like a ball', 'like a starfish', 'up tall', 'crouch down as small as a mouse', 'spread yourself, as wide as a gate'.
- Vary the tempo of the music. Play and pause music that has a slow tempo, and then music that has a fast tempo.

Note: Join in the activities with your child. This will help build your child's confidence and they will be more likely to participate.



Musical games

Log and pool

This game develops listening and counting skills.

What you will need:

- Five small soft toys, to be used as 'frogs'
- Chair/s, to be used as a 'log'
- A pillow, to be used as a 'pool'

What to do:

- Ask your child to line up the small toys (frogs), on the chair/s (log) and move them on to the pillow (pool), as you sing the lyrics of the song 'Five green speckled frogs'. (The song lyrics are provided in this Song Book.)
- Help your child to point to and count the 'frogs' left on the 'log', after each verse.

Extension ideas

- Ask your child to move the small toys onto/from the chair/s (log) or the pillow (pool), as you give different instructions (e.g. *Show me where a 'frog' goes when I say, 'log'. Now, show me where a 'frog' goes when I say, 'pool'.*). Continue giving a variety of instructions.
- Ask your child to move the small toys onto/from the chair (log) or the pillow (pool), when they hear a particular sound (e.g. *When I tap these sticks, the sound is telling your 'frog' to jump on the 'log'. When I shake this water bottle, the sound is telling your 'frog' to jump in the 'pool'.*).
- Discuss different number combinations (e.g. *If two frogs have jumped in the pool, how many are left on the 'log'? If three frogs have jumped in the pool, how many are left on the 'log'? How many frogs are there altogether?*).



'This is the way we' - Sing and move

Note: The action song 'This is the way we ...' can be found in this Song Book or viewed on the DVD 'Music Time'.

- 1 Sing three or more verses of the song about different locomotor movements (e.g. crawl, run, gallop, hop, jump) or non-locomotor movements (e.g. sway, bend, stretch or shake while staying on one spot).
- 2 Sing the song as you balance along a line/edge of the carpet (e.g. *This is the way we balance along ...*).

More ideas

- Sing the song as you toss and catch a beanbag or ball (e.g. sing – '*This is the way we toss the ball ...*'). You could also vary the type of ball you use (e.g. a heavier/lighter ball, a larger/smaller ball; a smooth/'bumpy' ball).
- Sing the song while moving like various animals (e.g. sing – '*This is the way we slide like a snake ...*' or, '*This is the way we creep like a mouse ...*').



Musical games

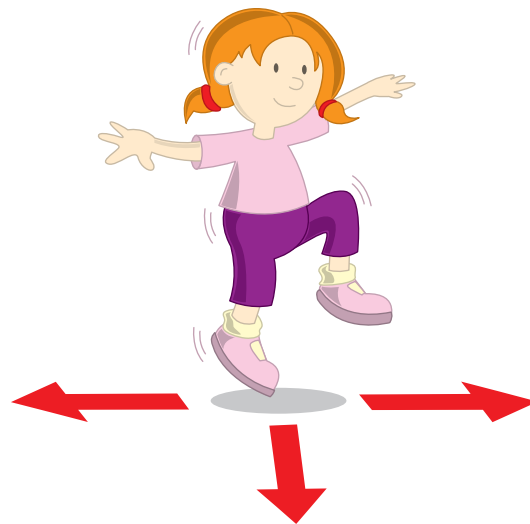
'Skip to my Lou' - Sing and move

Note: The action song 'Skip to my Lou ...' can be found in this Song Book or viewed on the DVD 'Music Time'.

- 1 Sing three or more verses of the song about different locomotor movements (e.g. crawl, run, hop, jump ... to my Lou).
- 2 Sing three or more verses of the song about different non-locomotor movements (e.g. sway, bend, stretch or shake while staying on one spot).

More ideas

- Change the direction of your movements (e.g. move forward, backward, sideways as you walk, crawl or jump).
- Use a ball and sing about the movements (e.g. sing – '*Bounce, bounce, bounce the ball*' ...).



