

25 Nursery Rhymes

Rhyme	Activities	Curriculum links
<p>Incy Wincey spider climbs up the waterspout, Down came the rain and washed the spider out. Out came the sunshine and dried up all the rain, So the incy wincey spider climbed up the spout again.</p>	<p>Encourage opposite finger to opposite thumb as you say the rhyme and add actions. Make your own spiders using cardboard for the body and pipe cleaners for the legs. Go on a spider web hunt, look closely for patterns.</p>	<p>Communication and Language Mathematics Physical Development</p>
<p>Teddy Bear, teddy bear turn around, Teddy bear, teddy bear touch the ground, Teddy bear, teddy bear tie your shoes, 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 out the light. Teddy bear, teddy bear, say good night.</p>	<p>Say the rhyme and carry out each action for example turn around, act out tying shoes, wag finger for that will do etc. say prayers can be acted out however children choose depending on life experiences or religion.</p>	<p>Communication and Language Physical Development</p>
<p>Hop a little, jump a little One, two, three; Run a little, skip a little Tap on knee; Bend a little, stretch a little, Nod your head; Yawn a little, sleep a little, In your bed.</p>	<p>Encourage children to hop/jump the correct amount and support balance with hopping. Model the actions to children tap on knee and carry out action at same time to allow children to make connections between words and body parts.</p>	<p>Communication and Language Physical Development</p>
<p>Open them shut them Open, shut them Give a little clap Open, shut them Open, shut them Put them in your lap</p>	<p>Separate hands and put together again separate hands and put together again clap hands twice separate hands and put together again separate hands and put together again tap hands twice on lap</p>	<p>Communication and Language Physical Development Expressive Arts and Design</p>
<p>Hokey, Pokey You put your right foot in, You put your right foot out, You put your right foot in And you shake it all about. You do the Hokey Pokey, And you turn yourself around, That's what it's all about. You put your left foot in... You put your right hand in... You put your left hand in... You put your right shoulder in... You put your left shoulder in... You put your right hip in... You put your left hip in... You put your whole self in...</p>	<p>Follow instructions of song encouraging children to use correct foot/hand etc right or left Extend vocabulary by naming body parts and pointing to them to allow children to connect words to each part</p>	<p>Communication and Language Mathematics Expressive Arts and Design</p>

<p>Down in the jungle Where nobody goes, There's a great big gorilla, washing his clothes, With a rub-a-dub here, A rub-a-dub there That's the way he washes his clothes. Diddle-I-Dee, a boogie boogie woogie x4 That's the way he washes his clothes. (Repeat with a slithery snake, great big crocodile, great big elephant...)</p>	<p>Give lots of space for acting out the movements of the animals and dancing. Show pictures of animals or use figures to support.</p>	<p>Communication and Language Physical Development</p>
<p>Row, row, row, your boat, gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream. Row, row, row your boat, gently down the stream, If you see a crocodile, don't forget to scream (Change to river, polar bear, shiver)</p>	<p>Rock back and forth to the beat of the rhyme as you sing, as if rowing in a boat.</p>	<p>Communication and Language Physical Development Expressive Arts and Design</p>
<p>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.</p>	<p>Try singing in different ways- loudly quietly, softly each time. Open and close hands gently as you sing 'twinkle, twinkle'.</p>	<p>Communication and Language Expressive Arts and Design</p>
<p>The wheels on the bus go round and round, Round and round, Round and round, The wheels on the bus go round and round, All day long. (Repeat for horn, babies, daddies, mummies, conductor, wipers)</p>	<p>Encourage lots of large movements as the you join in with the actions.</p>	<p>Communication and Language Physical Development Understanding the World</p>
<p>Old Macdonald had a farm, e-i, e-i oh And on that farm he had a... (Insert various animals)</p>	<p>For each animal introduced have a picture or use small world resources to reinforce the names of each animal to support comprehension. Use voice sounds to represent the sound each animal makes.</p>	<p>Communication and Language Phase 1 Phonics Understanding the World</p>
<p>Hey Diddle Diddle, the cat and the fiddle, the cow jumped over the moon! The little dog laughed to see such fun and the dish ran away with the spoon!</p>	<p>Use objects or pictures to support comprehension.</p>	<p>Communication and Language Understanding the World</p>
<p>Oh the Grand old duke of York, He had 10,000 men, He marched them up to the top of the hill and he marched them down again. When they were up, they were up And when they were down they were down, And when they were only half way up they were neither up nor down.</p>	<p>March around the room or outside area, providing plenty of space for movement. Point up and stretch up high when marching up the hill and point down-crouching down low as you march down the hill.</p>	<p>Communication and Language Physical Development Mathematics Understanding the World</p>

