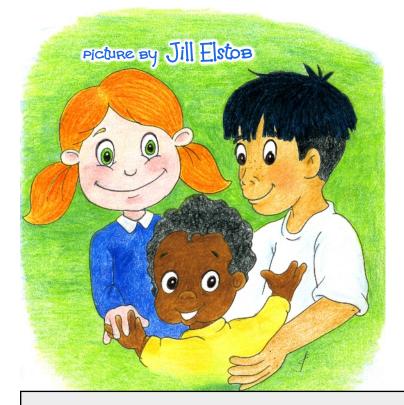
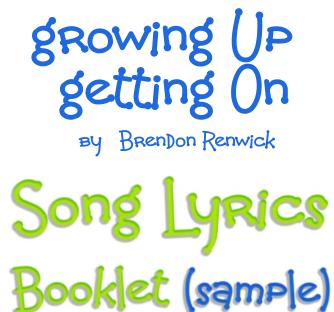
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This document of full song lyrics (& teachers' script) is intended for those using our CD resource growing UP getting On (MFS 039). This narrated musical resource of 16 original songs plus other musical activities supports early years practitioners in the area of children's personal, social and emotional development. The content links closely to the PSED early learning goals as set out in the Department for Education's Statutory Framework for the Early Foundation Stage (DfE - C Crown Copyright 2014), namely self-Years confidence & self-awareness, managing feelings & behaviour and making relationships. All of the songs on this CD are tried and tested, easy to learn and fun to listen to, with the content pitched towards the age range 22 - 60 months during which stage children can properly begin to participate in singing and understand the song content. It is also hoped that growing UP getting On will provide a new musical dimension to teachers' ongoing work with children in the Early Years Foundation Stage. growing Up getting On is written and composed by Dr Brendon Renwick, a qualified teacher, music education consultant and foundation stage music specialist who works daily in schools and nurseries throughout the Northeast of England.

IMPORTANT NOTICE

Only purchasers of the growing U_P getting On compact disc recording (MFS 039) are permitted to access this PDF document, and these institutions / individuals are listed on our 'register of purchasers'. Purchasers may freely copy and print this document, but the document must not be altered or passed to any non-purchasing institutions, individuals or third parties.



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Helps promote early learning goal: <u>Self-confidence & Self-awareness</u>

"Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help."

For our next song we to stand up in a circle and... you'll need a bumble bee ! Perhaps you could draw a big picture of one, or maybe you've got a bumble bee toy, or just use a picture from a book ! Put the bumble bee on the floor in the middle of your circle. Now... you'll need to choose someone to start off, someone who we can all COPY ! You can take turns each time you sing this song so... who's turn is it first ? Are you watching them, very closely... off we go !

Bumble Bee version 1

VERSE 1

Oh can you copy me round the bumble bee? (x 2) Can you make it neat, can you feel the beat? Oh can you copy me round the bumble bee?

VERSE 2

Oh can you move like me round the bumble bee? (x 2)Move your hands and feet, can you feel the beat? Oh can you move like me round the bumble bee?

VERSE 3

Make a face like me round the bumble bee? (x 2) Do you look this sweet, can you feel the beat? Make a face like me round the bumble bee?

VERSE 4

Try to walk like me round the bumble bee? (x 2) Can you follow my feet, can you feel the beat? Try to walk like me round the bumble bee?

Bumble Bee version 2

Here's the music for our song AGAIN, but this time with a little gap in the words so that you can sing the NAME of the person you are copying. Decide who it is and get ready to watch them, to copy them and to sing their name !



Helps promote early learning goal: Self-confidence & Self-awareness

"Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help."

Ocean Dance

Let's pretend we're swimming in the deep blue sea just like the fish or a crab, or a seahorse, or a turtle, or an eel, or an octopus, or a shark ! You could swim through the seaweed, over the rocks, past the shipwreck, but watch out for the sharks ! Swim through the caves, with all the other fish until... it's time to head back home to your fishy family. Here's some magical, underwater music for you to dance to.





Have you ever felt so excited about something that you just HAD to tell somebody? Perhaps you were going on a special holiday, or maybe it was your birthday! But have you ever felt so sad or upset about something and wanted to tell somebody, but you didn't. If you don't tell somebody about how you feel, they won't know if you're feeling sad or maybe excited. It's important to 'tell somebody' !

Tell SomeBODy!

VERSE 1

If you need some help, tell your teacher. If you need a playmate, tell your friends. If you feel sad, or feel upset, tell somebody and you'll feel better. Don't let your words stay trapped inside, just take a breath, open wide and tell somebody, tell somebody, tell somebody !

(REPEAT twice more, then end with...)

tell somebody, tell somebody, tell somebody !



Helps promote early learning goal: Managing Feelings & Behaviour

"Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride."

In our next song we can sing about all of those different faces and feelings, and remember how important it is to tell somebody about how you feel, otherwise they won't know !