'Mister Frog' - Sing and move

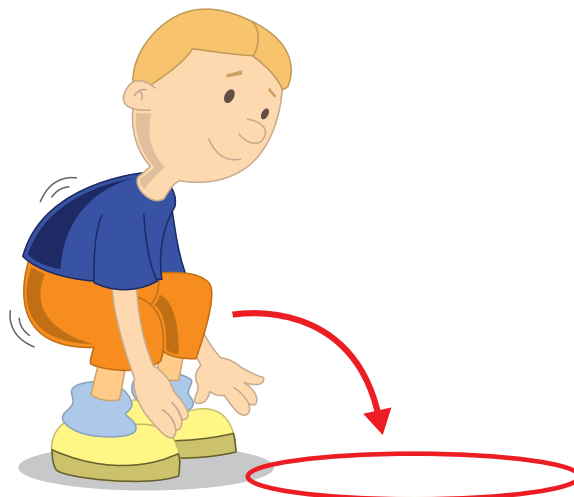
Note: The action song 'Mister Frog' can be found in this Song Book or viewed on the DVD 'Music Time'.

- 1 Set up a pretend pond (e.g. a mat, hoop or chalk-drawn line).
- 2 Sing the song 'Mister Frog' as your child jumps like a frog in and out of the pond.

Note: Encourage your child to start their frog jumps from a deep squatting position.

More ideas

- Change how you jump (e.g. jump as high or as far forward as you can, as you jump into the pond; jump sideways or turn as you jump).
- Jump around the pond instead of into the pond (i.e. sing – '*Mr Frog jumped around the pond one day*' ...).
- Jump as many times on the spot as you can, while you are 'out' of the pond.



Animal - Sing and move

Sing the verses of three or more songs about different animals as you move across/around the room like the animal (i.e. do not act out the song words), for example:

- waddle like a duck as you sing a verse of 'Five little ducks'
- move like a frog as you sing a verse of 'Five green speckled frogs' or 'Der glumph'
- crawl like a sheep as you sing 'Baa baa black sheep' or 'Mary had a little lamb'
- 'swing' like a monkey as you sing a verse about a cheeky monkey ('Five cheeky monkeys')
- creep like a spider as you sing 'Eensy Weensy Spider'
- gallop like a horse as you sing 'Giddiup'
- stomp like an elephant as you sing 'One grey elephant'.



Shadow games

Simon says

This game helps to develop listening skills and body awareness.

What you will need:

