



**music  
go round**  
Early Years Music

# Shapes, Patterns & Colours



**Resource Pack:  
Songbook and  
EYFS Planning**

# Shapes, Patterns & Colours

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# Shapes, Patterns & Colours Lesson 1



## Songwords and Extension Activities

**Props Needed: An instrument and scarf each**  
**A soft toy (optional) for peekaboo songs**

### 1. Merry Music Go Round

*(Tune of: Pop goes the weasel)*

Merry, Merry Music Go Round  
Merry, Merry Music  
Sing and dance and play your sound  
Let's make some music!

#### Action:

Clap your hands in time to the music, keeping a steady pulse.

### 2. Wave Hello

Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello everybody –Hello!

Hello all the boys – Hello!  
Hello all the girls – Hello!  
Hello grown ups – Hello!  
Hello everyone – Hello!

### 3. Open, shut them

Open, shut them, open, shut them  
Give a little clap  
Open, shut them, open, shut them  
Lay them on your lap

(open and shut hands, stretching fingers wide open)  
(clap)  
(open and shut hands, stretching fingers wide open)  
(place hands in lap)

Walk them, walk, them, walk them, walk them  
Right up to your chin  
Open up your little mouth  
But do not let them in!

(walk fingers up tummy to chin)  
(touch chin)  
(open mouth wide)  
(shake head and hide hands behind your back)

#### Action:

Children join in with song as on the video.

### 4. Roly Poly

Roly poly roly poly  
Up, up, up  
Roly poly roly poly  
Down, down, down  
Roly poly roly poly  
Clap, clap, clap  
Roly poly roly poly

(rolling arms round)  
(rolling arms up high)  
(rolling arms down again)  
(rolling arms down again)  
(rolling arms in front of body)  
(clap)  
(rolling arms in front of body)

Hands behind your back!

(hide hands away behind back)

**Verse 2:** whispered, until you all shout the last line

**Action:**

Join in with the actions as on the video.

**Action Song: Standing up**

**5. We're Dancing with the Shapes**

We're dancing with the shapes

We're dancing with the shapes

We're looking for a square

Tell me can you find it?

Verse 2:....we're looking for rectangle...

Verse 3:... we're looking for a circle...

Verse 4:....we're looking for a triangle...

**Action:**

Dance to the music, and point to the shape that is sung about.

**Extension Activity:**

An opportunity to discuss the shapes on the screen. How many sides do they have? What colours are they? How many corners does each shape have?

Next, extend the song to look for shapes in the classroom. Can the children find them in real life objects such as the door? Sing the song again and hunt for shapes all around. This will work with 3D shapes too for older children.

**Instruments**

**6. Playing louder, louder, louder**

We're playing louder, louder, louder

Play as loudly as you can

Playing quieter, quieter, quieter

Play as quietly as you can

**Action:**

Play your instruments along to the song, getting louder and quieter following the song and the actions on the video.

**Scarves**

**7. Peekaboo**

Can you play at peekaboo? Boo!

I can play at peekaboo – boo!

Are you there? Yes I am!

Are you there? Yes I am!  
Peeka peeka peeka peeka – boo!

**Action:**

Everybody use their scarf to hide, anticipating the 'boo' and popping out in time with the words.  
In the second verse, children can hide the teddy/dolly that they chose, or a friend.

**Extension Activity:**

Sing the song as a call and response song, with adults singing the line 'are you there?' and children replying 'yes I am'.

## 8. Scrunch Your Scarf Up

*(Tune: Frere Jacques)*

Scrunch your scarf up	(scrunch scarf in to a ball)
Scrunch your scarf up	(scrunch scarf in to a ball)
Really small, really small	(scrunch scarf in to a ball)
Hide it in the hole there	(hide in one hand, and poke it in with a finger)
Hide it in the hole and....	
Throw them all, throw them all!	(throw them in the air, and catch)

## 9. Where do you think the children are hiding?

Where do you think the children are hiding?  
Where do you think the children are hiding?  
Where do you think the children are hiding?  
Where can the children be?

