



Letters and Sounds



Environmental
Sounds



Instrumental
Sounds



Body
Percussion



Rhythm
and Rhyme



Alliteration



Voice Sounds

Music programme for parents
to support the DCSF National Strategy
for Literacy, Letters and Sounds Phase 1



Letters and Sounds

Welcome to Boogie Mites. This music programme of songs and booklet of activities has been developed for use by parents and their pre-school children aged 2-5 years. It provides a home link programme to support early literacy development activities followed in Early Years Foundation Stage settings i.e. schools, nurseries and pre-schools. In compiling this programme Boogie Mites aims to offer parents / carers a resource that:

- ★ Provides inspiring, original songs which enthralls adults as much as their children, giving you the confidence to enjoy singing with your child throughout the day
- ★ Gives ideas for musical activities, homemade props and instruments to use with the songs, promoting creativity and joint learning
- ★ Supports early language development, linking to the first 6 aspects of Letters and Sounds Phase 1:



Environmental Sounds



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Boogie Mites

Boogie Mites create new and inspiring songs written specifically to capture the imagination of young children and to contribute to a rich and varied music provision during their Early Years, supporting all six areas of learning in the EYFS through songs and musical activities.

Resources

Boogie Mites use homemade instruments and props to accompany songs, as experience has shown us that children enjoy working with instruments and props that they have made themselves. The Letters & Sounds, Phase 1 programme uses shakers, drums and rhythm sticks. Tips for making props and instruments for music-making can be obtained from Boogie Mites' website www.boogiemites.co.uk.

Letters and Sounds

Track 1: Do Ray Me

Supports L&S Phase 1:

Aspect 1 Environmental Sounds



Resources required:

Clean recyclable rubbish - paper, empty containers, wood, cardboard tubes, boxes, tins etc.



Before the Song:

- ★ Children can select a piece of rubbish and describe the noise that they can make by shaking/banging/rubbing it
- ★ Cardboard tubes can be decorated to make telescopes or trumpets. They can be used to make different noises by blowing into them
- ★ You may want to explain what ecology means (the relationship between living things and their surroundings)

During the Song

- ★ Use the rubbish as 'instruments' and play along to the music.
- ★ Try to bang/shake in time to the music
- ★ Play the song through several times and change 'instruments'
- ★ Encourage the child to sing along but do appreciate that there are a lot of difficult words so they may just want to concentrate on do-ray-me

Further ideas:

- ★ Make a junk band
- ★ Make the song relevant to life. For example explain that it is wrong to drop rubbish on the floor, you should tidy rubbish away when you have finished

Track 2: Choo Choo Choo

Supports L&S Phase 1:

Aspect 1 Environmental Sounds



Before the Song:

- ★ Ask your child to describe the sound made by a train, car, boat, plane and spaceship.
- ★ Decide what actions can be used for each of these forms of transport

During the Song

- ★ Get the child to make the relevant sounds for each verse
- ★ Encourage them to 'travel' around the room making the sounds and doing the actions
- ★ As this is a repetitive song, you may want to play it through a second time and see if they can sing along

Further ideas:

- ★ Ask which noise and/or action your child likes best
- ★ See if they remember which order the vehicles came in the song i.e. did the boat come before the car?
- ★ Can your child think of other ways of travelling, real or imaginary methods e.g. cycling, riding in a tardis
- ★ Go for a listening walk
- ★ Explain the effect on the environment of different modes of transport



Letters and Sounds

Track 3: Shaky Shaky

Supports L&S Phase 1:

Aspect 2 Instrumental Sounds



Resources required:

Shakers!

