



**music  
go round**  
Early Years Music

# Transport



**Resource Pack:  
Songbook and  
EYFS Planning**

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# Transport Lesson 1



## Songwords and Extension Activities

**Props Needed:** An instrument each  
Something to tap  
A scarf to wave

### 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 everyone – Hello!  
Hello everyone – Hello!

### 3. 3 Little Men In A Flying Saucer

Three little men in a flying saucer  
Flew round the world one day  
They looked left and right  
But they didn't like the sight  
So one man flew away – whee!

(hold up 3 fingers)  
(fly them round)  
(turn head to left and right)  
(shake head)  
(fly one finger away behind back)

V2: ...two little men

V3:...one little man...he looked left and right, and he did like the sight, so he decided to stay – hooray!

#### **Action:**

Copy the actions on the video.

### Action Song: Standing Up

### 4. Zoom, Zoom, Zoom

Zoom, zoom, zoom,  
We're going to the moon  
Zoom, zoom, zoom  
We'll be there very soon

(hold arms up to make a point)

We'll climb aboard a rocket ship	(climb into ship)
And go upon a little trip	(drive with steering wheel)
Zoom, zoom, zoom	(hold arms up to make a point)
We're going to the moon	
5,4,3,2,1 – blastoff!	(hold up 5 fingers and count down)

**Action:**

Copy the actions on the video and sing the song together.

**Tappers e.g. Claves Or Wooden Spoons**

**5. Tap, Tap, Tap**

<u>Tap, tap, tap</u> , (rest) <u>1,2,3</u> (rest)	(tap claves steadily)
<u>Tap, tap, tap</u> , (rest) <u>just like me</u> (rest)	
<u>Tap them high</u> , <u>in-to the sky</u> (rest)	(tap them above your head)
<u>Tap, tap, tap</u> <u>and away they fly!</u> (rest)	(fly them away behind your back)

**Action:**

Play your claves/tappers together, copying the action on the video and singing the words.

**Extension Activity:**

Encourage older children to follow this very simple rhythm, 3 taps on the underlined words, and a rest beat where you don't tap, highlighted in green. It's a repeating 4 beat rhythm, tapping on beats 1, 2 and 3 and silent/resting on beat 4. Try seeing how many children can copy this after you explain how it works to them - they should enjoy the challenge!

**6. Horsey, Horsey Don't You Stop**

Horsey, horsey, don't you stop	(tap a steady beat)
Just let your feet go clippety-clop	
Your tail goes swish and your wheels go round.....	(tap faster at the end of the line)
Giddy up – we're homeward bound!	(tap faster and faster!)

**Actions:**

Play your claves/tappers and sing the song together, getting faster at the end.

**Action Song: Standing Up**

**7. Big Red Bus**

**Chorus:**

Driving along and a big red bus	(drive the bus)
A big red bus, a big red bus	
Driving along and a big red bus	
What did I see today?	

**Verse 1:**

I saw an aeroplane flying by (pretend to fly like an aeroplane)  
 Flying by, flying by  
 I saw a an aeroplane flying by  
 That's what I saw today

**Chorus**

V2: ...I saw a dog go running by (faster) (pretend to run like a dog)  
 V3:...I saw some trees growing tall (stretch up)  
 V4:...I saw a mouse tiptoe by (quietly) (tiptoe and sing quietly)  
 V5:...I saw a frog go hopping by (hop)  
 V6:...I saw a train go whooshing by (faster) (pretend to push toy train on track)

**Chorus****Action:**

Join in with the actions on the video and sing the song together.

**Extension Activity:**

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

**Further Extension:**

Can the children explore quiet and loud and faster and slower sounds? Ask them to think of something quiet like a mouse for example.  
 Also, can they create verses being in different places for example, what might they see if they drove the bus to the city or the seaside? Enjoy their ideas!

**8. Ride Your Train**

Ride, ride, ride your train (tap your knees slowly in time with the pulse)  
**Slowly** down the track  
 Clickety, clickety, clickety clack  
 When will you be back

Ride, ride, ride your train (tap your knees faster – in time with the pulse)  
**Quickly** down the track  
 Clickety, clickety, clickety clack  
 When will you be back

**Action:**

Tap your knees in time with the pulse (the steady heartbeat of the the music). Slowly in the first verse, and quickly in the second. This is great for children to get a sense of the pulse by hearing and feeling it at the same time. It will take a bit of practice, but is a skill they can learn together, so keep going!