Peekaboo! Boo! I can see you  
Peekaboo! Boo! I can see you  
Peekaboo! Boo! I can see you  
Hiding under there – Boo!

**Verse 2:** sung faster

**Action:**

Everybody hide away behind their scarves, popping out on the 'boo'. How accurate can the children be with their timing?

## 10. We All Wave Together

We all wave together, together, together,  
We all wave together, until the music stops!

**Verse 2 :** Repeat.

**Verse 3:** ...wave faster together ...until the music stops!

**Verse 4:**...wave slowly together... until the music stops!

**Action:**

Everybody dance with their scarves, standing very still when the music stops.

## 11. 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

**Verse 2:** repeat quietly

### Action:

Everybody join in the actions on the video and sing the song together.

### Action Song: Standing up

## 12. Pattern Game

Let's clap, clap, clap, and stamp, stamp, stamp  
Clap, clap, clap, and stamp, stamp, stamp  
Clap, clap, clap, and stamp, stamp, stamp  
Clap, clap, clap, and stamp, stamp, stamp

### Chorus:

Show me what you can do  
What can do with your body  
Play the pattern game  
Play the pattern game

**Verse 2:** ...tap, tap, tap and wiggle, wiggle, wiggle

**Verse 3:** ...stretch up high and crouch down low

**Verse 4:** ...jump, jump, jump and turn around

**Verse 5:** ...sing very loud then quietly

### Action:

Everybody dances together, following the actions on the video.

### Extension Activity:

What other actions can the children think of to make new patterns and create their own verses? Sing the song after watching the video and see how many new verses they can create! Can they make patterns with actions? Can they make patterns with sounds – loud/quiet, or fast/slow?

### Instruments

## 13. Let's all play our instruments

### Chorus:

Let's all play our instruments, let's all play our instruments  
Let's all play our instruments...now what sounds can we play?

### Verse 1:

Can you play a quiet sound?  
Can you play a quiet sound?  
Can you play a quiet sound?  
Play along with me

V2: Can you play a loud sound.....  
V3: Can you play a slow sound....  
V4: Can you play a fast sound.....  
V5: Let's all play our instruments

**Action:**

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

**Extension activity:**

Can you play in musical sound groups? Can the children sort the instruments into shaky, tappy and scrapy sounds if you have them, or louder and quieter sounds i.e. loud drums and quiet shakers? Sing new verses based on your groups, with children taking turns to play when it's their sound/group.

**14. Lets Sing Bye Bye**

Let's Sing bye bye everybody

Let's sing bye bye

Let's Sing bye bye everybody

Let's sing bye bye

# Shapes, Patterns & Colours Lesson 2



## Songwords and Extension Activities

**Props Needed:** An instrument and scarf each  
A drum or something to make a tapping sound

### 1. Merry Music Go Round

*(Tune of: Pop goes the weasel)*

Merry, Merry Music Go Round  
Merry, Merry Music  
Sing and dance and play your sound  
Let's make some music!

#### Action:

Clap your hands in time to the music, keeping a steady pulse.

### 2. Wave Hello

Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello everybody –Hello!

Hello all the boys – Hello!  
Hello all the girls – Hello!  
Hello grown ups – Hello!  
Hello everyone – Hello!

### 3. Open, shut them

Open, shut them, open, shut them  
Give a little clap  
Open, shut them, open, shut them  
Lay them on your lap

(open and shut hands, stretching fingers wide open)  
(clap)  
(open and shut hands, stretching fingers wide open)  
(place hands in lap)

Walk them, walk, them, walk them, walk them  
Right up to your chin  
Open up your little mouth  
But do not let them in!

(walk fingers up tummy to chin)  
(touch chin)  
(open mouth wide)  
(shake head and hide hands behind your back)

#### Action:

Children join in with song as on the video.