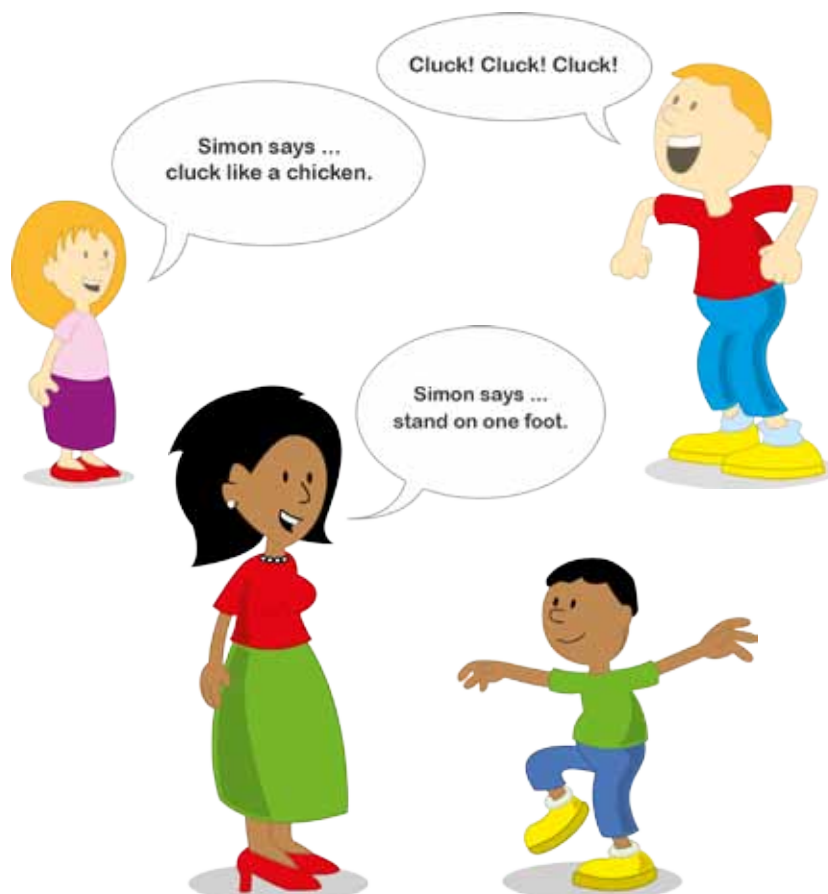
- Two or more players

What to do:

- One person is chosen to be 'Simon' and the other players stand and face 'Simon'.
- 'Simon' calls out instructions that start with 'Simon says', such as *'Simon says touch your nose'*. Players have to touch their nose.
- 'Simon' continues to call out different instructions for the other players to follow (e.g. roll your shoulders, stamp your feet, shake your hands, nod your head, bend your knees or flap your arms).
- If 'Simon' calls out an instruction, without saying 'Simon says' first, then the players should ignore the instruction (remain in their current position).

Extension ideas

- Encourage your child to take on the role of 'Simon'.
- Give two instructions at a time (e.g. *Simon says clap your hands and turn around*).



Shadow games

Follow the leader

This game helps to develop body and spatial (position) awareness, coordination and movement control.

What you will need:

- A large space indoors/outdoors
- Obstacles, such as tables/chairs, boxes, baskets and ropes

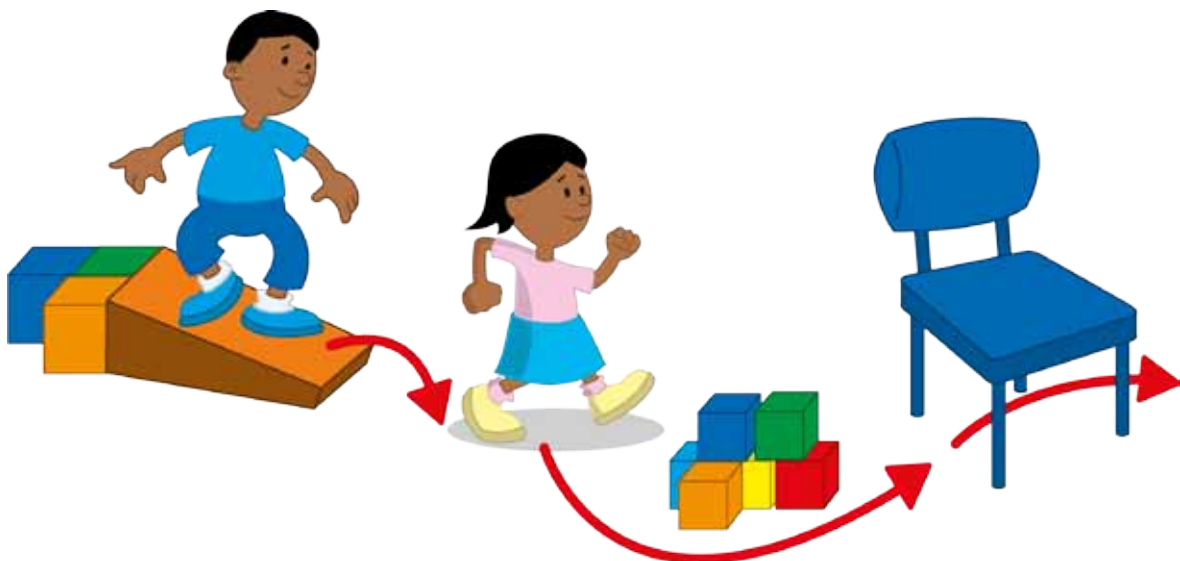
What to do:

- Set up the obstacles in the indoor/outdoor area chosen.
- Ask your child to stand behind you and follow everything that you do.
- Lead the way, following the obstacle course (e.g. walking 'over', 'under', 'around', 'between' and 'through' objects).
- Move in different ways, such as jump, hop, run, crawl, climb, side step, zigzag and balance, as you lead the way.
- Encourage your child to take on the role of 'leader', and follow them around the obstacle course.