## Action Song: Standing Up With Scarves

### 9. The Wheels On The Bus

The wheels on the bus go round and round (make circles in the air with scarves)  
 Round and round, round and round  
 The wheels on the bus go round and round  
 All day long

V2:...the wings on the plane whoosh through the sky... (make plane wings with scarves)

V3:...the brushes on the road sweeper clean the ground...(make circles on the floor)

V4:...the bucket on the digger goes up and down... (move 'bucket' up and down)

V5:...the wheels on the bus go round and round ... (make circles in the air with scarves)

#### Action:

Copy the actions with your scarves and sing the song together.

#### Extension Activity:

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

## Instruments

### 10. 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).

## 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

**Action:**

Play your instruments and sing the song together.

## 12. Let's 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

**Action:**

Wave goodbye and sing the song together.

## Songwords and Extension Activities

**Props Needed:** An instrument each  
Something to tap  
A scarf to wave

### 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 everyone – Hello!  
Hello everyone – Hello!

### 3. A Sailor Went To Sea, Sea, Sea

A sailor went to sea, sea, sea  
To see what he could see, see, see  
But all that he could see, see, see  
Was the bottom of the deep blue sea, sea, sea

(make a boat on waves)  
(look around)  
(look around)  
(clap hands, tap knees and wiggle fingers)

**Action:**

Copy the actions on the video and sing the song together.

## Action Song: Standing Up

### 4. Zoom, Zoom, Zoom

Zoom, zoom, zoom,  
We're going to the moon  
Zoom, zoom, zoom  
We'll be there very soon

(hold arms up to make a point)

We'll climb aboard a rocket ship  
And go upon a little trip  
Zoom, zoom, zoom

(climb into ship)  
(drive with steering wheel)  
(hold arms up to make a point)



We're going to the moon  
5,4,3,2,1 – blast off!

(hold up 5 fingers and count down)

**Action:**

Copy the actions on the video and sing the song together.

**Tappers e.g. Claves Or Wooden Spoons**

**5. Tap, Tap, Tap**

Tap, tap, tap, (rest) 1,2,3 (rest)

(tap claves steadily)

Tap, tap, tap, (rest) just like me (rest)

Tap them high, in-to the sky (rest)

(tap them above your head)

Tap, tap, tap and away they fly! (rest)

(fly them away behind your back)

**Action:**

Play your claves/tappers together, copying the action on the video and singing the words.

**Extension Activity:**

Encourage older children to follow this very simple rhythm, 3 taps on the underlined words, and a rest beat where you don't tap, highlighted in green. It's a repeating 4 beat rhythm, tapping on beats 1, 2 and 3 and silent/resting on beat 4. Try seeing how many children can copy this after you explain how it works to them - they should enjoy the challenge!

**6. Horsey, Horsey Don't You Stop**

Horsey, horsey, don't you stop

(tap a steady beat)

Just let your feet go clippety-clop

Your tail goes swish and your wheels go round.....

(tap faster at the end of the line)

Giddy up – we're homeward bound!

(tap faster and faster!)

**Actions:**

Play your claves/tappers and sing the song together, getting faster at the end.

**Action Song: Standing Up**

**7. Big Red Bus**

**Chorus:**

Driving along and a big red bus

(drive the bus)

A big red bus, a big red bus

Driving along and a big red bus

What did I see today?

**Verse 1:**

I saw some people walking by

(pretend to walk down the street)

Walking by, walking by

I saw some people walking by

That's what I saw today

**Chorus**

V2:...I saw some lorries rumbling by	(pretend to drive a rumbling lorry)
V3: ...I saw a dog go running by (faster)	(pretend to run like a dog)
V4:...I saw digger dig the road	(pretend to dig the road)
V5:...I saw the traffic lights flash, flash, flash	(pretend to make flashing lights)
V6:...I saw the building standing tall	(stretch up and stand tall)

**Chorus****Action:**

Join in with the actions on the video and sing the song together.

**Extension Activity:**

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

**Further Extension:**

Can the children explore quiet and loud and faster and slower sounds? Ask them to think of something quiet like a mouse for example.

Also, can they create verses being in different places for example, what might they see if they drove the bus to the countryside or the seaside? Enjoy their ideas!

