



Timing

Ten minutes.



Area of Learning and Development

Personal, Social and Emotional Development.



What you need

Soft toy sheep.

'Little Bo-Peep has lost her sheep,
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.'



Little Bo-Peep



What to do

Say the 'Little Bo-Peep' rhyme before discussing how Bo-Peep must feel after losing her sheep. Have the children ever lost something special? How did they feel?

Choose a child to be Bo-Peep sitting in the middle of the circle pretending to cry.

Pass around some soft toy sheep and ask the children to hide them behind their backs.

Ask a child to pass his/her sheep around the circle while everyone says the rhyme. When the rhyme is finished, invite the child holding the sheep to make it run to Bo-Peep.

Encourage Bo-Peep to show how she feels when her sheep comes home again.

Repeat the rhyme and action until all of the sheep have been returned to Bo-Peep. How is she feeling now? Is she still crying? Why not?





Timing

Ten minutes.



Area of Learning and Development

Communication and language and literacy.



What you need

Toy doll; toy animals with two syllable names, such as 'rabbit', 'teddy'; large paper cake; cards depicting the initial letter sound for each toy; card with 'b' for 'baby'.

'Pat-a-cake, pat-a-cake, baker's man
Bake me a cake as fast as you can;
Pat it and prick it, and mark it with B,
And put it in the oven for baby and me.'



Pat-a-cake, Pat-a-cake



What to do

Invite the children to form a circle. Hold the doll to represent the baby, and give a toy to each child. Ask the children to take turns to tell everyone who their toy is, for example, 'This is rabbit'.

Put the paper cake in the middle of the circle surrounded by the letter cards.

Sing the 'Pat-a-cake, Pat-a-cake' rhyme, putting the 'b' card on the cake when you sing 'For baby and me'.

Repeat the rhyme, pointing to a toy and singing, for example, 'For rabbit and me'.

Ask the child with that toy to put the appropriate letter ('r' in this case) on the cake.

Continue until all the cards are on the cake.





Timing

Ten minutes.



Area of Learning and Development

Mathematics



What you need

Bowl; 20 counting bears.

'One, two, buckle my shoe;
Three, four, knock at the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen.'



What to do

Ask the children to sit around a bowl of counting bears. Say the 'One, Two, Buckle My Shoe' rhyme together with actions, finishing with 'Nine, ten, a big fat hen'.

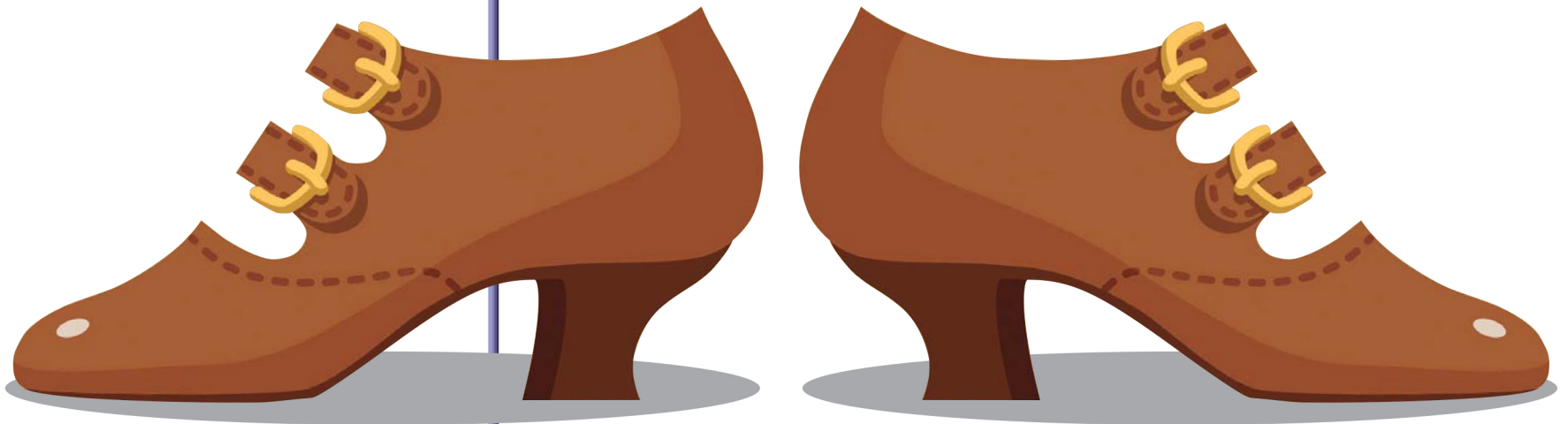
Repeat it, this time pausing after the first line so that a child can put two counting bears on the carpet.

