

# Pori Drwy Stori Rhyme Challenge Teacher Toolkit



Join us on a  
journey through  
rhymes and  
songs!



# Welcome to the Pori Drwy Stori Rhyme Challenge!

Join us on a journey through rhymes and songs!



The Rhyme Challenge is designed to be used in the autumn term with your new Reception class. We've separated the rhymes and songs into five weekly themes – although you can spend longer than a week on each theme if you wish.

We've chosen the rhymes and songs carefully so that they offer fun, interest and different kinds of challenges to children in Reception. Each week, we've also included simpler and more challenging English and Welsh rhymes to cater for different language abilities.

## In this Toolkit, you'll find:

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Information about why rhymes and songs are important for children .....	6
Ideas for activities for each week's rhymes, including Foundation Phase links.....	10
All of the rhymes and songs written in full, including some additional verses.....	20

Pori Drwy Stori is developed and delivered by BookTrust Cymru and funded by the Welsh Government. At BookTrust Cymru we believe that sharing rhymes makes a difference from the very first months of life. Our **Bookstart Baby** and **Bookstart Early Years** packs are free for every child in Wales and include ideas and resources to help share rhymes. Our **Pori Drwy Stori Nursery** programme is also free and includes fun resources to help children enjoy sharing rhymes and songs.

Find out more at [booktrust.org.uk/cymru](http://booktrust.org.uk/cymru)

Remember that **local libraries** often run free Rhymetime sessions for children, too!



Now, let our Pori Drwy Stori explorers take you and your class on a journey through rhymes and songs!



# The Pori Drwy Stori Rhyme Challenge: Teacher Guide

## The resources

In this box you will find your **new** Pori Drwy Stori Rhyme Challenge resources.

These can be used throughout the **autumn term** and they are designed for your **Reception** children to use.



### Rhyme Challenge booklets

For children to take home. These booklets include information for parents and carers about the Rhyme Challenge, with rhymes and songs for children to learn. One for every child.



### Rhyme Challenge Journey poster

To use in your classroom to record the rhymes you learn each week. One per class.



### Rhyme Challenge certificates

To give to each child at the end of the Rhyme Challenge to celebrate their achievements. One for every child.

## What do I need to do?

To help you make the most of the Rhyme Challenge, we recommend:

- Before you start, decide which rhymes or songs to focus on each week. There's a theme each week that includes simple and more challenging rhymes and songs – and of course you can choose more than one!
- Write the name of each rhyme or song in the children's booklets at the start of the Rhyme Challenge, or ask the children to bring back their booklets each week.

### Every week:

- Use the Class Journey poster to remind the children which rhyme or song you're learning – and to remember all the rhymes you've learned so far!
- Have fun singing each week's rhyme or song in your class.
- Make sure that parents and carers know which rhyme or song you're learning. Use social media to keep them up to date.

### At the end of the Rhyme Challenge:

- Celebrate your class's achievements! Give the children their certificates!
- Why not invite parents and carers to join you for a Rhyme Challenge celebration?

### The Rhyme Challenge online

Visit the Pori Drwy Stori website to find:

- Fun films of all the Rhyme Challenge rhymes and songs.
- A Teacher Toolkit full of ideas and activities to make the most of the Rhyme Challenge.
- All the Rhyme Challenge resources available to download.



# Making the most of the Pori Drwy Stori Rhyme Challenge



## Developing a journey through rhymes and songs

The Rhyme Challenge is based on the idea of a journey through rhymes and songs, following the four Pori Drwy Stori explorers.

You can make the most of this journey idea by:

- Writing a letter from the Pori Drwy Stori explorers to your class at the start of the Rhyme Challenge, inviting everyone to join them on a journey through rhyme and song!
- Creating a 'hunt' through the classroom or school to find the Rhyme Challenge resources. Children will need to be 'explorers' to find their booklets!
- Making a Pori Drwy Stori Rhyme Challenge passport. This could be 'stamped' as the children learn the different rhymes.
- Hiding pictures of the Pori Drwy Stori explorers for your class to find in areas that match your weekly rhyme theme, e.g. hide a picture of an explorer in the water area for 'A Sailor Went to Sea'.
- Setting up a classroom Rhyme Challenge role-play corner with backpacks, maps, etc. Children can pretend to be the Pori Drwy Stori explorers. This could also be the area where you introduce the weekly rhymes and songs.

## Helping children to learn the rhymes and songs

Children will learn the rhymes and songs at different speeds. Some will learn a whole rhyme easily and for others it will be an achievement to learn part of the rhyme. The Rhyme Challenge is designed to offer something for all children.

You can help children learn the rhymes and songs by:

- Making sure the children can see you and your face clearly when they learn the rhymes – it helps them if they can see your mouth moving, and see any actions very clearly.
- Using the Pori Drwy Stori Rhyme Challenge videos at: [booktrust.org.uk/poridrwyystori-the-rhyme-challenge-videos](http://booktrust.org.uk/poridrwyystori-the-rhyme-challenge-videos)
- Starting slowly and gradually speeding up as the children become more familiar with the rhymes and songs. When they know the rhymes well, try leaving out a word and asking them to complete it, or add an action.
- Pausing during the rhyme, encouraging the children to fill in the missing words.
- Using musical instruments and actions such as stamping, clapping and marching to emphasise the rhythms and patterns; asking children to clap or stamp at a certain point also encourages listening skills.
- Changing the volume of your voice at specific parts of the rhymes or songs to keep children engaged.
- Using the rhymes and songs in different lessons to make connections to themes.
- Sharing the rhymes and songs at different times of day, or as you do certain routine activities, such as lining up at lunchtime.