**8. Row, Row, Row Your Boat**

*Sitting in pairs*

Row, row, row your boat	(row backwards and forward holding hands)
Gently down the stream	
Merrily, merrily, merrily, merrily	
Life is but a dream	

Rock, rock, rock your boat	(rock from side to side)
Gently to and fro	
Splish, spash, splish, splash	
Into the water you go – splash!	(pretend to splash in the water)
Row, row, row your boat	(row backwards and forwards quickly)
Quickly down the stream	
If you see a crocodile	
Don't forget to scream	

**Action:**

Sit the children in pairs and copy the actions on the video and join in with singing together. Can the children mirror each other in verse 2, rocking side to side together?

**Extension Activity:**

Are the children able to row and rock in time with the pulse (the steady beat of the music)? This will be easier for them to rock to – see how they get on!

## Action Song: Standing Up With Scarves

### 9. The Wheels On The Bus

The wheels on the bus go round and round (make circles in the air with scarves)  
 Round and round, round and round  
 The wheels on the bus go round and round  
 All day long

V2:...the wings on the plane whoosh through the sky... (make plane wings with scarves)

V3:...the brushes on the road sweeper clean the ground...(make circles on the floor)

V4:...the bucket on the digger goes up and down... (move 'bucket' up and down)

V5:...the wheels on the bus go round and round ... (make circles in the air with scarves)

#### Action:

Copy the actions with your scarves and sing the song together.

#### Extension Activity:

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

## Instruments

### 10. 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).

### 11. Alice The Camel

Alice the camel has- 3 humps  
 Alice the camel has- 3 humps  
 Alice the camel has- 3 humps  
 So go Alice go! Boom, boom, boom!

V2: Alice the camel has – 2 humps

V3: Alice the camel has – 1 hump

V4: Alice the camel has – 0 humps...because Alice – is – a horse!

**Action:**

Play your instruments and sing the song together.

## 12. Let's 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

**Action:**

Wave goodbye and sing the song together.

# Transport Lesson 3



## Songwords and Extension Activities

**Props Needed: An instrument each  
A scarf to wave**

### 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 everyone – Hello!  
Hello everyone – Hello!

### 3. 3 Little Men In A Flying Saucer

Three little men in a flying saucer  
Flew round the world one day  
They looked left and right  
But they didn't like the sight  
So one man flew away – whee!

(hold up 3 fingers)  
(fly them round)  
(turn head to left and right)  
(shake head)  
(fly one finger away behind back)

V2: ...two little men

V3: ...one little man...he looked left and right, and he did like the sight, so he decided to stay – hooray!

**Action:**

Copy the actions on the video.

## Action Song: Standing Up With Scarves

### 4. 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!

(Hide behind your scarf – and pop out!)

**Action:**

Hide behind your scarf, popping out on the 'boo'.

**5. The Wheels on the Bus**

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

(make circles in the air with scarves)

V2:...the oars on the boat go splash, splash, splash

(make oars and paddle)

V3:...the steering wheels turn side to side

(make steering wheel and turn)

V4:...the horn on the lorry goes beep, beep, beep

(scrunch your scarf and 'beep')

V5:...the rocket on the pad goes blasting off

(make a rocket blasting off)

V6...the wheels on the bus go round and round

**Action:**

Copy the actions with your scarves and sing the song together.

**Extension Activity:**

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

**Instruments****6. Alice The Camel**

Alice the camel has- 3 humps  
 Alice the camel has- 3 humps  
 Alice the camel has- 3 humps  
 So go Alice go! Boom, boom, boom!

V2: Alice the camel has – 2 humps

V3: Alice the camel has – 1 hump

V4: Alice the camel has – 0 humps...because Alice – is – a horse!

**Action:**

Play your instruments and sing the song together.

**Action Song: Standing Up****7. Big Red Bus****Chorus:**

Driving along and a big red bus  
 A big red bus, a big red bus  
 Driving along and a big red bus  
 What did I see today?

(drive the bus)

**Verse 1:**

I saw some cows eating grass (pretend to eat the grass)  
 Eating grass, eating grass  
 I saw some cows eating grass  
 That's what I saw today

**Chorus**

V2:...I saw a tractor chugging by (pretend to drive a tractor)  
 V3: ...I saw a pony clip clop by (pretend to trot)  
 V4:...I saw some birds flying by (pretend to fly)  
 V5:...I saw a river whooshing by (pretend to make a whooshing river)

**Chorus****Action:**

Join in with the actions on the video and sing the song together.