As the rhyme progresses, choose different children to add another two bears to the line.

At the end of the rhyme, count how many bears are in the line.

Ask questions involving counting the bears, for example, 'Four bears are in the line. How many are still in the bowl?' 'How many bears altogether?'

When the children are counting confidently, increase the verses until there are 20 bears altogether.





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Ten minutes.



Area of Learning and Development

Understanding of the World.



What you need

Blankets; Wee Willie Winkie images; clock with moving pointers; candlestick; white nightdress and cap.

'Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Tapping at the window, crying through the lock,
'Are all the children in bed, it's past eight
o'clock?''



Wee Willie Winkie



What to do

Spread the blankets out and invite the children to sit around them.

Look at Wee Willie Winkie images and discuss his nightwear.

Say the 'Wee Willie Winkie' rhyme and explain how someone would light lamps and call out times in the street long ago. Move the clock pointers to 8 o'clock and explain that after that time, children in the rhyme should be in bed.

Choose a child to be 'Willie', holding a candlestick and wearing a white nightdress and cap, running around pretending to knock on windows while children say the rhyme.





Timing

Ten minutes.



Area of Learning and Development

Physical Development.



What you need

Parachute, outdoor space; doll.

'There was an old woman tossed up in a basket
Seventeen times as high as the moon.
But where she was going, no mortal could tell it,
For under her arm, she carried a broom.
'Old woman, old woman, old woman,' quoth I,
'Whither, ah whither, ah whither so high?'
'To sweep the cobwebs from the sky.'
'May I come with you?'
'Aye, by and by.'



There Was an Old Woman



What to do

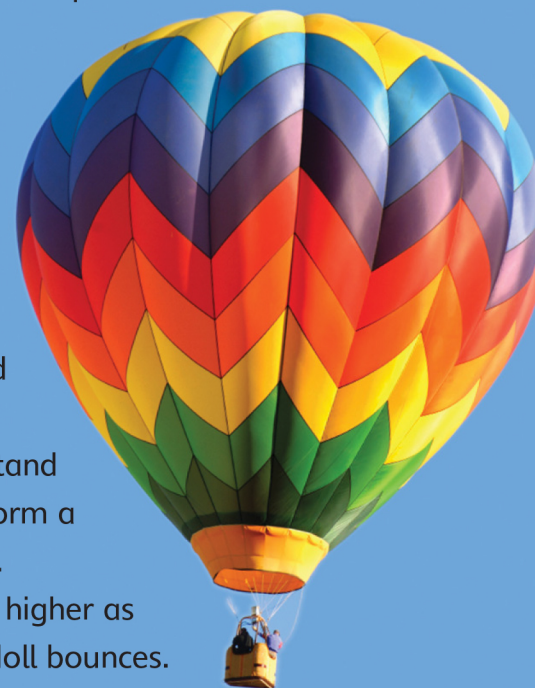
Invite the children to sit around the open parachute outdoors.

Say the 'There Was an Old Woman' rhyme together and consider what it would be like to be tossed in a basket. What might we see if we went up so high in the sky?

Explain that the doll is the old woman and drop her on to the parachute. Ask the children to stand up, lift the parachute edges to form a basket and toss her into the sky.

Lift the parachute higher and higher as you repeat the rhyme and the doll bounces. While resting, ask whether the 'old woman' went high enough to 'sweep the cobwebs from the sky'.

Discuss different ways to reach the sky, for example, in a hot-air balloon, shooting in a rocket, bouncing on a trampoline, flying on a bat's back.





Timing

Ten minutes.



Area of Learning and Development

Expressive Arts and Design



What you need

Imitation spider; stick; elastic; cushions; plastic bowls and spoons.

'Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her,
And frightened Miss Muffet away.'



Little Miss Muffet



What to do

Tie the spider to a stick with elastic. Invite the children to sit in a circle on 'tuffet' cushions. Pass them bowls and spoons. Explain the meaning of curds and whey and ask if they can guess the nursery rhyme you are thinking of.

Say the 'Little Miss Muffet' rhyme with the children, who are pretending to eat curds and whey, while you walk behind with the spider.

When they say 'There came a big spider', dangle the spider over the nearest child. Discuss how the child would feel if the spider was real. Suggest pretending to be frightened by running to the middle of the circle. (Emphasise that spiders are not really frightening creatures.)

Continue saying the rhyme until all the Miss Muffets are in the middle.