Extension idea

Play 'Follow the leader', as a movement game, with your child.

- Stand in front of your child and ask them to follow everything that you do.
- Move your body in different ways (e.g. 'high', 'low', 'turn around', 'bend', 'stretch') and do movements with various body parts.
- Encourage your child to take on the role of 'leader', and follow the actions/movements they do.



Shadow games

Mirrors

This game helps to develop concentration and body/movement control.

What you will need:

- Masking tape, rope or chalk (to draw a line)

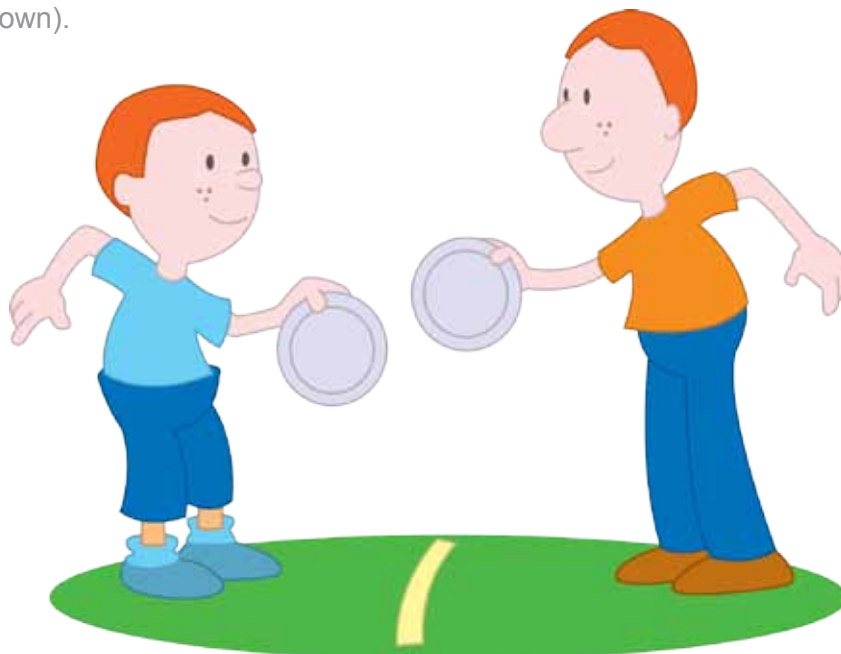
What to do:

- Create a line on the floor using masking tape, rope or chalk.
- Stand on one side of the line.
- Ask your child to stand facing you, on the other side of the line.
- Move your arm slowly and ask your child to copy your movement (as if they are being your 'reflection' in a mirror).
- Move different parts of your body, and ask your child to copy your movements.
- Now swap roles, and ask your child to be the 'leader'.
- Follow the actions/movements they do.

Extension idea

Play 'Mirrors' using props (e.g. paper plates, beanbags, balls, hoops or skipping ropes).

- Each person holds a matching prop.
- Move the prop and ask your child to copy your movements (e.g. move the paper plate around your head, behind your back, through your legs, above your head and while turning around).
- Now swap roles and ask your child to be the 'leader'.
- Follow the actions/movements they do.
- Encourage your child to try moving the prop, while in different positions (e.g. sitting/lying/crouching down).



Beanbag games

How to make a beanbag

- 1 Half fill a sandwich-sized zipseal bag with rice/wheat/lentils (so the bag moves/has some flexibility).
- 2 Place the zipseal bag inside an old sock and stitch/use Velcro to seal the open end of the sock.

Beanbag balance

Count to see how long you can keep a beanbag balanced on various parts of your body as you move to music or sing a familiar song. You could try to:

- stand still on the ground/floor
- stand on an old cushion
- walk across the room
- balance on one foot and then the other
- balance along a drawn line, rope or carpet edge.