### Action Song: Standing up

### 4. We're Dancing with the Shapes

We're dancing with the shapes  
We're dancing with the shapes  
We're looking for a star  
Tell me can you find it?



Verse 2:....we're looking for a heart...

Verse 3:... we're looking for an oval...

Verse 4:....we're looking for a diamond...

**Action:**

Dance to the music, and point to the shape that is sung about. Ask children to look around and find other objects in the classroom that are the same colour as the shapes.

**Extension Activity:**

An opportunity to discuss the shapes on the screen. How many sides do they have? What colours are they? How many corners does each shape have?

Next, extend the song to look for shapes in the classroom. Can the children find them in real life objects such as the door? Sing the song again and hunt for shapes all around. This will work with 3D shapes too for older children.

**Instruments: tappy sounds**

**5. Playing louder, louder, louder**

We're playing louder, louder, louder

Play as loudly as you can

Playing quieter, quieter, quieter

Play as quietly as you can

**Action:**

Play your instruments along to the song, playing and singing louder and quieter following the song and the actions on the video.

**Action Song: Standing up with scarves**

**6. Peekaboo**

Can you play at peekaboo? Boo!

I can play at peekaboo – boo!

Are you there? Yes I am!

Are you there? Yes I am!

Peeka peeka peeka peeka – boo!

**Action:**

Everybody use their scarf to hide, anticipating the 'boo' and popping out in time with the words.

In the second verse, children can hide the teddy/dolly that they chose, or a friend.

**Extension Activity:**

Sing the song as a call and response song, with adults singing the line 'are you there?' and children replying 'yes I am'.

**7. Can You Wave Your Scarf?**

Can you wave your scarf?

(wave scarf side to side)

Can you wave your scarf?

This way, that way, this way, that way

Can you wave your scarf?

Verse 2: ....swirl it round and round

Verse 3: ....wave it up and down

Verse 4: ....wave it side to side

Verse 5: ...hide them all away

(draw a circle in the air with your scarf)

(wave scarf up and down)

(wave scarf side to side)

(hide scarf in your hands)

**Action:**

Everybody copy the actions on the video and join in with singing.

## 8. Scrunch Your Scarf Up

(Tune: Frere Jacques)

Scrunch your scarf up

Scrunch your scarf up

Really small, really small

Hide it in the hole there

Hide it in the hole and....

Throw them all, throw them all!

(scrunch scarf in to a ball)

(scrunch scarf in to a ball)

(scrunch scarf in to a ball)

(hide in one hand, and poke it in with a finger)

(throw them in the air, and catch)

**Action:**

Everybody copy the actions on the video and join in with singing.

## 9. If You're Wearing Red Today

If you're wearing red today, red today, red today

If you're wearing red today

Give a wave, and shout – hooray!

(tap your knees)

(tap your knees)

(wave and make fists in the air)

Verse 2:...if you're wearing blue today

Verse 3: ...if you're wearing orange today

Verse 4:...if you're wearing white today

**Action:**

Join in with the actions and song on the video.

**Extension Activity:**

Ask the children to choose colours that they are wearing, and encourage them to create their own verses.

Can they think of different actions for the last line? I.e. replace 'give a wave and shout hooray' with 'clap your hands and shout hooray'. Encourage them to be imaginative! How many different verses can they create?

### Action Song: Standing up

## 10. Pattern Game

Let's wave hello, then stamp, stamp, stamp

Wave hello, then stamp, stamp, stamp

Wave hello, then stamp, stamp, stamp

Wave hello, then stamp, stamp, stamp

**Chorus:**

Show me what you can do

What can do with your body

Play the pattern game

Play the pattern game

**Verse 2:** ...stand very still then wiggle very fast

**Verse 3:** ...shake shake shake then hide away

**Verse 4:** ...bend our knees and stretch up tall

**Verse 5:** ...clap clap clap and turn around

**Action:**

Everybody dances together, following the actions on the video.