## Engaging parents and carers in the Pori Drwy Stori Rhyme Challenge

**Pori Drwy Stori is designed to help build home-school links and to support parents and carers to play an active role in their child's learning.**

**These ideas can help to engage parents and carers in the Rhyme Challenge:**

- Before sending the resources home, you could hold a session for parents and carers to introduce the Rhyme Challenge and give out the resources then.
- Send a letter, invite, leaflet, poster, social media post or a text to inform parents and carers of what to expect before sending the Rhyme Booklet home. The more they know about the resources, what to do and the difference it will make, the more likely they are to get involved!
- Use social media to share with parents and carers what you're doing each week. Each week as your class say the weekly rhymes together, celebrate moving along the Rhyme Challenge Journey poster. Share this via Twitter, Instagram and so on.
- Use and share the Rhyme Challenge videos to build excitement about learning the rhymes and songs. Children's excitement can often rub off on their families!
- Reassure parents and carers that it's OK if children take a little more time to learn the rhymes and songs, and that for some children just learning part of a rhyme will be a big achievement.
- Remind parents and carers that rhymes and songs can be shared anywhere and that it's easy to do.
- Make sure parents and carers know why rhymes and songs are so important to children – use the tips in the Rhyme Challenge booklet and in this Toolkit.

## Using the Rhyme Challenge to support the Siarter Iaith

**Many schools use Pori Drwy Stori to support the Siarter Iaith. The Rhyme Challenge is a great way to make sharing Welsh rhymes and songs part of the daily routine in your school.**

**It also offers many opportunities for developing the Welsh language:**

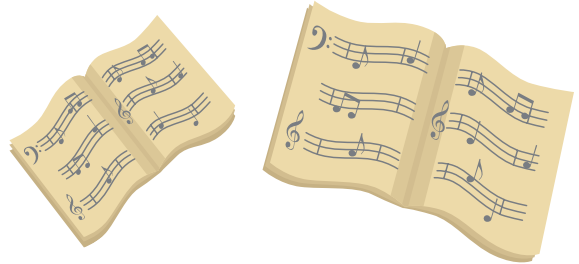
- Number rhymes: practise counting in Welsh and explore colours.
- Nursery rhymes: make links to weather vocabulary, time and routines.
- Tongue twisters: focus on the more challenging sounds in the Welsh language; find out more about Snowdon and other parts of Wales.
- Action rhymes: learn about parts of the body in Welsh.
- Fun poems: use simple expressions to talk about likes and dislikes, such as 'dw i'n hoffi ...'; talk about food and the seasons; use words to describe feelings, such as 'hapus', 'trist'.



# What are the benefits of sharing rhymes and songs?

Sharing rhymes and songs is a really important activity for children. It can support their language and communication skills, help them become good listeners and build their confidence to join in. Rhymes and songs also create great opportunities for actions and movement, which can support physical development.

## Rhymes and songs ...



... are a **rich source of language for children.**

Children need to hear plenty of language to become skilled communicators. Rhymes and songs emphasise sounds and sound patterns. Research has shown that there are connections between children's eventual reading development and their ability to recognise, identify and manipulate rhyming sounds.<sup>1</sup>

... can **introduce children to new vocabulary and expressions.**

Sharing rhymes and songs again and again helps children master the language that they hear – in both English and Welsh.

... can provide **opportunities for wordplay and having fun with language.**

They contain rhyme, alliteration, soundplay and other language features. Rhymes create simple opportunities to play with language, for example by changing the rhyming words.



<sup>1</sup> Melby-Lervåg, M., Lyster, S.-A.H. & Hulme, C. (2012) 'Phonological skills and their role in learning to read: A meta-analytic review', *Psychological Bulletin*, 138(2), 322–52. See: <http://doi.org/10.1037/a0026744>

... can **help children explore rhythm**. Rhythm can help draw attention to different words and phrases. Clapping or stamping a rhythm can help children feel the beat, and can help develop listening skills. Rhythm also helps us to hear the breaks and the pauses in language. This is useful groundwork for learning to read, and may help children to identify word breaks, sentence endings and phonemes.



... can **help develop children's confidence**. Learning a rhyme is a real achievement for some children. Joining in with a group can help children learn how to work together and to feel more confident – if they find the whole rhyme difficult, they can join in with part of it as they learn. Sharing rhymes and songs is also a way of developing early performance skills.

... can **help children to develop listening and attention skills** – it's not just about speaking! Children need to listen to learn the rhymes and songs, and many of these create opportunities to develop attention, for example waiting for the right moment to do an action.



Don't forget, **sharing rhymes and songs is fun, and a great opportunity for interaction** between children and between children and adults.

# Rhymes and songs in the Foundation Phase



Sharing rhymes and songs is a key part of the Language, Literacy and Communication Skills Foundation Phase Area of Learning. It can also support learning across the Foundation Phase, for example developing numeracy skills with number rhymes, supporting movement skills and physical development and contributing to wellbeing.