Beanbag games

Beanbag toss and catch [one person]

Toss and catch a beanbag as you play/sing a song (e.g. *This is the way we toss and catch ...*). Start with small tosses straight up, so it falls back down to your hands. Gradually throw the beanbag a little higher.

Count to see how many times you can catch the beanbag as you:

- stand still on the ground/floor
- stand on an old cushion
- walk across the room
- balance on one foot and then the other
- balance along a drawn line, rope or carpet edge.

Beanbag toss and catch [two people]

Toss and catch a beanbag with a partner as you play/sing a song (e.g. to the tune 'Open, shut them', sing – *'Toss and catch it, toss and catch it, give a little clap' ...*). Start by standing close together and move further apart, to challenge your skills.

Count to see how many times you can catch the beanbag as you:

- stand still on the ground/floor
- balance on one foot and then the other.



Beanbag games

Beanbag swap sides

- 1 Hold the beanbag in your left hand. Hold both arms out to your sides.
- 2 Pass the beanbag across your body from your left hand to your right hand. Hold both arms out to your sides again.
- 3 Pass the beanbag back across your body, then hold both arms out to the side again. Keep passing the beanbag as you play some music/a song.

Note: Each time the beanbag is passed, your child's arm should cross the 'midline' of their body to reach the other hand.

Count to see how many times you can swap the beanbag as you move to music or sing a familiar song. You could try to:

- stand still on the ground/floor
- balance on one foot and then the other
- close your eyes.

More ideas

Pass the beanbag from hand to hand:

- behind your body or around your body in one direction, then the other
- over/around your head or through and around your legs (like a figure eight).

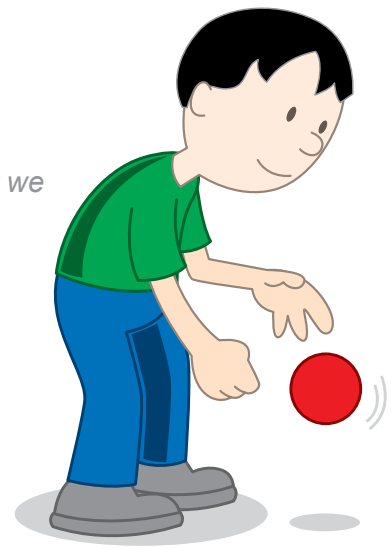


Ball activities

Ball bounce and catch

Bounce and catch a ball as you play/sing a song (e.g. *This is the way we bounce the ball ...*). Try bouncing and catching as you:

- stand still on the ground/floor
- walk across the room
- balance on one foot and then the other.



Ball swap sides

- 1 Hold the ball in your left hand. Hold both arms out to your sides.
- 2 Pass the ball across your body from your left hand to your right hand. Hold both arms out to your sides again.
- 3 Pass the ball back across your body, then hold both arms out to the side again. Keep passing the ball as you play some music/a song.

Count to see how many times you can swap the ball as you:

- stand still on the ground/floor
- balance on one foot and then the other
- close your eyes.



More ideas

Pass the ball from hand to hand:

- behind your body or around your body in one direction, then the other
- over/around your head or through and around your legs (like a figure eight).

Ball activities

Ball toss and catch (one person)

Toss and catch a ball as you play/sing a song (e.g. *If you're happy and you know it, toss a ball ...*). Start with small tosses straight up, so the ball falls back down to your hands. Gradually throw the ball a little higher.

Count to see how many times you can catch the ball as you:

- stand still on the ground/floor
- stand on an old cushion
- walk across the room
- balance on one foot and then the other
- balance along a drawn line, rope or carpet edge.

Ball toss and catch (two people)

Toss and catch a ball with a partner as you play/sing a song (e.g. to the tune 'Open, shut them', sing – *'Toss and catch it, toss and catch it, give a little clap. Toss and catch it, toss and catch it, now take a little nap.'*). Start by standing close together and move further apart, to challenge your skills.

Count to see how many times you can catch the ball as you:

- stand still on the ground/floor
- balance on one foot and then the other.

More ideas

Pass the ball from hand to hand:

- behind your body or around your body in one direction, then the other
- over/around your head or through and around your legs (like a figure eight).





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