**Extension Activity:**

What other actions can the children think of to make new patterns and create their own verses? Sing the song after watching the video and see how many new verses they can create! Can they make patterns with actions? Can they make patterns with sounds – loud/quiet, or fast/slow?

## Instruments

### 11. Let's all play our instruments

**Chorus:**

Let's all play our instruments, let's all play our instruments

Let's all play our instruments...now what sounds can we play?

**Verse 1:**

Can you play a quiet sound?

Can you play a quiet sound?

Can you play a quiet sound?

Play along with me

V2: Can you play a loud sound.....

V3: Can you play a slow sound....

V4: Can you play a fast sound.....

V5: Let's all play our instruments

**Action:**

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

**Extension activity:**

Can you play in musical sound groups? Can the children sort the instruments into shaky, tappy and scrappy sounds if you have them, or louder and quieter sounds e.g. loud drums and quiet shakers? Sing new verses based on your groups, with children taking turns to play when it's their sound/group.

### 12. Incy Wincy Spider

Incy Wincy Spider, climbed up the water spout

Down came the rain and washed the spider out

Out came the sunshine and dried up all the rain

And Incy Wincy Spider climbed up the spout again

**Action:**

Play your instruments and sing along together.

### 13. Lets Sing Bye Bye

Let's Sing bye bye everybody

Let's sing bye bye

Let's Sing bye bye everybody

Let's sing bye bye

# Shapes, Patterns & Colours Lesson 3



## Songwords and Extension Activities

**Props Needed:** An instrument  
Something to make a scrappy sound

### 1. Merry Music Go Round

*(Tune of: Pop goes the weasel)*

Merry, Merry Music Go Round  
Merry, Merry Music  
Sing and dance and play your sound  
Let's make some music!

#### Action:

Clap your hands in time to the music, keeping a steady pulse.

### 2. Wave Hello

Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello everybody –Hello!

Hello all the boys – Hello!  
Hello all the girls – Hello!  
Hello grown ups – Hello!  
Hello everyone – Hello!

### 3. Roly Poly, Roly Poly

Roly poly, roly poly  
Up, up, up  
Roly poly, roly poly  
Down, down, down  
Roly poly, roly poly  
Clap, clap, clap  
Roly poly, roly poly  
Hands behind your back!

(rolling arms round)  
(rolling arms up high)  
(rolling arms down again)  
(rolling arms down again)  
(rolling arms in front of body)  
(clap)  
(rolling arms in front of body)  
(hide hands away behind back)

**Verse 2:** whispered, until you all shout the last line

#### Action:

Join in with the actions as on the video.

### Action Song: Standing up

### 4. We're Dancing with the Shapes

We're dancing with the shapes  
We're dancing with the shapes  
We're looking for a kite  
Tell me can you find it?

Verse 2:....we're looking for a rectangle...

Verse 3:... we're looking for a circle...

Verse 4:....we're looking for a hexagon...

**Action:**

Dance to the music, and point to the shape that is sung about. Ask children to look around and find other objects in the classroom that are the same colour as the shapes.

**Extension Activity:**

An opportunity to discuss the shapes on the screen. How many sides do they have? What colours are they? How many corners does each shape have?

Next, extend the song to look for shapes in the classroom. Can the children find them in real life objects such as the door? Sing the song again and hunt for shapes all around. This will work with 3D shapes too for older children.

**Instruments: scrappy sounds**

**5. Scraping louder, louder, louder**

We're scraping louder, louder, louder

Scrape as loudly as you can

Scraping quieter, quieter, quieter

Scrape as quietly as you can

**Action:**

Scrape your instruments along to the song, playing and singing louder and quieter following the song and the actions on the video.

**Action Song: Standing up**

**6. What Colour Are You Wearing?**

What colour are you wearing, what colour can we see?

(dance)

If you're wearing blue today – hop around like me!

(dance and then hop)

Verse 2: ...if you're wearing red today – beep your nose like me!

