

**Hurley Burley** is a series provided by the BBC at the request of the Educational Broadcasting Council for Northern Ireland.



Age 4-5 years  
Pre-school/lower key

Series Producer:  
Bernagh Brims

Autumn/Spring/Summer 2000

Tuesday 11.05 -11.20 am.  
from 19 Sept to 28 Nov.

BBC Radio Ulster 1341 MW  
North West 792 Khz  
Enniskillen 673 Khz

### Programmes

1. Mum's Busy Morning
2. Growing Up
3. Up And Down
4. Shopping
5. John Joe And The Big Hen
6. The Rainbow Fairy
7. Growing Things
8. Badger's Missing Boots
9. The Dark At The Top Of The Stairs
10. Bad Goat Brannigan

**Join the Hurley-Burley Man Chris Ward as he arrives each week in his Hurley-Burley van!**

### Programmes

This new series aims to provide younger listeners with material about their own environment. Through a mixture of local stories, songs, poems and rhymes, and using familiar speech and language, early skills and concepts for future use in literacy and numeracy are introduced.

Mum's Busy Morning	19 September
Growing Up	26 September
Up And Down	3 October
Shopping	10 October
John Joe And The Big Hen	17 October
The Rainbow Fairy	24 October
Growing Things	7 November
Badger's Missing Boots	14 November
The Dark At The Top Of The Stairs	21 November
Bad Goat Brannigan	28 November

•No broadcast on 31 October•

**Content**

Story based, with associated rhymes, poems, songs and music. Each programme invites the children to respond to direct questions, to join in the actions or the words of the songs, to predict outcomes, and to share in the enjoyment of a good story enhanced with sound effects.

**Context of Stories**

- imaginative world
- everyday world
- traditional/local (C.H. & EMU)

**Progress in Learning**

- Personal, Social and Emotional Development.
- Language Development
- Early Maths
- Early Science/Technology
- Awareness of the Environment
- Creative Development (including music)
- Physical Development

**Using these notes**

You will find suggestions for preparation and follow-up activities listed under each individual programme together with an outline of the content and details of the stories and songs.

The ideas for follow-up activities were written as the result of several 'brain storming' sessions and it is in no way expected that any particular class will find all of them appropriate. It has been borne in mind that at age 4 - 5 the range of abilities and experiences of the young listeners will be widely different, and only the teacher can gauge at what level to pitch the activities resulting from their listening experience.

**Tape recording**

Some groups will be listening to the broadcast 'live', and if so it would be an advantage to tape the programmes so that they can be heard again - either for enjoyment or to clarify or discuss a point. The songs are attractive, and the children may well want to learn them or hear them again.

**Try to ensure as good quality tape or radio reproduction as possible - the children will become restless if it is difficult to hear or the volume is incorrect.**

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**Before the programme**

Choose a comfortable listening environment - preferably sitting on the floor around the radio or tape recorder. Particularly if the children are new to this experience, it is worth taking the time to settle them down before the broadcast and to focus their attention by talking about the previous programme or about something they might be going to hear today.

**During the programme**

Be prepared to switch off or pause the tape if necessary to discuss a point, but generally it is a good idea to listen to the whole programme right through first so as not to interrupt the flow of ideas. It can then be re-played in sections if desired. Your response is crucial - be ready to encourage them to join in and to respond. Your own enthusiasm will make a big difference to the children's level of response.

**Feedback**

We will be very pleased to receive material from children after the programmes or to hear comments from teachers/minders. Please send material to the Producer, Hurley-Burley 2, BBC Education Unit, Ormeau Avenue, Belfast BT2 8HQ.

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## Programme One Content

What does Mum do all day while the children are away? Is she at home? Does she go out to work as well?

The Hurley-Burley man introduces himself and his van and encourages the listeners to respond and join in.

### Before the Programme

Introduce the children to the idea of listening to a tape or radio. Do they have story tapes at home? Do they ever listen to the radio? Suggest that they will be listening to someone whom they can't see - can they 'see a picture' in their head of what the Hurley-Burley man looks like when they hear him? How about the Hurley-Burley van?

### RHYME

Clap Your Hands

Clap your hands

One, Two, Three,

Place them down

upon your knee,

Nod your head once, and twice,

Keep as quiet as little mice

Shh.....

this will be repeated at the start of the story every week, and the children are invited to join in the words and action.

**POEM****When My Room is Messy by Judith McVeigh**

When my room is messy  
and needs a real good clean,  
I do not use the iron  
or the washing machine!  
I do not use toothpaste,  
soap or shampoo,  
A hairbrush? A scrubbing brush?  
No, none of these will do.  
I tidy up my toys and clothes,  
that's how I begin,  
Then I clear up all the rubbish  
and put it in the bin.  
I polish with a duster  
and vacuum up the floor,  
into all the corners,  
and then behind the door.  
It doesn't take me very long  
once I have begun,  
And really I enjoy it  
because cleaning can be fun!



# Mum's Busy Morning

**STORY** Mum's Busy Morning by Judith McVeigh

**SONG** My Mummy Words: Barbara Ireson **Music:** June Tillman Arranger: Chris Ward

My mum - my is a mum - my and she's a teach - er too when she's not look - ing

af - ter me she's teach - ing kids like you she's teach - ing kids like you.

## Verse 2

My Mummy is a Mummy  
And she's a baker too  
When she is not looking after me  
She's baking buns for you.  
She's baking buns for you

## Verse 4

My Mummy is a Mummy  
And she's a farmer too  
When she is not looking after me  
She's growing food for you.  
She's growing food for you.

## Verse 3

My Mummy is a Mummy  
And she's a driver too  
When she is not looking after me  
She drives a bus for you.  
She drives a bus for you.

## Verse 5

My Mummy is a Mummy  
And she's a doctor too  
When she is not looking after me  
She's looking after you.  
She's looking after you

## FOLLOW-UP SUGGESTIONS

- Talk about the Hurley-Burley man's magic 'fizzy drink' cans - do they understand the concept of a rhyme, story, song being 'inside' each week?
- Ask the children what they think their Mum does all day.
- Is their teacher a Mum? Is their childminder, the lollipop lady, their doctor etc? (They won't know but it is an idea to think about).
- Babies - any child with one at home will be keen to give their opinion on the benefits or otherwise!
- Cleaning up. Why do we do it? What cleaning or clearing up do the children do regularly?
- A discussion on helping others.