**Extension Activity:**

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

**Further Extension:**

Can the children explore quiet and loud and faster and slower sounds? Ask them to think of something quiet like a mouse for example.  
 Also, can they create verses being in different places for example, what might they see if they drove the bus to the city or the seaside? Enjoy their ideas!

**8. Ride Your Train**

Ride, ride, ride your train (tap your knees slowly in time with the pulse)  
**Slowly** down the track  
 Clickety, clickety, clickety clack  
 When will you be back

Ride, ride, ride your train (tap your knees faster – in time with the pulse)  
**Quickly** down the track  
 Clickety, clickety, clickety clack  
 When will you be back

**Action:**

Tap your knees in time with the pulse (the steady heartbeat of the the music). Slowly in the first verse, and quickly in the second. This is great for children to get a sense of the pulse by hearing and feeling it at the same time. It will take a bit of practice, but is a skill they can learn together, so keep going!

## Action Song: Standing Up

### 9. Zoom, Zoom, Zoom

Zoom, zoom, zoom,  
We're going to the moon  
Zoom, zoom, zoom  
We'll be there very soon

(hold arms up to make a point)

We'll climb aboard a rocket ship  
And go upon a little trip  
Zoom, zoom, zoom  
We're going to the moon  
5,4,3,2,1 – blast off!

(climb into ship)  
(drive with steering wheel)  
(hold arms up to make a point)

(hold up 5 fingers and count down)

#### Action:

Copy the actions on the video and sing the song together.

## Instruments

### 10. 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).

### 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



**Action:**

Play your instruments and sing the song together.

**12. Let's 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

**Action:**

Wave goodbye and sing the song together.

# Transport Lesson 4



## Songwords and Extension Activities

**Props Needed: An instrument each  
A scarf to wave**

### 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 everyone – Hello!  
Hello everyone – Hello!

### 3. A Sailor Went To Sea, Sea, Sea

A sailor went to sea, sea, sea  
To see what he could see, see, see  
But all that he could see, see, see  
Was the bottom of the deep blue sea, sea, sea

(make a boat on waves)  
(look around)  
(look around)  
(clap hands, tap knees and wiggle fingers)

**Action:**

Copy the actions on the video and sing the song together.

### Action Song: Standing Up

*(Tune of: I'm a Little Teapot)*

### 4. I'm A Little Aeroplane

I'm a little aeroplane, ready to fly  
Here are my wings to take me up high  
First switch on my engine – vroom, vroom, vroom  
Down the runway – off I zoom!

(hold arms out wide)  
(pretend to start engine)  
(pretend to take off)

**Action:**

Copy the actions on the video and sing the song together.

## 5. Alice The Camel

Alice the camel has- 3 humps  
 Alice the camel has- 3 humps  
 Alice the camel has- 3 humps  
 So go Alice go! Boom, boom, boom!

V2: Alice the camel has – 2 humps

V3: Alice the camel has – 1 hump

V4: Alice the camel has – 0 humps...because Alice – is – a horse!

### Action:

Play your instruments and sing the song together.

### Action Song: Standing Up

## 6. Big Red Bus

### Chorus:

Driving along and a big red bus	(drive the bus)
A big red bus, a big red bus	
Driving along and a big red bus	
What did I see today?	

### Verse 1:

I saw some children feeding goats	(pretend to feed goats)
Feeding goats, feeding goats	
I saw some children feeding goats	
That's what I saw today	

### Chorus

V2:...I saw some snakes slithering by	(make a slithering snake with your arm)
V3:...I saw the lion say roar, roar, roar	(pretend to roar)
V4:...I saw the monkeys say ooh, ooh, ooh	(pretend to 'ooh' like a monkey)
V5:...I saw an elephant stamping by	(stamp like an elephant)
V6:...I saw the spiders running by ( <i>faster</i> )	(use your hand to make a running spider)

### Chorus

### Action:

Join in with the actions on the video and sing the song together.

### Extension Activity:

How many more verses can the children create? What other things can they think of to see from the bus, and can they create actions to go with them? The possibilities here are endless!

### Further Extension:

Can the children explore quiet and loud and faster and slower sounds? Ask them to think of something quiet like a mouse for example.

Also, can they create verses being in different places for example, what might they see if they drove the bus to the city or the seaside? Enjoy their ideas!