In Reception, children can particularly benefit from rhymes and songs with **more complex actions** (see Week 4: Action Rhymes), **stories and narratives** (see Week 2: Nursery Rhymes), **opportunities to add percussion and music** (Weeks 1 to 4!) and **rhyming pairs** (see Week 5: Fun Poems).

This table gives some examples of how the Pori Drwy Stori Rhyme Challenge can support Foundation Phase Oracy outcomes.



Foundation Phase Framework Skills	LNF/AoL
<b>Speak audibly</b>	LNF
<b>Show an awareness of alliteration and rhyme:</b> these rhymes and songs have some great examples, such as 'sausages sizzling', 'pedoli, pedoli, pe-dinc', 'hoppy, croppy, poppy'.	AoL
<b>Recognise rhythm in spoken words and continue a rhyming string:</b> clap or stamp to the beat of the rhymes or for stressed words, such as 'Hicori Dicori Doc'; can children extend or add to some of the rhymes?, for example 'head', 'bed', ' <b>red</b> ' or 'glas', 'ras', ' <b>blas</b> '.	AoL
<b>Isolate and identify initial sounds in a spoken word:</b> the alliteration in some of our tongue twisters can really help with this!	AoL
<b>Follow action words/commands:</b> can children follow the actions, and your instructions?	AoL
<b>Join in, repeat or memorise rhymes, songs and stories with some support</b>	LNF
<b>Take part in activities alongside others, with some interaction:</b> you can make some of the rhymes more interactive, for example children can say them in pairs and take turns with different parts, or by using some of the action rhymes as clapping rhymes.	LNF



This Toolkit includes examples of how each week's rhymes and songs can support different Foundation Phase skills – look for the **Foundation Phase Framework links** boxes. The Areas of Learning are coded as:

- PSD: Personal and social development, wellbeing and cultural diversity
- LLC: Language, literacy and communication skills

- MD: Mathematical development
- WLD: Welsh language development
- KUW: Knowledge and understanding of the world
- PD: Physical development
- CD: Creative development

## Did you know?

Many research studies have found a link between rhyme knowledge and awareness and reading skills. One study found that children's knowledge of nursery rhymes at the age of three was predictive of their word reading age at six!<sup>2</sup>



Children are sensitive to speech rhythm from birth. By nine months, children can identify stress patterns and can extract knowledge from the language they hear (such as length of sounds and pauses) to identify 'major phrasal units'.<sup>3</sup>

<sup>2</sup> Bryant, P., Bradley, L., Maclean, M. & Crossland, J. (1989) 'Nursery rhymes, phonological skills and reading', *Journal of Child Language*, 16(2), 407–28.

<sup>3</sup> Kuppen, S.E.A. & Bourke, E. (2017) 'Rhythmic rhymes for boosting phonological awareness in socially disadvantaged children', *Mind, Brain and Education*, 11(4), 181–82.

# Week 1: Number Rhymes

These rhymes support numeracy. They involve opportunities for counting back as well as counting in sequence, and encourage use of numerical language, such as how many, more/fewer and so on. They contain lots of repetition, rhythm and pattern, and lend themselves to fun actions and movements.

## Why did we choose these rhymes?

'Deg yn Cysgu'n lach' and 'Ten Fat Sausages' both require children to count down, and 'Ten Fat Sausages' includes counting in pairs, as well as some opportunities for fun actions with the 'Pop!' and 'Bang!'

We've included the Welsh and English versions of 'Un a Dau a Thri Banana!'/'One and Two and Three Bananas!' These are simple and fun rhymes that can be easily adapted to different speeds and volumes.

## Ideas for having fun with number rhymes

- Ask the children to act out the sleeping children, the sizzling sausages and the bananas while the rest of the class sings along.
- Ask the children to join in with key actions or phrases, such as 'Trowch drosodd!' and 'Bang!' They'll need to listen and wait, which can help develop self-regulation.
- Use number cards or pictures to represent objects in the rhymes. Ask children to hold them up at the right moment as you sing the rhymes.
- Use a number line as children recite 'Ten Fat Sausages' and 'Deg yn Cysgu'n lach' so they can see the patterns as the rhymes count down.
- Once children are familiar with the rhymes, why not start at 20 and count back to 10 or from different starting points to help extend numeracy skills?

### Foundation Phase Framework links

#### MD:

- Recite a range of number rhymes and songs ❖
- Count reliably up to 10 objects
- Understand that zero means 'none' ❖
- Recite numbers up to 20, forwards and backwards, and from different starting points ❖



## Ideas for 'Deg yn Cysgu'n lach'

- Choose ten children to be sleeping – order them by height. You can also do this with toys and order or sort by other characteristics, such as colour, length and so on.
- Use interlocking blocks to make a tower of ten blocks, nine blocks, eight blocks and so on, and order them from smallest to biggest, biggest to smallest.

### Foundation Phase Framework links

#### MD:

- Use direct comparisons with length, height and distance
- Count reliably up to 10 objects
- Compare and order numbers to at least 10
- Use ordinal numbers to 10 in daily activities and play ❖



## Ideas for 'Ten Fat Sausages'

- Ask the children to hold up their hands, or sit in a line pointing their feet upwards, and count along the pairs of hands/shoes: 2, 4, 6, 8, 10, 12 and so on.
- Ask the children to collect sets of objects, then count them down in twos. How many have been taken away? How many are left? You can do this indoors and outdoors.