## ACTIVITIES

### Doing the washing

Collect perhaps 10 - 15 pairs of socks in different sizes and colours i.e. babies' white booties, rugby socks, grey school socks etc. Mix them up and put them in a basket. Rig up a simple clothes line and let the children search for the 'pairs' and then peg them on the line together.

### Bubble painting

Put some water-based paint (powder or ready-mix) in the bottom of a margarine container. Add a little water so that the paint is quite runny, then add a few drops of washing up liquid. Now get a straw and blow bubbles in the container. When the bubbles rise to the surface place a sheet of paper over them. They then 'pop' onto the paper leaving an exciting bubble print.

### Interest table

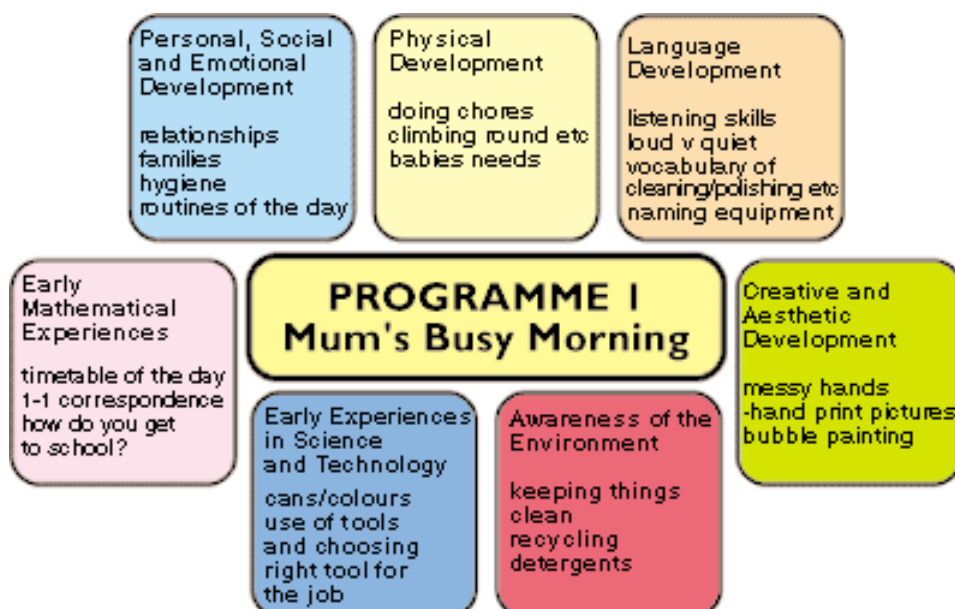
Collect together lots of brushes i.e. a hair brush, a scrubbing brush, a paint brush, a yard brush, etc., and place on a table for the children to talk about. (These can also be used with another prompt, for example the adult could hold up a tube of toothpaste and ask which brush would be needed for this job).

### Water play

Put the tea set in the water tray, (or washing up bowl/baby bath) with a draining rack alongside and a tea towel. Then encourage the children to wash the dishes. The conversation can be really stimulating as the children act out roles.

### Sound tape

Record sounds of noises one would hear around the house i.e. telephone, vacuum, running water etc., then ask the children to listen and identify the sound - this can be expanded by drawing a series of co-ordinating pictures, or cutting pictures out of magazines, and letting the children place counters on the noises they hear in sequence.





## Programme Two Content

A programme about growing up, both physically and emotionally and including a story about a small bear who wanted to be like his Dad.

### Before the Programme

Settle the children down with a discussion about growing older. Have they some clothes or shoes at home that don't fit anymore? Can they reach or do something now that they couldn't do last year?

### POEM

#### A New Baby

by Ann Burnett

There1s a new baby in our house,  
It1s very small and wet.  
It cries, it sleeps, it smells, it burps,  
It1s no fun at all,

But yet...

My Mum says I've to wait and see,  
It will grow up very fast,  
It will walk and talk and run and shout,  
And become my brother at last.

### STORY

The Grizzly Bears by Isobel Gamble




**SONG** I Get Older Every Day by Chris Ward

**Verse 2**

I get old - er ev - er - y day once I was five but yes - ter - day I  
 must have got old - er my socks just would - n't fit I think I get old - er bit by bit  
 when I sleep and when I play I get old - er ev - 'ry day

When I'm older, I'll turn out my light,  
 I'll sleep in the top bunk every night,  
 I'll brush my teeth and comb my hair,  
 I'll bath myself and decide what to wear.

**Chorus**

When I sleep and when I play,  
 I get older every day.

**Verse 3**

I'm getting older a bit at a time,  
 When I'm really old, I'll stay up till nine.  
 My legs will be longer, my hair will grow too,  
 I think I'll soon be as old as you.

**Chorus**

When I sleep and when I play,  
 I get older every day.



## FOLLOW-UP SUGGESTIONS

### DISCUSSION

- More chances to talk about babies this week, and how they progress in what they are able to do. Mothers with suitable aged babies (i.e. maybe new born, six months, a year, and two years) could be invited to bring them in and talk about them - particularly useful for those children who don't have one at home.
- Talk about some things the children can do this year that they couldn't last year (select activities which include both signs of physical growth, and mental or emotional.) What might they be able to do next year?
- Look at the words of the song and pick out all the signs of growing up.
- What would the children like to do when they are 'grown up'?
- Retell the Goldilocks and the Three Bears story.

### ACTIVITIES

#### Where do you live?

Make a bear cave by placing a blanket or throw over a table or clothes horse. Put a few cups and saucers, a book and a torch inside and leave it to the children's imagination.

#### Interest table

Gather together lots of things that make light - a selection of candles, a small child's torch, a large adult torch, a key ring with a light perhaps, a lamp, a miner's hat if you are lucky and an EMPTY match box. Let the children explore and talk about the uses of these items.

#### A Time Line

Cut out some pictures from a magazine i.e. a baby, a toddler, a young child, a teenager, an adult, a middle-aged person and an elderly person. Trim to similar size and then mount the pictures on card. Then mix them up and ask the children to put them in order. This can be further developed by cutting each picture into two or three random shapes thus making simple jigsaws which have to be completed before the task can begin.