(dance and then beep your nose)

Verse 3: ... if you're wearing green today – have a wiggle like me!

(dance and then wiggle)

Verse 4: ...if you're wearing yellow today – jump around like me!

(dance and then jump)

Verse 5: ...if you're wearing pink today – stretch up high like me!

(dance and then stretch up)

**Action:**

Everybody join in with the actions on the video, listening out for the colour and the action.

**Extension Activity:**

What other colours and actions can the children think of to create their own verses? Encourage them to be creative! They could include patterns i.e. if you're wearing spots today... or any other feature they can think of – let their imaginations run wild!

## 7. I Can Sing a Rainbow

Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow, sing a rainbow  
Sing a rainbow too

Look with your eyes, listen with your ears  
And sing everything you see  
I can sing a rainbow, sing a rainbow,  
Sing along with me

Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow, sing a rainbow  
Sing a rainbow too

### Action:

Tap your knees gently to the pulse and sing the song together.

### Action Song: Standing up

## 8. Pattern Game

Let's wave hello, then clap, clap, clap  
Wave hello, then clap, clap, clap  
Wave hello, then clap, clap, clap  
Wave hello, then clap, clap, clap

### Chorus:

Show me what you can do  
What can do with your body  
Play the pattern game  
Play the pattern game

**Verse 2:** ...shake our arms and then our legs

**Verse 3:** ...do star jumps and stand very still

**Verse 4:** ...stand on one leg and then the other

**Verse 5:** ...stamp, stamp, stamp and turn around

**Verse 6:** ...jump, jump, jump and hide away

### Action:

Everybody dances together, following the actions on the video.

### Extension Activity:

What other actions can the children think of to make new patterns and create their own verses? Sing the song after watching the video and see how many new verses they can create! Can they make patterns with actions? Can they make patterns with sounds – loud/quiet, or fast/slow?

### Instruments

## 9. Let's all play our instruments

### Chorus:

Let's all play our instruments, let's all play our instruments  
Let's all play our instruments...now what sounds can we play?

**Verse 1:**

Can you play a quiet sound?  
 Can you play a quiet sound?  
 Can you play a quiet sound?  
 Play along with me

V2: Can you play a loud sound.....  
 V3: Can you play a slow sound....  
 V4: Can you play a fast sound.....  
 V5: Let's all play our instruments

**Action:**

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

**Extension activity:**

Can you play in musical sound groups? Can the children sort the instruments into shaky, tappy and scrapy sounds if you have them, or louder and quieter sounds i.e. loud drums and quiet shakers? Sing new verses based on your groups, with children taking turns to play when it's their sound/group.

## 10. Lets Sing Bye Bye

Let's Sing bye bye everybody  
 Let's sing bye bye  
 Let's Sing bye bye everybody  
 Let's sing bye bye

# Shapes, Patterns & Colours Lesson 4



## Songwords and Extension Activities

**Props Needed:** An instrument  
Something to make a shaky sound

### 1. Merry Music Go Round

*(Tune of: Pop goes the weasel)*

Merry, Merry Music Go Round  
Merry, Merry Music  
Sing and dance and play your sound  
Let's make some music!

#### **Action:**

Clap your hands in time to the music, keeping a steady pulse.

### 2. Wave Hello

Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello –Hello!  
Wave Hello everybody –Hello!

Hello all the boys – Hello!  
Hello all the girls – Hello!  
Hello grown ups – Hello!  
Hello everyone – Hello!

### 3. Open, Shut Them

Open, shut them, open, shut them  
Give a little clap  
Open, shut them, open, shut them  
Lay them on your lap

(open and shut hands, stretching fingers wide open)  
(clap)  
(open and shut hands, stretching fingers wide open)  
(place hands in lap)

Shake them, shake them, shake them, shake them  
Right up to the sky  
Shake them, shake them, shake them, shake them  
Can you make them fly?