Before the Song:

- ★ Make shakers from containers, fill and decorate them. Try different fillings. Listen to the different noises that they make. Ask your child to describe the different sounds they can hear
- ★ Make a pattern of sounds by shaking your shaker and play 'pass the rhythm' or 'follow my leader'
- ★ Practice shaking like a wave whilst making the 'whoosh' sound of waves, shaking high like a leaf rustling in a tree or low like walking through leaves on the ground and shaking high to low like rain falling down

During the Song

Encourage your child to shake their shakers while doing the relevant actions for the verses but let them dance and shake freestyle for the chorus. After a few times through, get them to think of ideas of what they could do in the chorus e.g. shake in unison, follow a particular rhythm, shake then jump etc.

Further ideas:

- ★ What other actions could you make with the shakers?
- ★ What sounds would these actions need?
- ★ Can they think of any words that begin with the 'sh' sound?



Track 4: Bangedy Bang Bang

Supports L&S Phase 1:

Aspect 2 Instrumental Sounds



Resources required:

Drums and/or Rhythm Sticks

Before the Song:

- ★ Make a drum and rhythm sticks and decorate them
- ★ Practise banging a rhythm in the time of bang-ed-y-bang-bang (1-2-3-4-5)

During the Song

- ★ For the first few repetitions just concentrate on the banging then encourage your child to sing along
- ★ Try to keep to the rhythm of bang-ed-y-bang-bang throughout the chorus
- ★ Try hitting the drums with different objects to explore different sounds

Further ideas:

- ★ Imitate different animals with the rhythm sticks/drums e.g. shake/bang quietly like a mouse, loudly like an elephant, quickly like a hare and slowly like a tortoise.
- ★ Relate these animal actions to a suitable story
- ★ Think about other words that begin with the letter 'B'
- ★ Take turns to be a conductor that starts/stops the music



Letters and Sounds

Track 5: Boogie Mites Marching Band

Supports L&S Phase 1:

Aspects 2 and 3



Resources required:

Rhythm sticks and/or drums and/or trumpets (all optional)

Before the Song:

- ★ Listen to some big brass band music and watch a DVD of a marching band
- ★ Identify which instruments are playing and what type of sound they are making
- ★ Recognise when they are playing loudly and quietly

During the Song

- ★ The first few times march and sing without the instruments to practise marching in time. It will also enable you to imitate the animals without any restrictions
- ★ Use the instruments to beat/shake in time and play in response to the song i.e. quietly and loudly

Further ideas:

- ★ Discuss which order the animals came in the song
- ★ Draw animals and/or musical instruments. Think of other songs/rhymes that have a repetitive line. e.g. this one has 'we're boogie mites marching band'



Track 6: Clap Clap Clap

Supports L&S Phase 1:

Aspect 3 Body Percussion



Before the Song:

- ★ Play musical statues – this is a good and fun way to prepare for stopping and starting
- ★ Play Simple Simon to do some 'warm up' stretches
- ★ Practice the routine of Body percussion sounds and actions in the song

During the Song

Concentrate on the actions for the first few times then encourage your child to sing-along as the words are fairly easy to pick up

After the Song:

- ★ See if you can remember the routine without the song playing
- ★ Make up your own routines, start slowly and then get quicker and quicker



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Track 7: One Man Band

Supports L&S Phase 1:

Aspect 3 Body Percussion



Resources required:

You could use rhythm sticks or drums but this song is about making sounds with the body

Before the Song:

- ★ Check that your child knows where their thigh is
- ★ Talk about what is meant by a one man band

During the Song

For the first few times concentrate on doing the actions as specified in the song. Once this becomes familiar, you can start to sing along and then march around the room doing the actions

Further ideas:

- ★ Try to remember all of the actions and the order that they came in
- ★ Think of other sounds that the body can make
- ★ Try marching at different speeds – double time (1,2,3,4) is the easiest so start with this then try slow time (1 and 2 and 3) which is more difficult. Recognise the steady beat in this song
- ★ Think of other songs that add a new line each time but still recalls all the other objects e.g. 12 days of Christmas, One man went to mow etc. Play other memory games e.g. I went to the market and I bought an amazing apple, a big, bouncy ball etc.