#### Dress the bears

Cut three bears out of thick card making sure there is a difference in size (i.e. a big one, a middle sized one and a baby one). You might like to let the children paint and decorate them. Now make identical outfits for them that relate to the size out of thinner card and leave tabs at the shoulders so that they 'hang' on the teddies. Then let the children dress the bears.

#### Fishing game

Cut fish out of card, let the children colour them in and put a paperclip over the fishes mouth. Make a simple fishing rod out of a piece of doweling, a length of string, and a small magnet. Now put the fish on a 'paper' pond and fish away.





## Programme Three Content

A simple introduction to directions, concentrating on up and down and including a poem and a story with actions to join in with.

### Before the Programme

As the children are getting ready to listen, give them plenty of directional instructions - stand up, sit down, move sideways, back, forward etc., - make a game of it.

### POEM

Up the Tall White Candlestick (Anon)

Up the tall white candlestick  
Crept little Mousie Brown  
(make your fingers climb up)

Right to the top, but he couldn't get down.  
(waggle your fingers in the air)

So he called to his Grandma, Grandma!  
Grandma! But Grandma was in town...  
So he rolled himself into a ball -  
And rolled himself right down.  
(make your hands into balls and roll them down)



**STORY** Mr Wiggle and Mr Waggle by Liz Weir

**SONG** The Up and Down Song by Chris Ward

Ba - loons go up if you don't hold them tight they fly a-way by day or by night now there's

on-ly one thing that makes me frown that's when my socks start fal-ling down. Up-stairs down-stairs round and round

### Verse 2

My tyres went down so I blew them up,  
My tea fell off the table but I caught the cup,  
Now there's only one thing that makes me frown  
It's when my socks come falling down

### Chorus

Upstairs, downstairs  
Round and round  
You stand up and then sit down  
Upstairs, downstairs  
Round and round  
You stand up and then sit down



## FOLLOW-UP SUGGESTIONS

- Learn the actions and recite and learn the poem (Up the Tall White Candlestick).
- The children will enjoy hearing the story again when they have mastered the accompanying actions i.e. hold up one thumb (that's Mr Wiggle); hold up the other (that's Mr Waggle); make an undulating motion across the chest as each goes 'up the hill and down the hill' etc., towards each other.
- Talk about things that 'go up and down' aeroplanes, lifts, escalators, swings, birds.
- Some groups of children will be able to understand the concept of up and down in relation to volume rather than direction e.g. a tyre or balloon goes 'up or down'.
- Use percussion or other musical instruments to make sounds to portray up and down.

## ACTIVITIES

Hello there!

Make a telephone out of two paper cups/cans joined together by a length of string. It works if the string is taut. Or let the children play with old telephones in the house corner (you can buy cheap mobile phones now in toy shops). Don't forget to put out an old telephone directory so that they can look up numbers and keep a pad and pencil beside the phone for them to record 'messages'.

### Up and Down Puppets

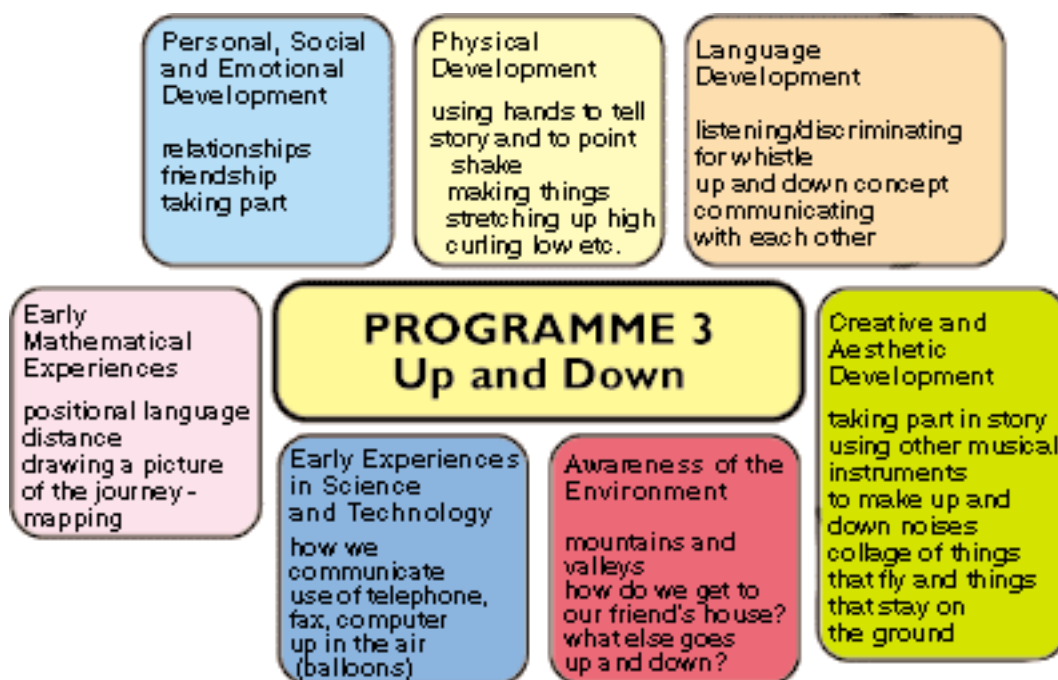
Make a simple puppet by using a paper cup and a wooden spoon. Paint or colour in the paper cup and put a hole in the bottom big enough to take the 'shaft' of the wooden spoon. Now decorate the bow of the spoon to look like a face - you can be as elaborate as you want. Then place the spoon inside the cup, allowing the handle to come out of the bottom and the 'face' to hide inside the cup. Then simply push the handle up for the face to appear, and down to hide it again. The children can have conversations with their spoon puppets.

### Interest Table

You can easily set up an interest table to allow the children to explore and understand the concepts of 'up and down' by setting up a corner with a backdrop of painted sky, mountains and roadway at the bottom. Then let the children bring in things they have found in and cut out of magazines to add to the collage. They have to decide where to place their item - high in the sky, up a mountain or down on the road.

### We go up and down

Talk to the children about what we can do. Brush our teeth up and down, put our arms up and down, roll our eyes up and down, etc.,



# Shopping



## Programme Four Content

Going to the shops - and just how do you make a shopping list if you can't write yet?

### Before the Programme

Shopping is one activity with which most children are very familiar. Before the programme, ask them to think about the sort of shops they like. Are they ever allowed to choose an item and hand over the money themselves?