(shake your hands)  
(shake hands up to the sky)  
(shake your hands)  
(‘fly’ hands away behind your back)

Roll them, roll them, roll them, roll them  
Roll them up like me  
Roll them, roll them, roll them, roll them  
Rest them quietly

(roll arms round and round)  
(roll arms upwards)  
(roll arms round and round)  
(place hands quietly on your knees)

#### **Action:**

Copy the actions on the video and sing together, singing the last line quietly.



### Action Song: Standing up

#### 4. What Colour Are You Wearing?

What colour are you wearing, what colour can we see? (dance)  
If you're wearing blue today – then clap your hands like me! (dance and then clap)

Verse 2: ...if you're wearing red today – jump around like me! (dance and then jump)

Verse 3: ... if you're wearing pink today – hide away like me! (dance and then hide behind hands)

Verse 4: ...if you're wearing green today – have a wiggle like me! (dance and then jump)

Verse 5: ...if you're wearing yellow today – stretch up high like me! (dance and then stretch up)

#### Action:

Everybody join in with the actions on the video, listening out for the colour and the action.

#### Extension Activity:

What other colours and actions can the children think of to create their own verses? Encourage them to be creative! They could include patterns i.e. if you're wearing spots today... or any other feature they can think of – let their imaginations run wild!

### Instruments: shakers

#### 5. There's a Shape in the House Can You Find It?

There's a square in the house can you find it?  
Can you find it? Can you find it?  
There's a square in the house can you find it?  
Tell me can you find it?

Verse 2: ...there's a circle in the house can you find it?

Verse 3: ...there's a triangle in the house can you find it?

Verse 4: ...there's a rectangle in the house can you find it?

#### Action:

Everybody play their instruments along to the song, pointing out the shapes as we sing about them. Pause the video at any time to talk about the shapes and colours the children can see.

#### Extension Activity:

How many other shapes can the children see in the classroom? Change the words of the song to find shapes all around you i.e. there's a circle on the wall can you find it? How many new verses can they create?

### Action Song: Standing up

#### 6. Head, Shoulder, 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

Verse 2: ... sshh, shoulders, knees and toes, knees and toes...

Verse 3: ...sshh, sshh, knees and toes, knees and toes...

Verse 4:... sshh, sshh, sshh toes, sshh, toes...

Verse 5:... sshh, and eyes and ears and mouth and nose...

**Action:**

Everybody sing along and copy the actions on the video to this well known song.

**Instruments: shakers**

**7. I Can Sing a Rainbow**

Red and yellow and pink and green

Purple and orange and blue

I can sing a rainbow, sing a rainbow

Sing a rainbow too

Look with your eyes, listen with your ears

And sing everything you see

I can sing a rainbow, sing a rainbow

Sing along with me

Red and yellow and pink and green

Purple and orange and blue

I can sing a rainbow, sing a rainbow

Sing a rainbow too

**Action:**

Play the shakers in time to the pulse and sing the song together.

**Action Song: Standing up**

**8. Pattern Game**

Let's clap, clap, clap and stamp, stamp, stamp

Clap, clap, clap and stamp, stamp, stamp

Clap, clap, clap and stamp, stamp, stamp

Clap, clap, clap and stamp, stamp, stamp

**Chorus:**

Show me what you can do

What can do with your body

Play the pattern game

Play the pattern game

**Verse 2:** ...(faster then slower) run, run, run and stretch up high

**Verse 3:** ...shake our hands and turn around

**Verse 4:** ...hide away and shout Hello!

**Verse 5:** ... jump, jump, jump and wiggle, wiggle, wiggle

**Action:**

Everybody dances together, following the actions on the video.

**Extension Activity:**

What other actions can the children think of to make new patterns and create their own verses? Sing the song after watching the video and see how many new verses they can create! Can they make patterns with actions? Can they make patterns with sounds – loud/quiet, or fast/slow?