### Foundation Phase Framework links

#### MD:

- Count in 2s to 10 ❖
- Take away objects to find 'how many are left?'
- Make a sensible estimate of up to 10 objects that can be checked by counting ❖

## Ideas for 'Un a Dau a Thri Banana!' and 'One and Two and Three Bananas!'

- Try some banana recipes: banana sandwiches, banana milkshakes, banana muffins etc.
- Make fruit skewers, ordering different fruits following a sequence or pattern.
- Use food preparation to ask questions about numeracy: How many slices of banana are in the sandwich? How many spoonfuls of flour do we need?
- Make a note each day across the week of how many children choose bananas at snacktime. Create a bar chart or pictogram.
- Play 'I Spy, with my little eye, something yellow'.
- Make a 'Bocs Melyn'. Ask children to collect yellow objects and place them in the box. Discuss the items in the box: What are they? Who found each item? Cover the box and play a memory game – how many items can the children name?
- Use social media to encourage families to share photographs, for example 'What's the most unusual place to sing the banana songs and eat a banana?' Display the photographs near your school's drop off point to encourage parents/carers to take part.

### Foundation Phase Framework links

#### MD:

- Record collections using marks, numbers or pictures
- Sort and classify objects using one criterion
- Recognise and repeat three object/colour/clapped patterns and sequences ❖



# Week 2: Nursery Rhymes

Nursery rhymes and traditional songs have been with us for generations. They often have a narrative or sequence of events and tell simple, fun stories. Many also contain language and vocabulary that may be new to children.

## Why did we choose these rhymes?

'Hicori Dicori Doc' is well known in English and Welsh and may be more accessible to Welsh learners. It tells a simple story and includes opportunities for actions and counting.

'Miss Polly Had a Dolly' and 'Grand Old Duke of York' tell stories and have lots of opportunities for actions.

'Fuoeh Chi Erioed yn Morio?' is a fun rhyme that tells a silly story.

## Ideas for 'Hicori Dicori Doc'

- Use actions: stretch up and down to show the mouse running and clap the number the clock strikes.
- Share clock faces with the times from one o'clock to five o'clock. Can the children put them in order? Use a toy mouse or a finger puppet to 'visit' each clock as you say the rhyme.
- Link the times on the clock to what the children do: 'What do you do at one o'clock?'
- Link to other rhymes about times and routines, for example 'This is the way we brush our teeth ... This is the way we eat our lunch ...' and so on.

### Foundation Phase Framework links

#### MD:

- Use the concept of time in terms of their daily activities



## Ideas for 'Miss Polly Had a Dolly'

- Sing the song together using actions to help the children internalise the narrative.
- Ask the children to tell the story of Miss Polly in their own words, or act out the story – they can use props and costumes to 'perform'.
- Put in order pictures that show the events in the rhyme to sequence the story.
- Use the song to talk about 'people who help us'. Use role play, for example acting out a visit to the doctor, including 'writing' a prescription to practise making marks.
- We've added an extra verse about 'Little Eddy' to the song – see page 23.

### Foundation Phase Framework links

#### LLC:

- In simple terms, retell narratives or information that they have heard ❖
- Retell familiar stories in a simple way, using pictures to support ▲
- Contribute to role-play activities using relevant language

## Ideas for 'Ffuch Chi Eriod yn Morio?'

- Paint a picture about the rhyme. Ask the children to include things from the rhyme, such as the frying pan on the sea in the bad weather, a person with a sad face, the white seagull.
- Link the rhyme to the My Weather Watch calendar: talk about the weather in the rhyme, draw pictures or complete the My Weather Watch calendar together.
- The rhyme describes sailing in a frying pan. Ask the children what they would like to sail in! Ask if the children have been in a boat and let them describe their experience.
- Investigate and sort materials that float or sink. Make a boat and 'launch' it. Does it float or sink? Discuss what happens.
- Talk about feelings and emotions: 'Why was the person in the rhyme crying? What makes you cry? What makes you sad or happy?'

### Foundation Phase Framework links

#### LLC:

- Show that they have listened to others, e.g. by drawing a picture
- Talk about things from their experience and share information

#### KUW:

- Thinking creatively and imaginatively
- Exploring and experimenting

#### PSD:

- Express and communicate different feelings and emotions – their own and those of others

## Ideas for 'Grand Old Duke of York'

- March around the classroom and the school – indoors and outside! March in single file or two abreast (remember to count in twos!).
- Ask children to follow instructions. Use actions to show 'up', 'down' and 'halfway'. Ask the children to give each other instructions.
- Use percussion instruments to mark the beat of the rhyme and emphasise the rhythm. Children can make their own drums and shakers. Create a marching band!
- Explore the meaning of 'halfway'. Use containers that are full 'halfway', or ask children to walk 'halfway' across the room etc.

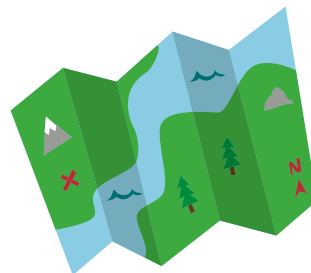
### Foundation Phase Framework links

#### MD:

- Use prepositions to describe position ❖

#### CD:

- Design and make simple products and mechanisms
- Make choices when choosing materials and resources
- Play simple rhythmic and melodic patterns on a variety of instruments



# Week 3: Tongue Twisters

We've included tongue twisters in the Rhyme Challenge to give children opportunities to get their tongues round some fun and challenging language. Children will need to listen carefully to learn these rhymes and it may help if they can see your face as you say them.