### POEMS

#### Shopping Lists by Judith McVeigh

When Mummy goes shopping  
She always writes down  
All the things she's going to buy  
Whilst she is in the town.  
Some nappies for the baby,  
A new jumper for Gran,  
Some food for our dinner  
And polish for dad's van.

#### Fifty Pence Piece by Judith McVeigh

If I had a fifty pence piece,  
I'd take it to the shop  
And I would buy myself an orange lollipop.  
I'd take off all the paper,  
Then I'd lick and lick and lick.  
And when I'd finished licking it,  
I'd only have a stick.  
I wouldn't throw it on the ground,  
I wouldn't poke my brother.  
I'd put it in the rubbish bin,  
Then go and buy another.



# Shopping



## STORY Jordan's Shopping Trip by Judith McVeigh

If you go to the shops you'd bet - ter not take your foot ball or your dol - ly 'cos you're  
 going to need all the space there is in your sup - er mar - ket trol - ley  
 eggs and milk and saus - a - ges car - rots and ice - lol - lies jam and bread and  
 cab - ag - es in your sup - er - mark - et trol - ley (if you)

## SONG Off Your Trolley by Chris Ward

### Verse 2

If you go to the shops  
 Don't take an elephant  
 That wouldn't be so jolly,  
 'Cos you're going to need  
 All the space there is  
 In your supermarket trolley

### Chorus

Eggs and milk and sausages  
 Carrots and ice-lollies  
 Jam and bread and cabbages  
 In your supermarket trolley

## FOLLOW-UP SUGGESTIONS

- Discuss why people make a shopping list.
- What would the children buy if they had 50p to spend? Some children won't know the value of money, but suggest a selection of things they might be able to purchase for that amount.

# Shopping



- Talk about the concept 'too much' or 'too little'.
- Bring in samples and talk about bar codes, and the machine which 'reads' them and adds up a bill.
- Jordan 'drew' her shopping list by using shapes (i.e. bottle shape for milk - she lifted a red sauce bottle instead; a rectangle shape for bread - she picked up butter; 'stick' shapes for sausages - she chose fish fingers; and a round shape for eggs - she picked up oranges). Ask the children to think of other similar shaped foods Jordan might also have picked up by mistake.
- Look at some shapes which you will already have in games in your toy box - what, well-known foods might be described in those shapes? i.e. round things, rectangles, square, cones, triangles.

## ACTIVITIES

### Making Lists

Always put a pad and paper in the house corner to encourage the children to write things down - any mark made on paper is worthwhile and the list can be a prompt for excellent shop play.

### Tills

Most shops the children visit now are self-service and the till area is often a bar-code machine and a conveyor belt. Make your own by placing a chair alongside a table with a box at one end decorated to look like a till. The bar code zapper can be made out of an old computer mouse and the rest of the table as the conveyor belt to stack your shopping on. It is also best to accumulate material shopping bags as plastic carriers are too dangerous in the classroom - don't forget to put toy money and old credit cards in the purses.

### Sand Play

Why not accumulate a selection of containers/packages and place in the sand tray to be filled up with dessert spoons - e.g. a sugar bag, a salt shaker, a cottage cheese tub etc. The children will 'read' the labels, talk about the products and enjoy spooning sand in to fill them up.

### Junk Art

Collect a large selection of small packages e.g. individual cereal boxes, stock cube boxes etc. and let the children stick them together with PVA glue or masking tape or even rubber bands. Let them choose. When they are dry the children can paint and decorate them to suit.

### Visitor

Arrange a visit from the binmen. The children can learn a lot about recycling and where the rubbish goes to.

### Money

Get together a selection of plastic money, or money from other countries left over from the holidays and let the children sort it into piles of the same denomination - you could use the dividers of an egg box or a bun tin as your makeshift till for this activity.

# Shopping





# John Joe and The Big Hen

## Programme Five Content

Families and their relationships. Who looks after you in your family - and even if you are small, is there someone smaller for you to look after?

### Before the programme

Talk about how many people live at home, and how many siblings the children have - being careful of course not to make 'only children' feel deprived.

### POEMS

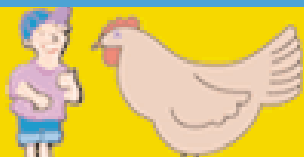
#### **My Sister Laura by Spike Milligan Published by Collins**

My sister Laura's bigger than me  
And lifts me up quite easily.  
I can't lift her, I've tried and tried:  
She must have something heavy inside.

I had a Little Brother by Mary Ann Hoberman  
Published by Corgi

I had a little brother  
And I brought him to my mother  
And I said I want another  
Little brother for a change.  
But she said don't be a bother  
So I took him to my father  
And I said this little bother  
Of a brother's very strange.

But he said one little brother  
Is exactly like another  
And every little brother  
Misbehaves a bit he said.  
So I took the little bother  
From my mother and my father  
And I put my little bother  
Of a brother back to bed.



# John Joe and The Big Hen

**STORY** John Joe and the Big Hen by Martin Waddell Published by Walker Books

**SONG** Who Lives at Home With You? By Chris Ward

Who lives at home with you? I think there's quite a lot  
 count up - on your fing - ers and we'll see who we have got there's a  
 dog and a cat and a mouse and a rat and then there's lit - tle me there's a  
 dog and a cat and a mouse and a rat and then there's lit - tle me

## Verse 2

Who lives at home with you?  
 I think there's quite a lot.  
 Count upon your fingers and  
 We'll see who we have got.  
 There's Mammy and Daddy  
 And Brother and Sister  
 And then there's little me.  
 There's Mammy and Daddy  
 And Brother and Sister  
 And then there's little me.

## Verse 3

Who lives at home with you?  
 I think there's quite a lot.  
 Count upon your fingers and  
 We'll see who we have got.  
 There's Granny and Grandpa  
 And Auntie and Uncle  
 And then there's little me.  
 There's Granny and Grandpa  
 And Auntie and Uncle  
 And then there's little me.



# John Joe and The Big Hen

## FOLLOW-UP SUGGESTIONS

- Talk about the names for family members i.e. aunt, uncle, grandparents and then progress to the more difficult ones - cousin, niece, nephew, grandchild etc. Do the children understand some of the relationships i.e. daughter of, son of etc.
- Who looks after whom? Talk about the care structure in the children's homes - can a granny be 'looked after?'; can a mum and dad 'look after' each other? Is there anyone they look after themselves? What do they have to do?
- Talk about hens, and other farmyard favourites. Do they know where eggs come from? And milk?