**Instruments**

**9. Let's all play our instruments**

**Chorus:**

Let's all play our instruments, let's all play our instruments  
Let's all play our instruments...now what sounds can we play?

**Verse 1:**

Can you play a quiet sound?  
Can you play a quiet sound?  
Can you play a quiet sound?  
Play along with me

V2: Can you play a loud sound.....  
V3: Can you play a slow sound....  
V4: Can you play a fast sound.....  
V5: Let's all play our instruments

**Action:**

Play your instruments together, stopping at the end of each verse. Children listen carefully to the video to see how they will play in the next verse, copying the speed and dynamic (volume).

**Extension activity:**

Can you play in musical sound groups? Can the children sort the instruments into shaky, tappy and scrapy sounds if you have them, or louder and quieter sounds i.e. loud drums and quiet shakers? Sing new verses based on your groups, with children taking turns to play when it's their sound/group.

**10. 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

**Action:**

Everybody join in the actions on the video and sing the song together.

**11. Lets Sing Bye Bye**

Let's Sing bye bye everybody  
Let's sing bye bye  
Let's Sing bye bye everybody  
Let's sing bye bye

Class:	Age 2-3 and 3-5 25 min Lessons 1-4	Keywords	Quiet, loud, dynamics, volume, shape names, pattern, colour names
<b>How Music Go Round Classes link to the Revised EYFS:</b>			
<b>Early Years Development:</b> <b><u>We are learning about:</u></b> <ul style="list-style-type: none"> <li>• Shapes: names, properties: number of sides, corners, straight or curved lines</li> <li>• Colours: identifying colours, naming them, finding them in the classroom</li> <li>• Patterns: exploring patterns we can make with our actions, voices, instruments, visual props</li> <li>• Using action songs to make physical patterns with our bodies</li> <li>• Making sound patterns with our voices, instruments and body percussion</li> <li>• Identifying the colours of the clothes we are wearing</li> <li>• Using instruments to create patterns of quiet and loud/fast and slow sounds</li> </ul>			
<b>Children are:</b>			
<b>Communication and Language:</b> <ul style="list-style-type: none"> <li>• Developing and extending vocabulary, naming colours and shapes</li> <li>• Making patterns with words and actions in Pattern Game song</li> <li>• Offering suggestions for actions in Pattern Game extension activities</li> <li>• Following sung instructions in action songs</li> <li>• Reinforcing sense of beat and rhythm in action songs</li> </ul>		<b>Personal, Social and Emotional Development:</b> <ul style="list-style-type: none"> <li>• Singing and making music together with friends</li> <li>• Selecting instruments and using them independently</li> <li>• Waving and singing hello together</li> <li>• Choosing an instrument to play in music</li> <li>• Enjoying dancing with friends</li> <li>• Finding and naming shapes and colours independently</li> </ul>	
<b>Physical Development:</b> <ul style="list-style-type: none"> <li>• Performing a range of movements with confidence in the action songs</li> <li>• Experimenting with different ways of moving in Pattern Game song</li> <li>• Using scarves to hide and improvise with, with control</li> <li>• Moving body in time with music</li> <li>• Playing percussion instruments with control</li> </ul>		<b>Understanding the World:</b> <ul style="list-style-type: none"> <li>• Learning about shapes, patterns and colours, and linking these to their world i.e. colours of their clothes or shapes they can see in their classroom</li> <li>• Exploring the different sound groups of instruments</li> <li>• Changing the sounds made with instruments</li> <li>• Linking shapes discussed to those in their environment</li> <li>• Talking about colours that are important to them</li> </ul>	
<b>Expressive Arts and Design:</b> <ul style="list-style-type: none"> <li>• Learning and singing new songs from the theme</li> <li>• Creating movements in response to our actions songs</li> <li>• Expressing themselves through our action songs, combining favourite actions in Pattern Game song</li> <li>• Learning about colours, choosing their favourite and talking about colours of scarves</li> <li>• Creating new actions with imagination in the action songs</li> <li>• Exploring and changing instrument sounds</li> </ul>		<b>Mathematics:</b> <ul style="list-style-type: none"> <li>• Learning about shapes and their properties</li> <li>• Counting corners and sides of shapes</li> <li>• Showing awareness of shapes that we sing about, in their environment</li> <li>• Making patterns, counting number of actions</li> <li>• Making sound and action patterns in Pattern Game</li> </ul>	
		<b>Literacy:</b> <ul style="list-style-type: none"> <li>• Enjoying joining in with rhymes and rhyming songs</li> <li>• Developing sense of rhythm in action songs</li> <li>• Joining in with new songs they have learnt</li> </ul>	