Reciting these rhymes can help develop children's articulation skills in a fun and unthreatening way. Start slowly, and speed up as children become more familiar with the rhymes. This is great fun, and when things go wrong it's reassuring for the children to know that it's OK to make mistakes!

## Why did we choose these rhymes?

All these rhymes include wordplay and plenty of fun language and sounds. They include features such as alliteration and onomatopoeia. We've chosen a mixture of long and short tongue twisters in both English and Welsh so that all children can get involved.

## Ideas for 'Pedoli Pedoli'

- This rhyme uses onomatopoeia for the sound of the blacksmith hammering on the horseshoe. Find out more about blacksmiths. Watch a video of a blacksmith at work, and ask the children to mimic the actions the blacksmith makes.
- It costs £1 to shoe the horse. How much would it cost to shoe two horses? Role-play a shoe shop, using toy money.
- What size shoes do the children wear? Make a class graph.
- Match shoes to make pairs. What else comes in pairs?

## Ideas for 'Yellow Butter, Purple Jelly'

- Design and make colourful sandwiches. What would make a colourful and tasty filling? Green lettuce, yellow cheese, red tomato, brown bread and so on. Talk about healthy eating.
- Make rainbow jellies using different colour jelly. Once the first colour has set, pour on the next colour when the liquid is cold, wait for it to set and repeat. You can add fruit to the jelly, too.





## Ideas for 'Tarw Corniog'

- A bull is a male cow. What other names can you find out for male, female and young animals?
- In groups, draw the 'tarw corniog'. How are the drawings different?

## Ideas for 'The Seasons'

- What do the different words in the poem mean? Ask the children to make actions to show them.
- What other words do they know to describe 'rain' and 'cold'? Use the rhyme to explore ideas about hot and cold, using sensory trays and so on.
- Make mobiles, pictures or collages to show the seasons. Split the class into groups and ask each group to focus on one season. Show their work while the class recites the rhyme.
- Use natural objects to create pots to show the different seasons. Ask the children to sort them, or use them to make pictures.
- Develop the children's knowledge and understanding of the world by identifying the effects the different seasons have on some animals and plants.

## Ideas for the Little Tongue Twisters

- How many times can you say these rhymes before you get them wrong?
- Roll a lorry down a plank. Whose lorry goes the fastest?
- Talk about Snowdon (Eryri), the highest mountain in Wales. Can you build a high mountain? Use construction toys or junk material. Whose mountain is the highest? Take photos of each child next to their mountain.
- How many things can you find beginning with the letter 'S'? Play 'I Spy', focusing on this letter.



### Foundation Phase Framework links

#### LLC:

- Speak audibly
- Show an awareness of alliteration and rhyme ❖
- Isolate and identify initial sounds in spoken words ❖

# Week 4: Action Rhymes

Actions help children remember words and join in. For some children, actions support memory and they may find it easier to join in with actions than words.

Performing actions during rhymes and songs can also support children's physical development, such as developing fine and gross motor skills and coordination. They may also help develop confidence and their sense of self – and spatial awareness.

The clapping rhymes encourage children to work with a partner and develop social skills such as taking turns and joining in, which are also essential skills for communicating.

## Why did we choose these rhymes?

'Pen, Ysgwyddau, Coesau, Traed' and 'Head, Shoulders, Knees and Toes' are much-loved rhymes in English and Welsh, with plenty of opportunities for fun and play.

'A Sailor Went to Sea' and 'Migldi Magldi' can both be used as clapping songs.

## Ideas for 'Pen, Ysgwyddau, Coesau, Traed' and 'Head, Shoulders, Knees and Toes'

- This is a great warm-up activity in PE and a great rhyme to say if children need a boost of energy or to help them focus.
- Say the rhyme in as many ways as you can. Say it loudly and quietly, make the actions as big and as small as you can, or say it very quickly and very slowly.
- When the children know the song well, leave out the name of a body part each time but still include the action. This is a challenge and is good for developing listening skills and concentration.
- Use cut-up pictures with different body parts to make new characters and creatures.
- Make a display about 'ourselves', with children drawing and labelling different body parts.
- Link to other action songs, such as 'Un Bys yn Dawnsio' and 'Hokey Cokey'.





## Ideas for clapping ‘Migldi Magldi’ and ‘A Sailor Went to Sea’

Try different clapping routines for these two songs. You could:

- Clap on the beat to emphasise the rhythm of the song.
- Only clap on the repeated words at the end of the lines, such as ‘sea, sea, sea’ and ‘hei no no’ – children will need to listen carefully!
- Clap in pairs – ask the children to face each other and tap both hands with their partner on alternate beats of the songs.
- Try challenging and extending the clapping once children are familiar with the rhythm by involving older children. They can be taught actions to the clapping song and partner the Reception children at playtimes and lunchtimes.
- Try this pattern for ‘A Sailor Went to Sea’:



First line	Clapping action
<b>A</b>	Clap both hands together
<b>Sail-</b>	Tap right hand to partner’s right hand
<b>-or</b>	Clap both hands together
<b>Went</b>	Tap left hand to partner’s left hand
<b>to</b>	Clap both hands together
<b>Sea</b>	Tap both partner’s hands
<b>Sea</b>	Tap both partner’s hands
<b>Sea</b>	Tap both partner’s hands
<b>Repeat actions for each line</b>	

## More ideas for ‘Migldi Magldi’ and ‘A Sailor Went to Sea’

- Discuss: ‘What can you see at the bottom of the deep blue sea? What creatures live there?’
- Add letters, objects and numbers to a water area and ask the children to scoop them out to see what they can see.
- Watch some Welsh folk dancing videos online. Try a simple circle dance, for example holding hands in a circle moving one way, then the other, turning around with a partner and so on.