## ACTIVITIES

### How do I feel

Collect pictures of faces from magazines which show emotion i.e. happy faces, sad ones, people looking frightened etc. Let the children look at the pictures and describe what the people are feeling and why they think they are like this.

### Music

Its easy these days to record a few pieces of music which evoke feelings - from classical loud and scary Wagner to meditative whale music! Record some and ask the children how the music makes them feel. Once they have decided look in your own musical instrument box and compose your own mood music.

### Henny Penny

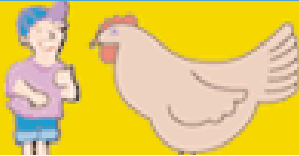
Draw a large outline of a hen on a page and then get the children to stick on scrunched up pieces of tissue paper all over the body of the hen, changing colour for the beak, the legs etc. This hen, when dry, can be the centrepiece of the classroom, stimulating the children's own creativity at the drawing table.

### Eggsciting work

Let the children find out about eggs - where do they come from - can you get an incubator from your local Agricultural College and hatch your own? Perhaps you could break a raw egg into a glass bowl - what happens if you whisk it? Look at the colours of eggs. Try and get hold of different sized eggs (you can even buy ostrich eggs at craft shops now which are blown). Hard boil eggs - cook with eggs - let the children make pictures with scrunched up egg shells - look at books and make a chart showing which other animals lay eggs to highlight the fact that its not just hens!

### Get physical

As a group, retell the story and act out the descriptive action words, climbing, jumping, chasing, shouting etc.



# John Joe and The Big Hen





## Programme Six Content

Caring for your teeth - and how the tooth fairy got her job!

## Before the programme

See how much the children know about 'wobbly' teeth and the tooth fairy. Talk about rainbows.

### POEM

All the Little Milk Teeth by Diana Neil

Pub: Penguin Group

All the little milk teeth  
Standing in a row,  
Scrub, scrub, scrub,  
And away we go.

First do all the front ones  
Then do at the back,  
Every night and morning,  
Just like that.





**STORY** The Rainbow Fairy by Liz Weir

**SONG** This is the Way We Brush our Teeth

Gr E B7

This is the way we brush our teeth brush our teeth brush our teeth

E B7 E

this is the way we brush our teeth ev - 'ry night and mor - ning.

### Verse 2

Start at the back, and round we go,  
Round we go,  
Round we go,  
Start at the back, and round we go,  
Every night and morning.

### Verse 3

Now to the front, brush round and round,  
Round and round,  
Round and round,  
Now to the front, brush round and round,  
Every night and morning

### Verse 4

Don't forget the inside too,  
Inside too, inside too,  
Inside too, inside too,  
Don't forget the inside too,  
Every night and morning.

### Verse 5

Keep them clean and sparkling white,  
Sparkling white,  
Sparkling white,  
Keep them clean and sparkling white,  
Every night and morning.



## FOLLOW-UP SUGGESTIONS

### DISCUSSIONS

- Talk about visits to the dentist. What happens, and why do we need to go?
- Talk about 'milk' teeth, how they become 'wobbly' and the growth of a new set. (Some children may have an alarming misapprehension about their teeth 'falling out').
- Why we need to brush our teeth. Bring in a toothbrush and demonstrate the correct technique.
- Rainbows - provide samples of seven colours.
- The Nosy Fairy in the story opened the rainbow box to see what was inside. Ask the children if they have ever done something they weren't supposed to. What happened?

### ACTIVITIES

#### What's in the box?

Put some objects in a box or drawstring bag e.g. a pair of sunglasses, a pencil, a toy car. Close the box and ask one child in turn to put his hand into the box and identify the object he touches - invite the child to take the object out to see if he is right. This can be varied by using items of clothing or things you'd find in the kitchen.

#### Good and bad

Bring in a shopping bag full of 'edible' shopping and empty the items one at a time onto the table in front of the children. They can help you sort it into two sets - one set of foods are bad for your teeth and one set good - then finish off the activity by letting the children eat all the good things - it won't cost a fortune either - raisins, fruit, crisps, cheese etc.

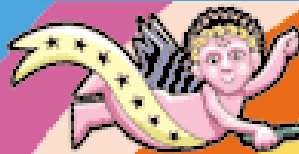
#### Queen/King of the Fairies

Cut strips of card three inches wide and long enough to wrap round a child's head. Then let the children be creative decorating their own strip with collage materials particularly shiny things like glitter, offcuts of shiny paper, sequins, feathers etc., bright felt tips (always checking that glues and pens are water based and therefore washable). When the strips are complete the ends can be overlapped and stapled or stuck together revealing a shiny and unique crown for the fairy queens and kings.

#### Rainbows, rainbows everywhere

Talk about the colours of the rainbow and then get the children to find the seven colours in the felt tip box. (Red, orange, yellow, green, blue, indigo and violet). Bind them together with an elastic band and use as one pen to make rainbow patterns on the paper.

Or with more supervision you could put water in a basin with a few spots of cooking oil and drop coloured inks onto the surface - watch for the rainbows - you can try and catch them by floating a piece of white paper over the top of the water and retrieving. Hopefully the inks will appear on your page in a marble effect.



# The Rainbow Fairy

## Personal, Social and Emotional Development

how to clean our teeth  
working together  
emotions - jealousy  
doing things you are not supposed to!

## Physical Development

looking after your teeth  
good foods  
bad foods  
visiting the dentist

## Language Development

naming colours  
vocabulary such as brushing  
cleaning etc.  
listening to the sounds of the whistle

## Early Mathematical Experiences

1 to 1  
correspondence  
following routines in cleaning teeth  
counting your own teeth

## PROGRAMME 6 The Rainbow Fairy

Early Experiences in Science and Technology  
rainbows  
spectrum colours  
milk teeth coming out for second teeth  
weather

Awareness of the Environment  
talk about 'myths' and legends (fairies etc)  
who lives next door?  
the weather

## Creative and Aesthetic Development

use of musical instruments  
to make 'Fairy' music  
dancing like fairies on tip toes  
drawing rainbows



## Programme Seven Content

A local version of the children's classic 'The Enormous Turnip' and a chance to discuss growing things.

### Before the Programme

If you have any plants available let the children observe how they have grown.