# Shapes, Patterns & Colours

## EYFS and Musical Development Matters Planning



Class:	Age 2-3 and 3-5 25 min Lessons 1-4	Keywords	Quiet, loud, dynamics, volume, shape names, pattern, colour names
How Music Go Round Classes link to the Musical Development Matters in the Early Years:			
<b>Musical Development:</b> <b>Focus is on Dynamics (volume) Children are:</b> <ul style="list-style-type: none"> <li>Dynamics – exploring quiet and loud sounds with instruments and voices, with control</li> <li>Interpreting changing dynamics with our bodies, representing quiet and loud sounds</li> <li>Matching our movements to changing sounds</li> <li>Exploring different instruments, their sounds and qualities</li> <li>Identifying louder and quieter instruments</li> <li>Singing loudly and quietly on cue with control</li> <li>Playing variety of instruments correctly and with control</li> </ul>			
Children are:			
<b>Hearing and Listening:</b> <ul style="list-style-type: none"> <li>Listening carefully and matching their actions to the songwords in What Colour are you Wearing and Pattern Game songs</li> <li>Listening to and copying change in dynamics (volume) in Lets All Play Our Instruments</li> <li>Hearing different descriptions of instrument sounds</li> <li>Learning to anticipate changes in tempo and dynamic in Let's All Play Our Instruments</li> <li>Identifying which songs and sounds they like and dislike</li> </ul>		<b>Vocalising and Singing:</b> <ul style="list-style-type: none"> <li>Learning the structure of the songs, the beginning, end, and repeating chorus</li> <li>Changing tempo of their singing and actions in Pattern Game</li> <li>Changing their dynamic accurately in Roly Poly, getting louder for the last line</li> <li>Learning the songs and singing them</li> <li>Learning to create new verses to our songs in extension activities</li> <li>Able to sing some entire songs along with the video</li> </ul>	
<b>Moving and Dancing:</b> <ul style="list-style-type: none"> <li>Clapping to the pulse of our Merry Merry Music Go Round song</li> <li>Using whole body to make patterns in Pattern Game</li> <li>Dancing in time to the music in What Colour Are You Wearing?</li> <li>Moving their bodies to music as they play their instruments</li> <li>Moving to the sound of the song in We All Wave Together</li> <li>Physically interpreting changing tempo in Pattern Game, exploring faster and slower actions depending on what they can hear</li> </ul>		<b>Exploring and Playing:</b> <ul style="list-style-type: none"> <li>Playing instruments with control to create the desired sound</li> <li>Playing instruments loudly and more quietly with accuracy in Playing Louder, louder, louder</li> <li>Playing their instruments to match the structure of the song in Let's All Play Our Instruments, playing loudly, quietly, slowly and faster on cue</li> <li>Experimenting with different ways to play their instruments</li> <li>Learning to keep a steady beat (pulse) when playing instruments</li> <li>Playing in time with the beat (pulse) of the music</li> </ul>	

### Musical Terms Used :

**Pulse/beat:** the heartbeat of the music, a steady underlying beat

**Dynamics:** volume – loud/quiet, getting louder, getting quieter

**Timbre:** character of sound ie smooth, spiky

**Rhythm:** pattern of sound

**Tempo:** Speed

**Pitch:** high and low sounds