Track 8: Tap Rap

Supports L&S Phase 1:

Aspect 4 Rhythm and Rhyme



Resources required:

Rhythm Sticks

Before the Song:

- ★ If rhythm sticks are not available, then improvise with chop sticks or wooden spoons
- ★ Play 'Follow my leader'
- ★ Practise using the sticks in the game 'Follow my Leader'
- ★ Practice using rhyming words in the game

During the Song

- ★ Sit or stand still and concentrate on tapping out a rhythm
- ★ Do the relevant actions
- ★ Take turns to be the leader/conductor

Further ideas:

- ★ Think of other actions
- ★ Play rhyming games – you say ball and your child make say tall or call
- ★ Make up a story with the rhyming words missing for your child to complete
- ★ Talk about the rap/pop style of music in this song



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Track 9: The Grand Old Duke of York

Supports L&S Phase 1:

Aspect 4 Rhythm and Rhyme



Before the Song:

- ★ March around the room singing the traditional version of the song, when walking up the hill, extend your hands and whole body to reach up high, when walking down the hill, lower your hands and body towards the ground
- ★ Tell the story of the dragon who lives at the top of the hill, tiptoe up the hill and whisper the song. Then make the loud roaring sound as the dragon wakes and run quickly down the hill and roll up small and hide

During the Song

Twist to the boogie woogie beat, twisting high and low as the soldiers march up and down the hill. Tell the story with actions in response to the quiet, loud, fast and slow events

Further ideas:

- ★ What other things could be at the top of the hill and how would you react?
- ★ Think of other words that describe position
- ★ Check your child understands "And when they were only half way up, they were neither up nor down."



Track 10 and 11: Chocolate Cake

Supports L&S Phase 1:

Aspect 4 Rhythm and Rhyme



Resources required:

Rhythm Sticks

The first track includes words so that you can get familiar with the rhythm. The second track is an instrumental so that you can sing about your favourite foods

Before the Song:

- ★ Talk about your favourite food.
- ★ Tap/clap out the syllables together
- ★ Tap/clap out the beat for chicken, rice and peas, blackcurrant juice and chocolate cake in a 1-2-3 rhythm
- ★ Practice actions for 'hands up', 'yummy yummy yummy' and 'I like you like'

During the Song

Encourage your child to tap out and say the words at the same time and use the simple actions while singing

Further ideas:

- ★ Talk about different types of food e.g. picnic food, party food, hot and cold food
- ★ Talk about healthy food
- ★ Talk about foods from other countries and what music would link to it
- ★ Play charades

Letters and Sounds

Track 12: Five Little Fish

Supports L&S Phase 1:

Aspect 4 Rhythm and Rhyme



Before the song, practice the actions as follows:

- ★ Their five fingers are the five little fish so they need to be able to move them around as if they are swimming.
- ★ One fish gets tired, so they do a big yawn, and then goes to bed so they need to pretend to sleep
- ★ One fish gets hungry, so they rub their tummy, then goes home for tea so they pretend to eat
- ★ One fish gets eaten by a shark so the other hand becomes a shark and eats one of the fingers
- ★ One fish goes to the beach so they make a big circle for the sun then pretend to sunbathe
- ★ The last fish meets another fish so link the little fingers of each hand

During the Song

Concentrate on getting the actions correct to begin with then once your child is more familiar with the song they can try to complete each line with the rhyming words. Sing with lots of different emotions as appropriate e.g. shock, happy, sad...