### Rhyme

#### **Mary, Mary Quite Contrary (trad.)**

Mary, Mary, quite contrary,  
How does your garden grow?  
With silver bells and cockle shells  
And pretty maids all in a row.

Hurley-Burley, Hurley-Burley,  
How does your garden grow?  
With daffodils and tulips  
And cabbages all in a row.



## STORY The Enormous Turnip adapted Liz Weir

There's a great big tur-nip at the bot-tom of the field I'll get it see my

mus-cles I pushed and pulled but I could-n't get it out I pushed and pulled and I

gave a lit-tle shout, come here gran-ny how's your mus-cles?

## SONG There's a Great Big Turnip (trad.)

### Verse 2

Granny came up but she couldn't get it out,  
We pushed and pulled and we gave a little shout,  
Come here Cormac!  
How's your muscles?

### Verse 3

Cormac came up but he couldn't get it out,  
We pushed and pulled and we gave a little shout,  
Come here Anna!  
How's your muscles?

### Verse 4

Anna came up but she couldn't get it out,  
We pushed and pulled and we gave a little shout,  
Come here Dog!  
How's your muscles?

Chorus

### Verse 5

Major came up but he couldn't get it out,  
We pushed and pulled and we gave a little shout,  
Come here Cat!  
How's your muscles?

Chorus

### Verse 6

Snowy came up but she couldn't get it out,  
We pushed and pulled and we gave a little shout,  
Come here Mouse!  
How's your muscles?

Chorus

### Verse 7

Mouse came up and pulled it out (HOORAY)  
We patted it on the back and we gave a little shout,  
Well down mouse!  
Great muscles! Not?

Chorus



## FOLLOW-UP SUGGESTIONS

- The Hurley-Burley man was digging his garden. Why do we need to dig the soil?
- Talk about the essentials for plant growth - heat/light and water.
- Play the tape of the story again and get children to join in chanting 'turnip, turnip, come on up' each time it occurs.
- Tell the story yourself, substituting names of children in the group.
- Then sing the song using the same names (if you dare - this might be so popular it could go on all year!)
- Co-operation. Play some simple games where the object is to do things together, rather than have a 'winner' e.g. 'freeze tig' where the person tagged has to freeze until someone releases them by crawling under their legs or an old fashioned game like 'A Farmer Wants a Wife.'

## ACTIVITIES

### Seeds

Buy a pack of turnip seeds and let each child plant one in a yoghurt pot - you might have to keep it dark for a while, water it and feed it but when it has grown sufficiently you can send it home. Other excellent seeds to try are sunflower and nasturtium - of course you can always try peas and beans and a variety of growing mediums - do seeds grow in stones, sand or just water? Why not add a few drops of cake colouring to the water in a vase of white carnations - you can see the carnations change colour and children can see how important water is.

### Printing with fruit

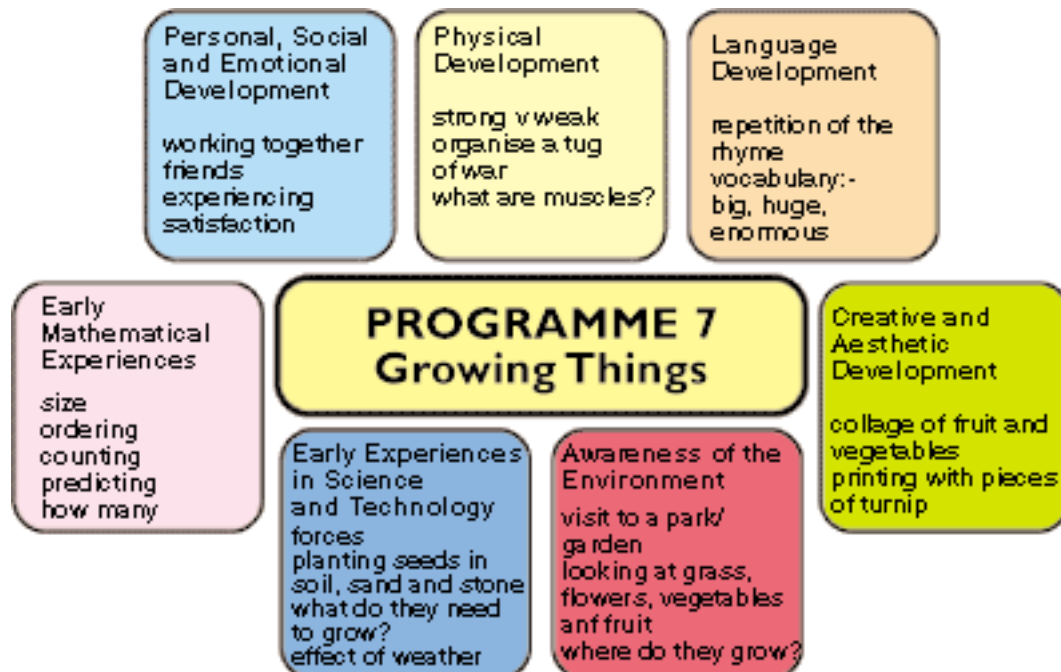
Use pieces of turnip in the same way as you would potatoes for potato printing - it is strong enough to be carved into many shapes - don't forget however that you can make some super pictures by cutting most vegetable in half and dipping them in some paint - peppers, mushrooms and onions are particularly effective.

### Interest Table

Why not have a 'gardening' table with plant pots, rakes, hoes, trowels, kneeling mats, packets of seeds etc. You might even like to put bowls of soil, compost, sand, shale etc. out for the children to touch.

### Flower power

You can make an imaginative play area into a florists shop - cover babies milk cans with plain sticky backed plastic to make six different coloured 'vases'. Then make a variety of coloured flowers using a strip of tissue 1"x4". Wrap it carefully around the top of a straw holding the base tightly and allowing the top of the paper to fluff into a petal shape. Stick in place with sellotape and put bunches of the flowers into their corresponding coloured vase. The children can come along and select one or two of each colour and have them wrapped - you might even create little cards to put with them - and at tidy up time they have to put the flowers back in the correct vase.





## Programme Eight Content

All about sounds, and listening for what they mean.

### Before the programme

Talk about what they children do before they come to school/playgroup/nursery etc. What is their daily routine - what do they always do each morning?