Tell Me How You're Feeling ToDay

<u>CHORUS</u> Tell me how you're feeling today, (x 2) then I'll know if you're OK and if you want to play.

VERSE 1

A happy smile means you're OK. (x 2)

It shows me you feel good today and that you want to play.

(REPEAT CHORUS)

VERSE 2

If you feel sad then let me know. (x 2)

I'll listen while you tell me so we can find a quiet place to go.

(REPEAT CHORUS)

VERSE 3

Maybe you feel like crashing about because you're cross and want to shout. (shout) But if we talk we can work it out and calm you down so you don't shout.

(REPEAT CHORUS)

VERSE 4

Perhaps you're scared of something you've seen, or touched or heard and want to scream. (scream) Don't worry yourself... we'll get some help... from a teacher or a grown-up.

(REPEAT CHORUS)

VERSE 5

If you feel tired, then have a rest. (x 2) Close your eyes for a little while... when you wake up you'll feel your best.

(REPEAT CHORUS TWICE)



Helps promote early learning goal: Managing Feelings & Behaviour

"Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride."

I've got a friend called Charlie. He's a chimpanzee and he's not always very well behaved. Sometimes I have to call him 'Cheeky Charlie'. Do you know why? Sometimes he is SO impatient. That means that he finds it really hard to WAIT FOR HIS TURN and he shouts out instead. When the fruit bowl is being passed around sometimes he shouts, "I want my fruit now! I want the banana !" - he just can't seem to wait. And sometimes when he needs help from a grown-up he shouts, "Come here – I need help !" even though the teacher or grown-up is busy helping other children. And sometimes if Charlie sees something good to play with he shouts, "I want to have it – give it to me !". How rude ! Cheeky Charlie has got to learn to be patient and wait for his turn. You don't shout out like Cheeky Charlie do you?

Cheeky Charlie

<u>CHORUS</u>

Cheeky Charlie, wait your turn.

Please be patient, you've got to learn.

I'll help you in a minute. Charlie - wait your turn !

VERSE 1

(Charlie:) But I need help and I need it quick.

You must come now - can't wait two ticks.

(All): Cheeky Charlie, wait your turn. You've really got to learn.

(REPEAT CHORUS)

VERSE 2

(Charlie:) Stop what you're doing 'cos I can't wait. Just leave the other boys and girls to play.

(All): Cheeky Charlie, can't you see, it's always "me, me, me"!

(REPEAT CHORUS)

VERSE 3

(Charlie:) I want this and I want that.

Quick-quick, chop-chop, clap-clap-clap.

(All): Cheeky Charlie, don't be rude. Selfish just won't do ! (REPEAT CHORUS)



Making Relationships Helps promote early learning goal:

"Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children."

Now it's time to think about what you should do if you are somebody's friend. Do you talk nicely to them? Do you play together? Do you do what they want to do, and do they do what you want to do? If you play nicely and talk nicely to each other I'm sure they will always be your friend. Now that you are facing each other see if you can follow the things we have to do in our next song.

Friendly Family

CHORUS Show your friendliness everyday by smiling, listening, showing you care. Ask your friends if they feel OK. Give a clap - clap - clap for the friendly family.

(clapping)

VERSE Wave at your friend... Smile at your friend... Sav "Hello"... Shake their hand ...

Say "How do you do ?... Say "Fine thank you." ... "Are you OK ?" ... "Will you be, my friend today ?"

(REPEAT CHORUS. then VERSE. then CHORUS)

Helps promote early learning goal:Making Relationships

"Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children."

Ice Dance

Let's pretend that we live in a frozen, icy, snowy land, with tall snowy mountains and huge lakes that have frozen over. But it's so cold and windy that we've got to help our friends to walk along so they don't get blown away. And the snowflakes are falling so heavily that it's difficult to see where our friends are. But you don't have to be boys and girls... you could be penguins or seals or polar bears or walruses or even snowflakes !



Playing with other people is fun, especially when everyone is friendly and takes turns and uses their kind hands and kind words. But sometimes you might feel that you just want to play on your own for a while, and that's OK too. We all need some quiet time on our own to help us calm down or just time to play with our own special things.

We Can Play Together

<u>VERSE 1</u> Oh, we can play together, so nicely... together. Take turns, help each other in a friendly way.

(REPEAT VERSE 1)

VERSE 2

When we play together we listen, don't argue, use kind hands and use kind words, say "thank you" and say "'please".

(REPEAT VERSE 2)

VERSE 3

Sometimes we prefer to play with a different friend on a different day. And if we do then that's OK, our friends won't go away. But it's sometimes nice just to play on your own, when you want to be alone, with your very special toys at home.

(REPEAT VERSE 1, then VERSE 2, then end with...)

Say "thank you" and say "please". Say "thank you" and say "please".