

# Clip-Clop

by Nicola Smee



## Developing the story

### Talking and exploring

- Recreate the sounds of the horse's hooves by clapping two empty coconut shells or plastic cups together. Experiment with the sounds other boxes and containers make, too!
- Talk about the horse's movements – fast/faster, slower, halt! Ask the children to move around the room in a circle whilst you direct them to move faster, slower then ask them to halt.
- Arrange a visit to a local farm or petting zoo. You could even hold a Storytime there!
- Talk about the noises that the animals in the story make. Ask the children to make the animal noises with you.
- Make a small sensory world. Fill a box or tray with hay and toy animals from the story. You can use small pots filled with dried rice and beans to make feeding troughs, a small plastic pot of mud for the pig's mud bath and another filled with water for a toy duck to swim in.

### Craft ideas

- Make a barn collage with animals from the story. Cut out a barn shape and animal shapes for the children to colour in. Stick these to the barn along with dried spaghetti 'hay'.
- Make a paper plate cat mask. Cut out and glue on triangle shapes for the ears and nose. Cut out eye shapes, draw on a mouth and use pipe cleaners to create whiskers. Attach a wooden craft stick to the bottom of the mask so that children can hold the mask in front of their face.
- Potato printing. Cut a horse shoe shape into a potato and use this to make prints in different coloured paint on sheets of paper.

## Rhymes

### Horsey Horsey

Horsey horsey don't you stop,  
Just let your feet go clippety-clop.  
Your tail goes swish and the wheels go round,  
Giddy up, we're homeward bound!

We're not in a hustle, we're not in a bustle,  
Don't go tearing up the road.  
We're not in a hurry, we're not in a flurry,  
And we don't have a very heavy load.

Horsey horsey don't you stop,  
Just let your feet go clippety clop.  
Your tail goes swish and the wheels go round,  
Giddy up, we're homeward bound!

*Horsey! Horsey! / written and composed by  
Box, Cox, Butler and Roberts ©1938*

### Animal Sounds

*(Sung to the tune of The Farmer in the Dell)*

The horse says, neigh, neigh.  
The horse says, neigh, neigh.  
Heigh-ho, the Derry-oh,  
The horse says, neigh, neigh!

The duck says, quack, quack.  
The duck says, quack, quack.  
Heigh-ho, the Derry-oh,  
The duck says quack, quack!

Sing additional verses with the other animals from the story:

Cat says, meow.

Dog says, woof woof.

Pig says, oink oink.

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# Pi-po Parc

by Emily Bolam



Dechrau Da  
Bookstart

## Developing the story

### Talking and exploring

- Ask the children to recreate the actions and sounds of the animals in the story, jumping like a frog, buzzing like a bee and quacking like a duck.
- Arrange a visit to the local park for an outdoor Storytime.
- Ask the children about a time they visited the park. What did they do? What is their favourite thing about going to the park?
- Make a small sensory world centred on the park theme using a box or a tray. You can use anything you can find such as green fabric for the grass, pine cones, a small bowl of water for the pond, leaves, stones or flowers. Include plastic animals from the story too if you have them.

### Craft ideas

- Make bottle top frogs by gluing wiggly eyes to green plastic bottle tops and complete with folded paper concertina legs made from green card.
- Make a bee finger puppet. Glue some black and yellow craft pom poms together and wrap a black or yellow pipe cleaner around the middle to create a ring shape. Glue on some wiggly eyes and white paper wings then get the children to use their hands to create the motion of the bee flying, whilst creating the buzzing sound.
- Paper plate duck. Cut a triangle out of orange paper for the beak and circles from black paper for the eyes. Glue these on to the plate with some white craft feathers.
- Foam lilies. Cut out shapes of flowers and leaves from craft foam. Create a small pond with a bucket or bowl of water to float the lilies in. These are great to take home and play with at bath time too!

## Rhymes

### Animals in the Park

*(Sung to the tune of The Wheels on the Bus)*

The bee in the park goes buzz buzz buzz,  
Buzz buzz buzz,  
Buzz buzz buzz.

The bee in the park goes buzz buzz buzz,  
All day long!

Sing additional verses with other characters from the story such as:

Duck goes quack.

Frog goes rebbit.

Baby goes giggle.

### Five Little Frogs

Five little frogs sat on a shore,  
One went for a swim then there were four.

Four little frogs looked happy as can be,  
One went swimming and then there were three.

Three little frogs said "What can we do?"  
One jumped in the water then there were two.

Two little frogs sat in the sun,  
One swam off and then there was one.