### POEM

#### Listening by Ann Burnett

I'm listening very carefully,  
To a worm that crawls along,  
I want to hear it breathing,  
I want to hear its song.

I'm listening very carefully,  
To a cloud that's passing by,  
I want to hear its engine  
As it drives across the sky.

I'm listening very carefully,  
To a rosebud on a bush,  
I want to hear it opening  
With a rustle and a whoosh!

I'm listening very carefully,  
To the sounds I'd like to hear.  
But there's nothing there to listen to.....  
Nothing to hear.





# Badger's Missing Boots

**STORY** Badger's Missing Boots by Ann Burnett

**SONG** What Can it be? by Chris Ward

Gran-ny has a ter-ri-ble cold a ter-ri-ble cold a ter-ri-ble cold

gran - ny has a ter-ri-ble cold and this is the sound she makes (A - A - A - CHOO!)

What can it be? what can it be? this is the sound she makes. (A - A - A - CHOO!)

## Verse 2

I have a pet that lives with me,  
Lives with me, lives with me.  
I have a pet that lives with me,  
And this is the sound it makes.  
M-I-A-O-W  
What can it be? What can it be?  
This is the sound it makes.  
M-I-A-O-W

## Verse 3

I have a thing I like to ride,  
Like to ride, like to ride,  
I have a thing I like to ride  
And this is the sound it makes.  
D-D-I-N-G  
What can it be? What can it be?  
This is the sound it makes.  
D-D-I-N-G

## Verse 4

Daddy has a thing he likes to use,  
Likes to use, Likes to use.  
Daddy has a thing he likes to use,  
And this is the sound it makes.  
S-A-W-I-N-G  
What can it be? What can it be?  
This is the sound it makes.  
S-A-W-I-N-G



## FOLLOW-UP SUGGESTIONS

- Talk about night and day. Provide a selection of pictures cut out of magazine depicting each.
- Daily routines: what do we always do every day?
- Repeat the poem 'Listening' and talk about the imagery.
- Listen to 'silence' in the classroom. What can they actually hear?
- Suggest some sounds, and ask the children to predict 'what does it mean if you hear.....'

a siren in the street  
the pelican crossing 'beep'  
a baby crying  
an alarm clock  
the signature tune of a TV programme  
the school bell

## ACTIVITIES

### Choose shoes

Gather together as many types of shoes as you can - wellingtons, ballet shoes, slippers, football boots - not only can the children have fun 'pairing' them but also enjoy looking at them on an interest table. The children could also discuss what noise the different one will make on the ground and enjoy making up dances e.g. stamping when the wellies are held up, tiptoeing if its ballet shoes etc.

### Who works at night?

Using books and class discussion make a chart of pictures showing other people who work at night - bakers, postmen, nurses etc., why is this necessary?

### Which animals look for food at night?

Look at pictures of nocturnal animals and examine their eyes.

### A Story Day

Tell a story with the children from the alarm clock ringing to getting up, washing your face etc., right through to getting ready for bed and going to sleep. The children love making the appropriate noises and actions as the story unfolds. This sequencing story also helps them understand routines.

### Making Marks

Talk about animal prints and footprints and the marks they make on the ground - gather together a small collection of tools and objects that will make marks and patterns when pressed into play-dough or clay. Let each child roll out a small piece of clay and then select his/her own object to press into it, leaving an interesting pattern. Leave to dry and then display so that other children can look and see what made the mark in the clay.

### Bright Sparks

Talk about electricity and what we have in our houses/schools that need electricity to work. Then let the children look through old catalogues to find pictures of electric items e.g. toasters, washing



# Badger's Missing Boots

**Personal, Social  
and Emotional  
Development**

sharing experiences  
caring for each other  
working together  
making decisions

**Physical  
Development**

looking at daily  
routines  
need for sleep  
closing eyes to  
listen for clues

**Language  
Development**

passing on  
information  
listening skills  
predicting

**Early  
Mathematical  
Experiences**

time of the day  
matching sounds  
pairing shoes

## **PROGRAMME 8 Badger's Missing Boots**

**Early Experiences  
in Science  
and Technology**

night/day  
electricity/lights  
materials of shoes  
- waterproof

**Awareness of the  
Environment**

where do animals  
live?  
nocturnal animals  
animal prints

**Creative and  
Aesthetic  
Development**

sounds tape  
make a night/day  
picture  
make a 'feely box'  
cover eyes touch  
and listen

# The Dark at the Top of the Stairs



## Programme Nine Content

A programme about mice - and fears. What things are we afraid of?

### Before the programme

Explain the setting for today's story which is about a wise old mouse who lived with his young mice in the corner of a cellar - a place which some young listeners might not be familiar with.

### POEM

#### Scary Things (unknown)

Under the bed  
After saying goodnight  
Getting stuck in a sweater  
That's much too tight,  
Getting lost at the fair  
Or the shops or the zoo,  
Feeling something  
With lots of legs  
Crawling on you!

# The Dark at the Top of the Stairs



## STORY

The Dark at the Top of the Stairs by Sam McBratney

Pub: Walker Books

## SONG

Mr Mouse Come Out of your House by Chris Ward

Gtr

Mis - ter mouse come out of your house I'll give you a piece of cheese mis - ter mouse come out of your house I'll ask you nice - ly please come out come out and have a run a - bout come out of your house and have a piece of cheese come out come out and have a run a - bout come out of your house and have a peice of cheese.

## Verse 2

Mr Mouse, go back in your house,

Pussy is coming this way.

Mr Mouse, go back in your house,

I'll see you another day.

# The Dark at the Top of the Stairs



## FOLLOW-UP SUGGESTIONS

- What do the children find 'scary'? (Take care here not to suggest new fears to some children who may not have thought of them!)
- What do you do when something scares you?
- What did the mice find at the top of the stairs? Was it a 'monster'?
- Sing or listen to the song again, and do the actions.
- Talk about mice, and where they like to live.
- Talk about going out at night in the dark. What does it feel like?

## ACTIVITIES

### Monster Mash

Talk to the children about monsters - is there any such thing or are they people dressed up? Do you think you would be frightened? What would you do if you saw one? What do they look like? Use junk art to make a classroom monster that can live in a creepy corner with string cobwebs and home-made spiders and snakes.

### Interest Table

Get a fish tank, large sweet jar or similar and layer it with fine stones, leaves, sand and soil, with the soil creating larger layers than the rest. Then gather a few worms from the garden and let the children watch how they move underground, pushing the soil out of the way - after a time the layers will all be as one as the worms churn up the soil.