### Foundation Phase Framework links

#### LLC:

- Listen to and carry out a three-step instruction ❖
- Take part in activities alongside others, with some interaction

#### PD:

- Develop coordination
- Develop gross motor skills
- Develop confidence
- Control body movements

# Week 5: Fun Poems

These short rhymes are a great introduction to poetry and continue a progressive journey through rhyme. They include attractive and playful language, and some introduce more sophisticated ideas.

The rhyming sounds can help children remember the poems and create familiarity, predictability and anticipation. Pause before the rhyming word to encourage the children to predict what's coming next.

## Why did we choose these rhymes?

'Dw i'n Hoffi' and 'I Eat My Peas With Honey' are simple, short rhymes. The language in 'Dw i'n Hoffi' is accessible for Welsh learners, and peas and honey make a classic combination!

'Pry Pric yn y Picnic' includes a lot of fun language with more complex internal rhymes, but it still has a strong rhythm.

'Frank the Friendly Alien' tells a story and gives children the chance to imagine Frank – with a twist at the end.

## Ideas for 'Dw i'n Hoffi'

- Talk about the weather. Ask the children what they like to do when the sun shines. What is the weather today? What's your favourite weather? Create a class pictogram about favourite kinds of weather. Complete a daily weather chart – link this to the My Weather Watch calendar that the children receive.
- Dress a teddy or toy appropriately for different weathers.
- Make sandcastles in the sand pit. Whose is the tallest/widest? How many sandcastles can you make before the timer runs out?
- Hold a sports event with different types of races. Use ordinal numbers to describe who came first, second, third, fourth and so on.



### Foundation Phase Framework links

#### LLC:

- Express what they like and dislike

#### MD:

- Use ordinal numbers to 10 in daily activities and play ❖

## Ideas for 'I Eat My Peas With Honey'

- Would you like to eat peas with honey? Is the combination of peas and honey sensible? Talk about other combinations of food and whether they're sensible or not.
- Test what peas will stick to. Lay out some containers with a variety of foods, such as mashed potato, milk, butter and so on. Ask the children what to test with a teaspoon and some peas – can they predict what will happen?
- Try some recipes with honey. Where does honey come from? How is it made? Use

information books to find out about bees.

- Explore a range of 'sticky tapes', such as sellotape, masking tape, double-sided tape and cloth tape. Which tape is the stickiest?
- Estimate and count groups of dried peas.

### Foundation Phase Framework links

#### KUW:

- Exploring and experimenting
- Thinking about what might happen if ...
- Describing what they have found out and offering simple explanations

## Ideas for 'Pry Pric yn y Picnic'

- Plan and host a Teddy Bears' Picnic. What food shall we pack? What drink shall we take? How much will we need? Who will we invite? What games will we play?
- Be an explorer and go on a mini-beast hunt.

What do we need to take? Make a pictorial list of equipment for the children to gather. Look for mini-beasts and draw pictures of what you have found. Use prepositional language (as in the poem) to talk about where the children found different beasts.

## Ideas for 'Frank the Friendly Alien'

- Ask the children to add actions to each line as you recite the poem.
- Vary your voice between scary and friendly to go with the lines in the poem. Change suddenly to a frightened little voice as you deliver the funny punchline of the poem. The children will mimic your delivery when they recite the poem.
- Ask the children to draw or paint Frank, or use ICT. Compare and discuss their pictures. If the children use ICT, can they add their voices to make Frank talk?
- Talk about Frank. Where do you think Frank comes from? How did he get here? What does his planet/home look like? What would we tell him about our planet?
- Talk about feelings. Ask the children, 'What makes you scared? What makes you feel

better/happy? How could we make Frank feel less scared? How can we be friendly?', Talk about friendship and link with story books around differences and friendship.

- You can find the full version of 'Frank the Friendly Alien' on page 26.

### Foundation Phase Framework links

#### LLC:

- Show that they have listened to others, e.g. by drawing a picture
- Follow texts read to them and respond appropriately
- Answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events ❖

#### PSD:

- Be aware of and respect the needs of others
- Understand the relationship between feelings and actions and that other people have feelings
- Appreciate what makes a good friend

# Week 1: Number Rhymes

## Deg yn Cysgu'n Iach

Roedd 10 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 9 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 8 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 7 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 6 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 5 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

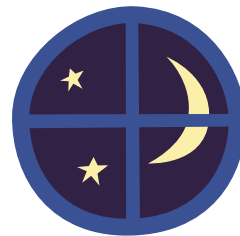
Roedd 4 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 3 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 2 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Roedd 1 yn cysgu'n iach  
a dywedodd yr un bach,  
'Trowch drosodd, trowch drosodd.'  
Fe drodd pawb drosodd  
a disgynnodd un i'r llawr.

Doedd na 'run yn cysgu'n iach! Nos Da!