One little frog said "This is no fun!"  
He dived in the water and then there were none.



# Sometimes I Feel Sunny

by Gillian Shields



Dechrau Da  
Bookstart

## Developing the story

### Talking and exploring

- Create some flash cards by drawing different emotions on some sheets of paper (happy, sad, surprised, angry and excited faces). Ask the children to guess what each one is and to think of a time when they felt that way.
- Sometimes I feel fizzy! Bring along some sparkling water or popping candy for children to try. Be mindful of food allergies amongst the group.
- Play 'Simon Says...' with the children substituting feeling phrases for the usual directions. For example, say: "Simon says, look happy." In between commands you can ask them questions about those feelings, such as "What makes you feel happy?" If parents are present in the session, get the children and parents to make these faces at each other.
- Talk to the children about getting ready for bed and ask them what they do to prepare for bedtime. Who hugs/kisses them goodnight?

### Craft ideas

- Get the children to create a collage of their own face by decorating a paper plate. Draw some eye, nose and ear shapes or cut some out from some old magazines and use different coloured wool for hair. Ask the children to name their collage with a feeling.
- Make some feelings stress balls. Using a small funnel, fill some balloons with uncooked rice. Get the children to draw a face on them to show an emotion.
- Talk about the weather and any links with emotions, for example lightening and anger, sunshine and happiness, rain and sadness. Cut out cloud, sun and zigzag lightening shapes and hang together to make bunting. The children can decorate this with paints, felt pens or glued on fabric/paper strips.

## Rhymes

### If You're Happy and You Know It

If you're happy and you know it, clap your hands.  
If you're happy and you know it, clap your hands.  
If you're happy and you know it, then your face  
will surely show it.  
If you're happy and you know it, clap your hands.

Make up additional verses with other feelings such as:

Angry and you know it, stamp your feet.  
Sacred and you know it, hide your eyes.  
Sad and you know it, say boo hoo.  
Lonely and you know it, give a hug.  
Hungry and you know it, rub your tummy.  
Sleepy and you know it, close your eyes.  
Excited and you know it, shout hooray!

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### Feelings

*(Sung to the tune of Twinkle, Twinkle Little Star)*

I have feelings, so do you.  
Let's all sing about a few.

We get happy, we get sad.  
We get scared, we get mad.

I am proud of being me  
That's a feeling, too, you see.

I have feelings, so do you.  
We just sang about a few.



# What a Wonderful World

## as sung by Louis Armstrong



Dechrau Da  
Bookstart

## Developing the story

### Talking and exploring

- Talk to the children about the world around them (the land, the sky and the sea). What animals can they see in each picture in the book? Talk about the movements animals make like swimming in the sea, flying in the sky and running/crawling on land. Do the movements together.
- Ask the children about the difference between day and night. For example, what is in the sky during the day/night? What happens during day/night?
- Talk about the colours in the rainbow. Ask the children what their favourite colour is and what colours they can see in the room around them. Blow bubbles with soapy water so the children can see the colours of the rainbow in them.
- Talk to the children about friends, friendships and family. Who do they like to spend time with? What makes a good friend? How do their friends make them feel? How do we say hello and goodbye to our friends?

### Craft ideas

- Make red roses with layers of red tissue paper wrapped around drinking straw stems, secure with sticky tape.
- Create a night sky using black paper and get the children to create the moon and stars with chalk, glitter, foil and metallic felt pens.
- Make a hanging mobile of the world. Cut out circles of cardboard and use green and blue craft materials such as paint, fabric scraps, paper, card and glitter to make textured land and sea shapes. Use a hole punch and some string to hang the mobile.
- Sponge printing. Draw a tree trunk on a sheet of paper and cut sponges into leaf shapes. Dip these in green paint and decorate the tree with sponge print leaves.

## Rhymes

### I See Rainbows

*(Sung to the tune of Frere Jaques)*

I see rainbows,  
I see rainbows,  
Way up high,  
In the sky!

They are red and orange,  
Yellow, green and blue.  
Purple, too.  
What a view!

I see rainbows,  
I see rainbows,  
Way up high  
In the sky.

They are made from sunshine,  
Shinning through the rain.  
What a view  
In skies so blue!

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### Friend of mine

*(Sung to the tune of Mary Had a Little Lamb)*

Will you be a friend of mine,  
A friend of mine, a friend of mine?  
Will you be a friend of mine,  
And dance around with me?

You are a friend of mine,  
Friend of mine, friend of mine!  
You are a friend of mine,  
Who dances around with me!

*Repeat the verse using different actions such as jumping, hopping, shaking hands or waving hello.*