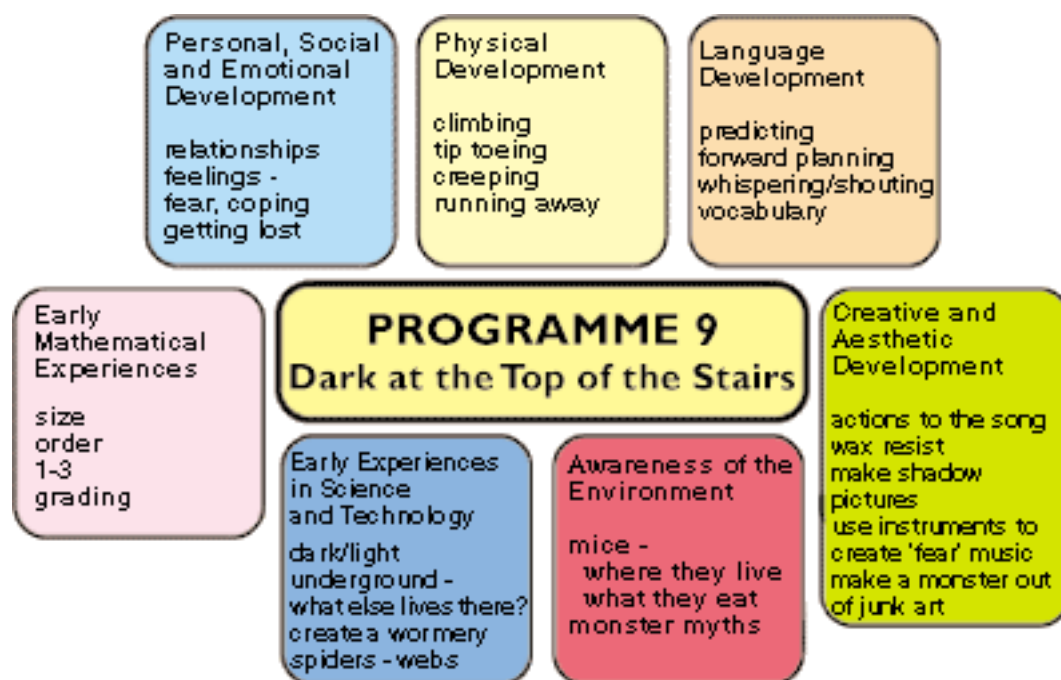
### Ring Game

Action story with all the children reinacting creeping around like the mice, passing the sleeping dog, snore snore, passing the big clock, tick tock etc., carefully up the stairs etc., until they get to the top of the stairs - see the monster and have to rundown stairs past the clock, past the sleeping dog etc...great excitement will ensue!

### Monster Milkshake

A nice easy cookery activity where the children choose a food colouring and whisk it into some milk - especially good with bright green or black - serve in a cup decorated with jelly snakes from the sweet shop - you might like to give the children some pink and white marshmallows to cut and float on the top of the drink. You can also make a simple pictorial recipe book to leave on the table for the children to follow.

# The Dark at the Top of the Stairs





## Programme Ten Content

A traditional folk story about five animals, which proves 'brains are better than brawn'. The programme also reinforces the use of the number five.

### Before the Programme

A useful introduction would be some counting up to five.

### POEM

#### Bad Goat Billy Brannigan's Threat

'Here I am and here I stay,  
So you'd better run away.  
I've two sharp horns to nip and tear,  
if you don't go away, I'll bite you,  
So there!" called Billy Brannigan, and  
his yellow eyes gleamed wickedly.





# Bad Goat Brannigan

**STORY** Bad Goat Brannigan told by Sheila Quigley

**SONG** One Elephant Arranger: Chris Ward Publisher: Okki Tokki Unga

One el - e - phant went out to play up - on a spi - ders' web one day he  
found it such e - nor - mous fun that he called for a - no - ther el - e - phant to come,

## Verse 2

Two elephants went out to play  
Upon a spider's web one day.  
They found it such enormous fun  
That they called for another elephant to come.

## Verse 3

Three elephants went out to play  
Upon a spider's web one day.  
They found it such enormous fun  
That they called for another elephant to come.

## Verse 4

Four elephants went out to play,  
Upon a spider's web one day,  
They found it such enormous fun,  
That they called for another elephant to come.

## Verse 5

Five elephants went out to play  
Upon a spider's web one day.  
They found it such enormous fun  
They bounced and bounced  
and bounced  
and bounced  
and bounced and

CRASH

## FOLLOW-UP SUGGESTIONS

- Call out the name of an animal and get the children to make the appropriate sound for it. This could be made more sophisticated by asking them to sound like a cross cat and then a happy cat, or a sad cow and then a friendly cow etc.
- Work on the number five - counting, grouping etc.
- If possible, provide a picture of a goat.
- Tell the story again, and let the children play the part of Maggie McDaid and various animals i.e. Neddy the donkey, Pinkie the pig, Fly the sheepdog, the wee mouse, and Bad Goat Brannigan.
- The bad goat was a bully. If appropriate, this could be discussed with your group.



# Bad Goat Brannigan

## ACTIVITIES

### Heavylumps!

Weigh all the children and make a weight chart - remember to always display the weights higglety pigglety so that there is no obvious heavy/light child - you can also measure heights and display in a similar way.

### Interest table

From junk art boxes make some houses for a few farm animals i.e. hen coop, stable, pig sty, cow shed, dog kennel etc., then put one of each animal in the 'farmyard' and let the children sort them into their homes.

### Rhyme time

Make some simple playing cards depicting the animals from the story and also cards with their rhyming words e.g. goat and coat - donkey and monkey - dog and frog - mouse and house. Let the children sort them into rhyming pairs.

### Kims Game

Place a set of farm animals on a tray and let the children look at them for several minutes. Then put a tea towel over the animals and carefully remove one of them whilst avoiding letting the children see. Then remove the towel and see if the children can guess which one has gone - this can progress to two or more animals being removed at a time.

### Locked up

Ask the children how they get into their house. Gather together a set of padlocks of various sizes and their accompanying keys. Put them in a basket and let the children explore which key fits which padlock - sets of keys are also a useful addition to stimulate imagination during house play, car play and large block play.