<p>Miss Polly had a Dolly who was sick, sick, sick, So she called for the doctor to come quick, quick, quick. The doctor came with his bag and his hat and he knocked on the door with a rat-a-tat-tat. He looked at the dolly and he shook his head, He said “Miss Polly put her straight to bed.” He wrote on a paper for a pill, pill, pill, “I’ll be back in the morning, yes I will, will, will.”</p>	<p>Have props available such as bag, hat, notepad and doll for children to re-enact the song. Add actions as the doctor writes his bill and knocks on the door.</p>	<p>Communication and Language Expressive Arts and Design Understanding the World</p>
<p>I’m a little Teapot short and stout, Here’s my handle and he is my spout When the tea is ready here me shout Tip me up and pour me out!</p>	<p>Children to stand and act out the movements. Handle- hand on hip and other hand to be spout. Bend to the side to make the movement of pouring out the tea.</p>	<p>Communication and Language Physical Development</p>
<p>Wind the bobbin up, <i>Wind the bobbin up,</i> <i>Pull, Pull, Clap, Clap, Clap,</i> <i>Point to the ceiling</i> <i>Point to the floor</i> <i>Point to the window</i> <i>Point to the door</i> <i>Clap your hands together - 1, 2, 3,</i> <i>Put your hands down on your knees.</i> <i>Repeat verse again</i></p>	<p>Turn hands over one and other, pull hands apart and repeat Follow instructions through song and to make more challenging speed up verses or change pitch! To add more challenge sing pull it slowly and pull it fast and link actions to both of these to demonstrate word meaning.</p>	<p>Communication and Language Physical Development Mathematics</p>
<p>If you are happy and you know it If you’re happy and you know it, Clap your hands. (<i>Clap twice</i>) If you’re happy and you know it, Clap your hands. (<i>Clap twice</i>) If you’re happy and you know it, Then your face will surely show it, If you’re happy and you know it, Clap your hands. (<i>Clap twice</i>) If you’re happy and you know it, Tap your toe. (<i>Tap twice</i>) If you’re happy and you know it, Nod your head. (<i>Nod head</i>) If you’re happy and you know it, Do all three. (<i>Clap twice, tap twice, nod head</i>) If you’re happy and you know it, Clap your hands. (<i>Clap twice</i>)</p>	<p>Carry out actions of song, encourage children to use a happy face during song and model this. The words if you are happy can be changed... examples if you are excited and you know it, if you are grumpy and you know it, allowing children to identify other feelings as well as happy.</p>	<p>Communication and Language Personal, Social and Emotional Development Physical Development</p>
<p>I found a little turtle, his name was tiny Tim, I put him in the bathtub to see if her could swim. He drank up all the water, he ate up all the soap, And when he went to bed he had a bubble in his throat. Bubbles, bubbles, bubbles, bubbles everywhere, Bubbles bubbles, bubbles, bubbles in the air. Bubble, bubble, bubble...POP!</p>	<p>Action song. For last line sing quietly when making small bubble shape then get louder as bubble gets bigger before shouting and clapping POP!</p>	<p>Communication and Language Mathematics Expressive Arts and Design</p>

<p>Tommy thumb is up, and Tommy Thumb is down, Tommy Thumb is dancing all around the town. He's dancing on my shoulders, He's dancing on my head, He's dancing on my knees and it's time to go to bed. Mwah, mwah, good night</p> <p>Repeat- Peter Pointer, Johnny Tall, Ruby Ring, Baby Small</p>	<p>Wiggle thumb about, placing on your shoulders, head, knees etc. Help children to name where Tommy is dancing. Repeat using pointy finger, ring finger etc.</p>	<p>Communication and Language Personal, Social and Emotional Development Physical Development Mathematics</p>
<p>Hickory, Dickory Dock, The mouse ran up the clock, The clock struck one, the mouse ran down, hickory dickory dock, Tick tock, tick tock.</p>	<p>Repeat for 2,3, and encourage children to think of a rhyme with the number. Help children to articulate the sounds in the words- tick and tock.</p>	<p>Communication and Language Phase 1 Phonics</p>
<p>Doctor Foster Doctor Foster went to Gloucester in a shower of rain, He stepped a puddle right up to his middle and never went there again.</p>	<p>Use fingers or body actions to act out the rhyme.</p>	<p>Communication and Language Physical Development</p>
<p>When Goldilocks went to the house of bears, Oh what did her blue eyes see? A bowl that was big, a bowl that was small and a bowl that was tiny and that was all, she counted them 1,2,3</p> <p>Repeat with chair, bed, bear</p>	<p>Use hands to show the different sizes-hands stretched out wide for big, hands closer together for small and hands very close together for tiny. Compare other objects and sort them according to their size from biggest to smallest.</p>	<p>Communication and Language Literacy Physical Development Mathematics</p>
<p>Three pretty flowers by the garden wall, Under the trees that grow so tall. Along came xxx with a friend one day, Picked a pretty flower, and took it away (repeat x2) No pretty flowers by the garden wall, under the trees that grow so tall. Along came the rain one day (pitter, patter, pitter, patter) and 3 pretty flowers grew back again.</p>	<p>Collect small flowers-daisies or dandelions for example. Use these to act out the rhyme and support counting.</p>	<p>Communication and Language Understanding the World Mathematics</p>
<p>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.</p>	<p>Point to each body part as song is sung, ensure you bend down for knees and toes to support children's awareness of different levels of body and supports core. <i>Place both hands on parts of body as they are mentioned. On second time speed up, and get faster with each verse.</i></p>	<p>Communication and Language Physical Development</p>

Some helpful links:

<https://www.nurseryrhymes.org/nursery-rhymes.html>

<https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/>

<https://www.worldnurseryrhymeweek.com/>

<https://seasonalcurriculum.co.uk/songs-and-shymes-2/>