## 7. Row, Row, Row Your Boat

*Sitting in pairs*

Row, row, row your boat (row backwards and forward holding hands)  
Gently down the stream  
Merrily, merrily, merrily, merrily  
Life is but a dream

Rock, rock, rock your boat (rock from side to side)  
Gently to and fro  
Splish, splash, splish, splash  
Into the water you go – splash! (pretend to splash in the water)

Row, row, row your boat (row backwards and forwards quickly)  
Quickly down the stream  
If you see a crocodile  
Don't forget to scream

### Action:

Sit the children in pairs and copy the actions on the video and join in with singing together. Can they mirror each other in verse 2, rocking side to side together?

### Extension Activity:

Can the children row and rock in time with the pulse (the steady beat of the music)? This will be easier for them to rock to – see how they get on!

## Action Song: Standing Up With Scarves

## 8. Peekaboo

Can you play at peekaboo? Boo! (Hide behind your scarf – and pop out!)  
I can play at peekaboo! Boo!  
Are you there? Yes I am  
Are you there? Yes I am  
Peeka, peeka, peeka, peeka – boo!

### Action:

Hide behind your scarf, popping out on the 'boo'.

## 9. The Wheels On The Bus

The wheels on the bus go round and round (make circles in the air with scarves)  
Round and round, round and round  
The wheels on the bus go round and round  
All day long

V2:...the oars on the boat go splash, splash, splash (make oars and paddle)  
V3:...the steering wheels turn side to side (make steering wheel and turn)  
V4:...the horn on the lorry goes beep, beep, beep (scrunch your scarf and 'beep')

V5:...the rocket on the pad goes blasting off  
 V6:...the wheels on the bus go round and round

(make a rocket blasting off)

**Action:**

Copy the actions with your scarves and sing the song together.

**Extension Activity:**

What other vehicles can the children think of and create new verses about? Can they use their scarves to show you and their friends the actions?

**Instruments**

## 10. 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.....

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

V3: Can you play a slow 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).

## 11. 3 Little Men In A Flying Saucer

Three little men in a flying saucer

(hold up 3 fingers)

Flew round the world one day

(fly them round)

They looked left and right

(turn head to left and right)

But they didn't like the sight

(shake head)

So one man flew away – whee!

(fly one finger away behind back)

V2: ...two little men

V3:...one little man...he looked left and right, and he did like the sight, so he decided to stay – hooray!

**Action:**

Copy the actions on the video.

## 12. Let's 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

### **Action:**

Wave goodbye and sing the song together.

<b>Class:</b>	<b>Under 3s</b>	<b>Keywords:</b>	<b>Tempo, speed, faster, slower, transport, vehicle, names of vehicles</b>
<b>How Music Go Round Classes link to the EYFS (2021):</b>			
<p><b>Early Years Development:</b>  <b><u>We are learning about:</u></b></p> <ul style="list-style-type: none"> <li>• Different methods of transport. How we travel and how people in other cultures might travel</li> <li>• Speeds at which different vehicles might move, talking about fast and slow</li> <li>• Using our voices and bodies to represent vehicles, and practicing changing tempo according to the vehicle's speed</li> <li>• Animals used as methods of transport. Talking and singing about space travel.</li> <li>• Instruments we can use to represent different vehicles, thinking about sound quality and dynamics.</li> <li>• Developing listening skills, waiting for our turn and listening to others in our Journey song, played in parts.</li> <li>• Creating our own verses in our Bus Song, and sharing these with the group. Creating our own actions.</li> </ul>			
<b>Children are:</b>			
<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• Enjoying the singing and joining in with singing some words to some songs</li> <li>• Copying actions in our action songs</li> <li>• Understanding and responding to the instructions in action songs 'Big Red Bus' and 'Zoom, Zoom, Zoom'</li> <li>• Understanding questions in 'Big Red Bus' e.g. 'what did we see today?'</li> <li>• Listening to and learning new songs</li> <li>• Talking to adults about transport</li> </ul>		<p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Expressing preferences in action songs – choosing things to see from the bus in 'Big Red Bus'</li> <li>• Joining in with new songs with increasing confidence as they learn them</li> <li>• Developing a sense of self through group music making</li> <li>• Selecting instruments and using them independently</li> <li>• Engaging with adults and other children through singing and playing instruments together</li> <li>• Trying new instruments to play</li> </ul>	
<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Clapping along to 'Merry Merry Music Go Round'</li> <li>• Using large motor skills in action songs 'Big Red Bus' and 'Zoom, Zoom, Zoom' e.g. pretending to drive the bus, fly in a plane etc</li> <li>• Showing independence choosing an instrument to play</li> <li>• Using small motor skills playing instruments</li> <li>• Walking, running, tiptoeing and other joining in with other actions in 'Big Red Bus'</li> <li>• Learning to play instruments with increasing control</li> </ul>		<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• Exploring different instruments and the materials that they are made from</li> <li>• Repeating actions that have an effect e.g. tapping a drum to create the sound</li> <li>• Exploring different textures and sounds of the percussion instruments.</li> <li>• Learning about camels in 'Alice the Camel'</li> <li>• Singing about horses and the sound their hooves make in 'Horsey Horsey'</li> <li>• Learning about different places e.g. countryside and city, and the things we might see there</li> </ul>	
<p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>• Anticipating the countdown from 5 to 1 in 'Zoom, Zoom, Zoom'</li> <li>• Moving and dancing to our music in 'The Wheels On The Bus' with scarves</li> <li>• Joining in with some singing of their favourite songs</li> <li>• Enjoying listening to the sounds and music that we are making with voices and instruments</li> <li>• Enjoying pretend play - pretending to row their boats in 'Row, Row, Row Your Boat'</li> </ul>		<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Counting 3 fingers in '3 Little Men In A Flying Saucer'</li> <li>• Choosing one instrument to play for music</li> <li>• Counting down from 5 to 1 – hearing number names – in 'Zoom, Zoom, Zoom'</li> </ul>	
		<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Enjoying and paying attention to the songs and rhymes</li> <li>• Copying the changing tempo in 'Ride, Ride, Ride Your Train'</li> <li>• Hearing/saying rhyming words in 'Tap Tap Claves'</li> </ul>	