Further ideas:

- ★ Sing other number songs/rhymes that gradually decline e.g. Ten green bottles, Five little monkeys jumping on the bed, Ten in the bed and the little one said roll over
- ★ Think about the jazz style of music used for this song and listen to other jazz songs
- ★ Sing other songs that express emotion
- ★ Look at other stories, rhymes or songs about animals that live in the sea



Track 13: Come On Everyone

Supports L&S Phase 1:

Aspect 5 Alliteration



Before the Song:

- ★ This song is about alliteration so you may find it helpful to prepare by playing 'silly soup': Provide the children with a selection of items with names that begin with the same sound. Show them how you can make some 'silly soup' by putting 'ingredients' (e.g. a banana, bumble bee and bug) into a play saucepan.
- ★ Think of an action for each verse e.g. slithering, antelope, tick-tock, painting, igloo, nibbling

During the Song

Sit down so that you can concentrate on the words. You could sway from side to side in the chorus. Once you are familiar with the words you can stand up to act out some of the words such as playing in the park

Further ideas:

- ★ Think about other rhymes and songs that use alliteration e.g. she sells seashells on the sea-shore
- ★ Go on a mini beast hunt looking for slugs and snails
- ★ Play a tasting game based on new words e.g. nachos, noodles and nectarines



Letters and Sounds

Track 14: Jungles of Brazil

Supports L&S Phase 1:

Aspect 6 Voice Sounds



Optional Resources required:

Binoculars, rucksack, explorers/sun hat, selection of soft toy jungle animals

Before the Song:

- ★ Read 'Walking in the Jungle' or other jungle stories
- ★ Talk about going on an adventure exploring the jungle

During the Song

Sit down and clap to the beat, wave to the different animals as you find them and make the different animal sounds. Encourage your child to sing along. Once familiar with the sounds and words, stand up to do some actions such as looking up to the sky, climbing a tree etc.

Further ideas:

- ★ Make a jungle collage/picture
- ★ Recall what order the animal sounds came in the song
- ★ Use instruments to make different animal sounds



Track 15: Happy and You Know It

Supports L&S Phase 1:

Aspect 6 Voice Sounds



During the Song

- ★ As this is well known, sing along with the words and actions
- ★ Try to keep in time with the rhythm

Further ideas:

- ★ Talk about what makes your child happy, angry, sad, excited
- ★ Think of some other emotions and actions for the song
- ★ Listen to other pieces of music and describe if they are happy or sad
- ★ Listen to a different piece of music and draw a picture of what you imagine as you listen

Track 16: Crocodile

Supports L&S Phase 1:

Aspect 6 Voice Sounds



During the Song

Start with fingers to your ears and listen very carefully so that you can identify the animals from the sounds. Join in with actions for each animal:

- ★ Make the crocodile jaws with your arms opening wider and wider until they snap shut with a loud clap
- ★ Take the reins of the horse and trot up and down
- ★ Stand and stomp like a dinosaur then shiver and shake and end with a big roar

Further ideas:

- ★ Play 'What animal am I?' by making sounds or acting like an animal and guess what it is
- ★ Discuss which sounds are loud, soft etc.
- ★ Try to remember what order did the animals come in the song?
- ★ Think about animal sounds in the garden or park.
- ★ Listen around the home for different sounds e.g. a door closing, the bell ringing, the washing machine spinning etc.

Letters and Sounds

Track 17: Tidy Up Tango

During the Song

Tidy up all of the resources that have been used during the song time. When you are finished, dance to the music

Further ideas:

- ★ This can be used as a fun background song to tidy up any time throughout the day!
- ★ Listen to other tangos
- ★ Talk about how important it is to tidy up

Track 18: Goodbye Song

During the Song

- ★ Curl up on the floor and close your eyes.
- ★ Listen to the music

Further ideas:

- ★ Use this song to be quiet or relax at any time of the day
- ★ Discuss what sounds were in the song e.g. waves, birds
- ★ Listen to other lullabies



Further Resources

If you would like information on any of the additional Boogie Mites materials or to download some of Boogie Mites collection of songs, please go on line at:
www.boogiemites.co.uk

**Boogie Mites
Letters and Sounds CD**

All tracks written, arranged and performed by Boogie Mites UK

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Literacy, Letters and Sounds Phase 1

All songs have been developed to support:



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