

Midlothian Early Years Song Book

Songs to sing and learn together at home

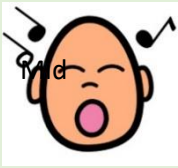


“We all know many more songs than we think we do, but we just don’t sing them as often as we could! We fall back on the ones that are most popular and which the children know. It is important to increase our own and our children’s repertoire of songs”

(Ouvry, 2004)



By Sharyn McKenzie, Susan Martin and Laura Wright



“Experts in literacy and child development have discovered that if children know eight nursery rhymes by the time they are four years old, they are usually among the best readers by the time they are eight years old”

(Fox, 2001)

8 Songs to get you started

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The Importance of music at home

Singing, dancing, playing, making and listening to music, songs and nursery rhymes, gives all types of learners, including children with additional support needs and English as an additional language the chance to:

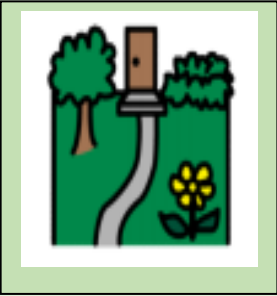
- Improve health and wellbeing
- Regulate emotions and form positive relationships
- Build powerful bonds between parents and children
- Develop listening skills, memory skills, sensory awareness and spatial awareness
- Express their thoughts and feelings freely even before they can speak
- Develop literacy and numeracy skills
- Understand the world around them

Phonological Awareness

Research has shown that children who recognise sounds in language such as rhyme and alliteration are more likely to be successful in learning to spell and read.

“Long before children go to school and have any formal experience of reading, many of them become quite adept at juggling the sounds in their language. The most striking instance of this is to be found in their awareness and obvious enjoyment of rhyme and alliteration”

(Bryant 1993)



Round and Round the Garden

"Round and round the garden,
Like a teddy bear.
One step,
Two step,
Tickle you under there."

Do the actions as you say the rhyme?

Trace your finger in a circle around child's palm.

Walk your fingers up child's arm.

Tickle under chin, arm or tummy.

This is a tickly rhyme to cuddle up and bond with your child



Incy Wincy Spider

"Incy Wincy spider, went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
So Incy Wincy spider went up the spout again."

Use your thumb and index finger in turn to climb Incy Wincy up the spout.

Shake your fingers when it rains.

Wave your fingers when the sun comes out.



This is a finger rhyme that encourages strength and fine motor control.

Row, row, row the boat

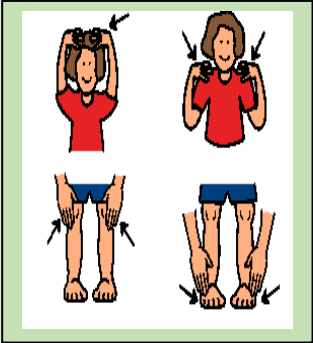
“Row, row, row the boat,
Gently down the stream.
Merrily, merrily, merrily, merrily
Life is but a dream”

Sit facing your child, hold hands or support your child behind their back, neck and head with your arms, gently rock to and fro as you sing.

This song supports co-ordination and playing together.



Head, shoulders, knees and toes



“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.”

Place both hands on each part of the body as they are mentioned.

On second time, speed up.

Get faster with each verse.



This is a big action song for gross motor skill development and learning parts of the body



1 2 3 4 5 once I caught a fish alive



“One, two, three, four, five.
Once I caught a fish alive.
Six, seven, eight, nine, ten.
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.”

*Hold up your fingers as you count.
Hold out your hands to let the fish go.
Then hold up your right pinkie finger.*

This is a song for supporting numeracy and encouraging counting.



Old MacDonald had a farm



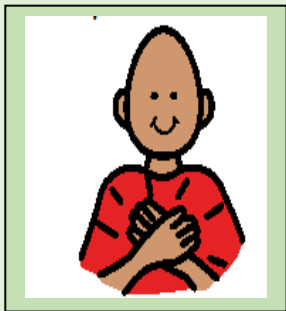
“Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a cow, E-I-E-I-O.
With and moo moo here, and a moo moo there,
Here a moo, there a moo,
Everywhere a moo moo.
Old MacDonald had a farm, E-I-E-I-O
And on that farm he had a pig...oink oink
And on that farm he had sheep...ba ba
And on that farm he had a chicken...cluck cluck
And on that farm he had a horse...neigh neigh”

What other animals would Old MacDonald have on his farm? You can add in more animals and their sounds.

Singing songs with lots of different sounds in them helps support speech and language.



If you're happy and you know it



*“If you're happy and you know it, clap your hands (clap clap)
If you're happy and you know it, clap your hands (clap clap)
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 (clap clap)
If you're sad and you know it, nod your head (nod nod)
If you're angry and you know it, stamp your feet (stamp stamp)
If you're excited and you know it, wave your hands (wave wave)”*

This is a great song to get moving to, stand up and do the actions as you sing together.

This is also a good way to talk about your feelings.

Can you make a sad, happy or angry face?

Practice together in front of a mirror.



This song is for expressing feelings and emotions



Twinkle, twinkle little star

“Twinkle, twinkle little star,
How I wonder what you are?
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star,
How I wonder what you are?”

Wave fingers for twinkling stars.

Raise arms for the world so high.

Make a diamond shape with your fingers.

Wave fingers for twinkling stars.



This is a lullaby, a calming song for the end of the day or for moments of quiet.



Tune in to you child's moods
and feelings

"A child may not want to sing
or join in with the actions.
That's ok. By listening and
observing from the side lines,
they are still learning"

(Starcatchers)

It's important to remember to let
children take ownership of the
experience. This could be done by
giving the children the time and
opportunity to make their own
choices about the songs. Let them
choose using props or pictures.
Make artwork of the songs to imbed
them in their memories.

Music brings people together in a shared
experience, even if they have their back turned
or their eyes closed. "So your attempts at
playing or singing with your child will almost
always be heard or felt, whether or not they are
responded to"

(Streeter, 2001: p12)

We hope you have enjoyed
this booklet and found it
useful.

We would like to thank all
the Midlothian families and
ELC settings for providing
beautiful photos of the
children.

References

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