# Transport

## EYFS and Musical Development Matters Planning

Class:	Age 3-5	Keywords	Tempo, speed, faster, slower, transport, vehicle, names of vehicles
<p align="center"><b>How Music Go Round Classes link to the EYFS (2021):</b></p>			
<p><b>Early Years Development:</b>  <b><u>We are learning about:</u></b></p> <ul style="list-style-type: none"> <li>• Different methods of transport. How we travel and how people in other cultures might travel</li> <li>• Speeds at which different vehicles might move, talking about fast and slow</li> <li>• Using our voices and bodies to represent vehicles, and practicing changing tempo according to the vehicle's speed</li> <li>• Animals used as methods of transport. Talking and singing about space travel.</li> <li>• Instruments we can use to represent different vehicles, thinking about sound quality and dynamics.</li> <li>• Developing listening skills, waiting for our turn and listening to others in our Journey song, played in parts.</li> <li>• Creating our own verses in our Bus Song, and sharing these with the group.</li> </ul>			
<p><b>Children are:</b></p>			
<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• Expanding their vocabulary using new words from the theme i.e. vehicle, transport</li> <li>• Understanding instructions in action songs 'Big Red Bus' and 'Zoom, Zoom, Zoom'</li> <li>• Developing sense of beat and rhythm through songs and rhymes</li> <li>• Able to talk about their favourite songs and action songs from the theme</li> <li>• Singing new songs from the theme</li> <li>• Understanding questions e.g. 'how do you think we could get to the seaside?'</li> </ul>		<p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Singing and making music together with friends</li> <li>• Selecting instruments and using them independently</li> <li>• Learning and remembering songs from the theme and following instructions together in action songs</li> <li>• Sharing their ideas with the group for what to see from the bus in 'Big Red Bus'</li> <li>• Following rules in the class and instructions so that we can all work together i.e. 'everybody sit back down' after action songs</li> <li>• Discussing how they feel about transport and travel</li> </ul>	
<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Walking, running, tiptoeing, hopping and other joining in with other actions in 'Big Red Bus'</li> <li>• Remembering the patterns of the actions and movements in 'Zoom, Zoom, Zoom'</li> <li>• Developing control of their movements rowing in time with the pulse in 'Row, Row, Row Your Boat'</li> <li>• Moving freely with confidence when dancing to action songs</li> <li>• Using small motor skills playing instruments with increasing control</li> </ul>		<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• Talking about their experiences of transport and the songs in the theme using a wide vocabulary</li> <li>• Exploring different percussion instruments and how they work</li> <li>• Learning and singing about camels in 'Alice the Camel'</li> <li>• Singing about horses and the sound their hooves make in 'Horsey Horsey'</li> <li>• Learning about different places e.g. countryside and city, and the things we might see there in 'Big Red Bus'</li> </ul>	
<p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>• Remember and sing entire songs learned from the theme</li> <li>• Taking part in pretend play using scarves to be parts of different vehicles e.g. a boat sail in 'The Wheels On The Bus' with scarves</li> <li>• Create new verses in extension activities e.g. something new to see from the bus in 'Big Red Bus'</li> <li>• Exploring timbre and different sounds, how to change sounds with instruments</li> <li>• Hearing a variety of different instruments and their different sounds</li> </ul>		<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Counting 3 fingers in '3 Little Men In A Flying Saucer'</li> <li>• Choosing one instrument to play for music</li> <li>• Counting down from 5 to 1 in 'Zoom, Zoom, Zoom'</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Engaging in rhythmic activities with the instruments</li> <li>• Hearing/singing rhyming words in 'Tap Tap Claves'</li> <li>• Expanding vocabulary learning new words from the theme e.g. zoom vehicle, transport</li> </ul>	