## Ten Fat Sausages

Ten fat sausages, sizzling in a pan.  
 Ten fat sausages, sizzling in a pan.  
 One went 'Pop!' and another went 'Bang!'  
 There were eight fat sausages, sizzling in a pan.

Eight fat sausages, sizzling in a pan.  
 Eight fat sausages, sizzling in a pan.  
 One went 'Pop!' and another went 'Bang!'  
 There were six fat sausages, sizzling in a pan.

Six fat sausages, sizzling in a pan.  
 Six fat sausages, sizzling in a pan.  
 One went 'Pop!' and another went 'Bang!'  
 There were four fat sausages, sizzling in a pan.

Four fat sausages, sizzling in a pan.  
 Four fat sausages, sizzling in a pan.  
 One went 'Pop!' and another went 'Bang!'  
 There were two fat sausages, sizzling in a pan.

Two fat sausages, sizzling in a pan.  
 Two fat sausages, sizzling in a pan.  
 One went 'Pop!' and another went 'Bang!'  
 There were no fat sausages, sizzling in a pan.



## Un a Dau a Thri banana!

Un a dau a thri banana,  
 Pedwar, pump a chwech banana,  
 Saith ac wyth a naw banana,  
 Deg banana felen!

## One and Two and Three Bananas!

One and two and three bananas,  
 Four and five and six bananas,  
 Seven and eight and nine bananas,  
 Ten yellow bananas!

# Week 2: Nursery Rhymes

## Hicori Dicori Doc

Hicori Dicori Doc,  
llygoden lan y cloc;  
mae'n taro tri,  
i lawr â hi!  
Hicori Dicori Doc.

Hicori Dicori Doc,  
malwoden lan y cloc;  
mae'n taro un,  
aeth lawr yn flin,  
Hicori Dicori Doc.

Hicori Dicori Doc,  
aeth draenog lan y cloc;  
mae'n taro dau,  
aeth lawr yn glou,  
Hicori Dicori Doc.



## Fuoch Chi Erioed yn Morio?

Fuoch chi erioed yn morio?  
Wel do mewn padell ffrio;  
chwythodd y gwynt fi i'r Eil o Man,  
a dyna lle bum i'n crio.

Crio'n arw arw,  
dim byd ond tywydd garw;  
be' glywn i'n rhywle uwch fy mhen,  
ond gwylan wen yn galw.

Gwylan wen yn galw -  
'Wel wir mae'n biti garw.  
Rhaid i ti aros hanner dydd,  
yn llonydd am y llanw.'

Llanw'n dwad wedyn,  
a'r gwynt yn troi yn sydyn;  
lansio'r badell ar y gro,  
a nofio'n ôl i Nefyn.



## Miss Polly Had a Dolly

Miss Polly had a dolly who was sick, sick, sick.  
So she phoned for the doctor to be quick, quick, quick.

The doctor came with her bag and her hat.  
And she knocked at the door with a rat-a-tat-tat.

She looked at the dolly and she shook her head.  
Then she said to Miss Polly, 'Put her straight to bed!'

She wrote on a paper for a pill, pill, pill.  
'I'll be back in the morning for my bill, bill, bill.'

Little Eddy had a teddy who was sick, sick, sick.  
So he phoned for the doctor to come quick, quick, quick.

The doctor came with his bag and his hat.  
And he knocked at the door with a rat-a-tat-tat.

He looked at the teddy and he shook his head.  
Then he said to Little Eddy, 'Put him 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.'



## Grand Old Duke of York

Oh, the Grand Old Duke of York,  
He had ten thousand men,  
He marched them up to the top of the hill,  
And he marched them down again.

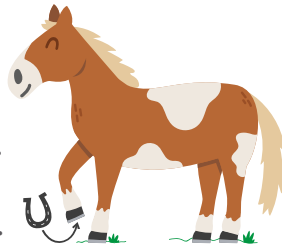
And when they were up, they were up,  
And when they were down, they were down,  
And when they were only half way up,  
They were neither up nor down.



# Week 3: Tongue Twisters

## Pedoli Pedoli

Pedoli, pedoli, pedoli, pe-dinc,  
mi fynnaf bedoli pe gostiai imi bunt.  
Pedol yn ôl a phedol ymlaen,  
pedol yn eisiau o dan y troed aswy.  
Pe-dinc, pe-dinc, pe-dinc,  
pe-dinc, pe-dinc, pe-dinc.

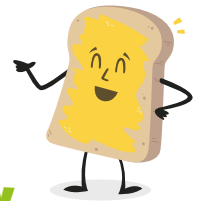
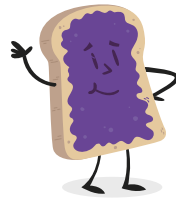


## Tarw Corniog

Tarw corniog, torri cynau,  
Heglau baglog, higlau byglau;  
Higlau byglau, heglau baglog,  
Torri cynau tarw corniog.

Pedoli, pedoli, pedoli, bi-drot,  
rhaid i mi bedoli, ond costiai i mi 'rot.  
Pedol yn dynn o dan y troed hyn,  
gwaith y gŵr gwyn sydd yn y Gelli.  
Bi-drot, bi-drot, bi-drot,  
bi-drot, bi-drot, bi-drot.

Pedoli, pedoli, pedoli, pe-doc,  
mi fynnaf bedoli yr hen geffyl broc.  
Pedol yn ôl a phedol ymlaen,  
pedol yn eisiau o dan y troed aswy.  
Pe-doc, pe-doc, pe-doc,  
pe-doc, pe-doc, pe-doc.