# Transport

## EYFS and Musical Development Matters Planning

<b>Class:</b>	Under 3 and 3-5	<b>Keywords</b>	Tempo, speed, faster, slower, transport, vehicle, names of vehicles
<b>How Music Go Round Classes link to the Musical Development Matters in the Early Years:</b>			
<p><b>Musical Development:</b>  <b>Focus is on Tempo (the speed of the music) Children are:</b></p> <ul style="list-style-type: none"> <li>• Listening to different percussion instruments and their sounds</li> <li>• Using body percussion to develop sense of pulse and rhythm</li> <li>• Practicing playing the instruments keeping the pulse</li> <li>• Using their whole body to move to the music we make</li> <li>• Hearing different timbres of different instruments and the mood they create</li> <li>• Using their bodies and voices to explore changing tempo (speed) and dynamic (volume)</li> </ul>			
<b>Children are:</b>			
<p><b>Hearing and Listening:</b></p> <ul style="list-style-type: none"> <li>• Listening and able to anticipate phrases and e.g. the boom, boom, boom in 'Alice The Camel'</li> <li>• Matching the dynamic (volume) and tempo (speed) of the music to different things that we see in 'Big Red Bus'</li> <li>• Identifying instruments that they see on video and naming them</li> <li>• Expressing preferences for their favourite songs and singing the words, or asking for the song</li> <li>• Learning to recognise sounds and match them to instruments</li> <li>• Learning to anticipate changes in tempo in 'Horsey Horsey'</li> </ul>		<p><b>Vocalising and Singing:</b></p> <ul style="list-style-type: none"> <li>• Anticipating and singing their favourite parts of the songs, or whole songs</li> <li>• Creating sound effects in 'Big Red Bus'</li> <li>• Learning the structure of the songs, the beginning and end, and repeating chorus</li> <li>• Singing phrases of songs whilst joining in with actions e.g. in 'Zoom, Zoom, Zoom' and 'Big Red Bus'</li> <li>• Learning to create new verses to our songs following the existing structure</li> <li>• Telling staff which songs they prefer to listen to and sing at music</li> <li>• Changing their tempo in 'Horsey Horsey'</li> <li>• Able to sing some entire songs along with the class</li> </ul>	
<p><b>Moving and Dancing:</b></p> <ul style="list-style-type: none"> <li>• Clapping hands to the pulse of 'Merry Merry Music Go Round'</li> <li>• Joining in physically with action songs using a range of actions e.g. driving, flying, jumping etc in 'Big Red Bus'</li> <li>• Moving their bodies to music as they play their instruments</li> <li>• Representing quiet and loud sounds with their bodies as they change their sounds when playing instruments</li> <li>• Moving their bodies in time with the changing tempo in 'Horsey Horsey'</li> </ul>		<p><b>Exploring and Playing:</b></p> <ul style="list-style-type: none"> <li>• Playing their instruments rhythmically and repetitively</li> <li>• Showing control in holding and playing their instruments along to the songs</li> <li>• Playing their instruments to match the structure of the song in 'Let's All Play Our Instruments', playing slowly and quickly in 'Horsey Horsey'</li> <li>• Keeping a steady beat (pulse) when clapping to 'Merry Merry Music Go Round'</li> <li>• Playing their instruments with control to create the desired sound e.g. quiet/loud or fast/slow</li> <li>• Exploring the different sound groups of instruments</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