## Yellow Butter, Purple Jelly

Yellow butter, purple jelly, red jam, black bread.  
Spread it thick, say it quick!

Yellow butter, purple jelly, red jam, black bread.  
Spread it thicker, say it quicker!

Yellow butter, purple jelly, red jam, black bread.  
Don't eat with your mouth full!



## The Seasons

Spring is showery, flowery, bowery,  
Summer is hoppy, croppy, poppy,  
Autumn is wheezy, sneezy, freezy,  
Winter is slippy, drippy, nippy.

## Cylymau Tafod Bach

Rowliodd lori Lowri lawr y lôn.  
Oer yw eira ar Eryri.



## Little Tongue Twisters

Red lorry, yellow lorry. Red lorry, yellow lorry.  
Red lorry, yellow lorry.

Six sleek swans swam swiftly southwards.



# Week 4: Action Rhymes

## A Sailor Went to 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.

(chorus)

Far across the sea he went,  
Far across the sea he went,  
Far across the sea he went,  
Until the day was over.

The sailor dipped his toe, toe, toe,  
To see if the tide was low, low, low.  
But when he dipped his toe, toe, toe,  
A big fish bit him so, so, so.

(chorus)

The sailor took a nap, nap, nap,  
He was a lazy chap, chap, chap.  
But when he took his nap, nap, nap,  
A seagull pinched his cap, cap, cap.

(chorus)

The sailor dipped his net, net, net,  
To see what he could get, get, get.  
But all that he could get, get, get,  
Was very, very soaking wet, wet, wet!

(chorus)



## Migldi Magldi

Ffeind a difyr ydyw gweled,  
migldi magldi hei no no.  
Drws yr efail yn agored,  
migldi magldi hei no no.  
A'r go bach a'i wyneb purddu,  
migldi magldi hei no no.  
Yn yr efail yn prysur chwythu,  
migldi magldi hei no no.

Ffeind a braf yw sŵn y fegin,  
migldi magldi hei no no.  
Gwrando chwedl, cân ac englyn,  
migldi magldi hei no no.  
Pan fo'r cwmni yn ei afiaith,  
migldi magldi hei no no.  
Ceir hanesion llawer noswaith,  
migldi magldi hei no no.

Pan ddaw'r mor i ben y mynydd,  
migldi magldi hei no no.  
A'i ddwy ymyl at ei gilydd,  
migldi magldi hei no no.  
A'r coed rhosys yn dwyn 'falau,  
migldi magldi hei no no.  
Dyna'r pryd y cei di finnau,  
migldi magldi hei no no.



## Head, Shoulders, 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.



## Pen, Ysgwyddau, Coesau, Traed

Pen, ysgwyddau, coesau, traed,  
Pen, ysgwyddau, coesau, traed,  
Llygaid, clustiau, trwyn a cheg,  
Pen, ysgwyddau, coesau, traed.

Pen-glin, penelin a phen ôl, a phen ôl,  
Pen-glin, penelin a phen ôl, a phen ôl,  
A bola, braich a thafod hir a main,  
Pen-glin, penelin a phen ôl, a phen ôl.



# Week 5: Fun Poems

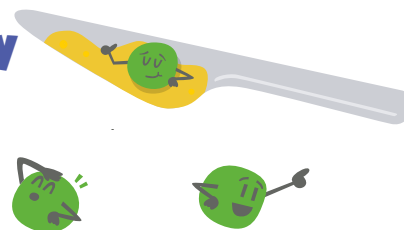
## Dw i'n Hoffi

Dwi'n hoffi'r haul a tywydd braf  
A mynd i lan y môr bob haf,  
Cael nofio yn y môr mawr glas,  
Gwneud castell tywod, rhedeg ras.



## I Eat My Peas With Honey

I eat my peas with honey,  
I've done it all my life.  
It makes the peas taste funny,  
But it keeps them on the knife.



## Pry Pric yn y Picnic

Roedd 'na bry cop yn y pop,  
pry llydan yn y frechdan,  
pili pala ar y fala,  
chwilen yn y gacen,  
gwenyn yn y menyn,  
cacwn ar y bacwn,  
siani flewog ar yr eog,  
mosgito ar y tomato,  
cnonod yn y nionod,  
chwain ar darten Nain,  
lindys ar y mefus,  
penbyliad yn y salad,  
morgrugyn ar y brigyn  
a gwybedyn yn y rhedyn,  
ond nes i'm bwyta'r rheiny!



## Frank the Friendly Alien

I'm Frank, the friendly alien.  
From deepest outer space.  
My face is fairly friendly.  
It's such a friendly face.

My teeth are sharp and pointed.  
My eyes are big and red.  
I have such friendly features  
upon my friendly head.

My horns are green and shiny.  
I have exactly three.  
My nose is long and crooked,  
the way a nose should be.

My ears are huge and scaly.  
My tongue is brown and blue.  
The people from my planet,  
all look friendly like I do.

My claws are shaped like daggers.  
My hands are huge and hairy.  
I'd love to stay and tell you more,  
but you look much too scary.





Mae Pori Drwy Stori'n ysbrydoli cariad at lyfrau, straeon a rhigymau, ac mae'n cefnogi plant mewn dosbarthiadau Meithrin

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