



Pedagogical Rhymes to Support English Language Development as a Second Language- A booklet of pedagogical nursery rhymes

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**Pedagogical Rhymes to Support English Language Development
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This thesis had for objective to create a booklet containing nursery rhymes that supported pedagogically the English language development of young children. The booklet is meant to be used by professionals without much experience working with children, by substitutes or anyone who might need inspiration. Dibber-Pilke Pohjantähti Oy is the work life partner for this thesis and is a large day-care, with new staff joining often because of the growing community. This thesis project was decided in hand with the work-life partner after talking about the needs there might be at the day-care.

The theoretical framework is based on what speech, language and communication are and also on language development in children, bilingualism in early childhood and how nursery rhymes can support pedagogically a child's development. The Finnish National Core Curriculum of early childhood education and care (ECEC) has also been used to explore what it says about language in ECEC and musical, verbal and bodily expression in ECEC.

To create the booklet, Dibber-Pilke Päiväkodit's learning areas or learning friends have been used for inspiration and the learning areas of the National Curriculum go in hand with the learning friends. The booklet offers information about which learning areas are being developed on each nursery rhyme.

Children enjoyed the nursery rhymes chosen for the booklet, some were already learnt by them, and some would only distract them since they might be too challenging for the young crowd. Other professionals believed the booklet is helpful even if you have been working with young children for a long time. It would be beneficial to continue developing the booklet and add more nursery rhymes. At the moment, the booklet contains 18 nursery rhymes divided in three levels, easy, moderate and challenging.

Keywords: Bilingualism, language development, nursery rhymes, speech, communication

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1 Introduction

This thesis seeks to develop a product that new staff or unexperienced staff can use when they first start working with young children. When workers first start their professional career working with children, it can be overwhelming finding rhymes and learning them. Even if music education is an important part of early education, according to the report made by the Finnish Education Evaluation Centre (2019) visual arts education and music education are not part of the daily work in Early Childhood Education (ECEC) in Finland and might be implemented less than monthly. The document also explains that staff's training on the subject should be examined. Another point worth mentioning is that not all nursery rhymes have a pedagogical value for the development of children. This thesis aims to create a booklet with nursery rhymes that have pedagogical value in the language development of young children.

Pilke Pohjantähti is an international daycare located in Vantaa where the thesis writer works at, and it is the work-life partner in this thesis. The booklet (see Appendix 1) is aimed to support the language development of children aged from one to three. The children in the group are mostly Finnish speakers and some have English or another language as a second language. The professionals in the group speak either English or Finnish to the children since it is a bilingual group and daycare.

To create the booklet, the learning areas of the National Core Curriculum were taken into consideration to evaluate what kind of pedagogical support the nursery rhyme offered to the children for their language development. Pilke's learning friends or learning areas are also taken into consideration since they go in hand with the Finnish Curriculum of Early Childhood Education and Care.

2 Background of the thesis

2.1 Functional based thesis

In a product-based or functional thesis, a product is developed for the work-life partner. Depending on the study area, the product can be a booklet, a business plan, and orientation guide or any other product that might be needed by the work life partner or that they would like to develop. To develop a functional thesis, a need for a product has to be identified either by the employees, the work-life partner or the person who is writing the thesis. A functional thesis is divided in two complementary parts, first, the theoretical framework and the

description of how the outcome was produced and second, the actual outcome or product. (Haaga-Helia 2022.)

The product being developed on this thesis is a booklet that will contain nursery rhymes that support pedagogically the English language development of young children. The booklet is being developed thinking about the educators, especially by professionals that lack experience and might not have a repertoire of nursery rhymes to sing with the children. When educators first start working with children, it takes time to learn different nursery rhymes and the booklet help them find inspiration.

2.2 Aim and objectives

The objective of the thesis is to create a booklet containing pedagogical nursery rhymes for children under 3 years of age that will support their English language development as a second language in a bilingual environment. Most children attending the day-care center are Finnish speakers and are learning English as a second language, some of the children are learning English as a third language. The main objective is to find rhymes or songs that can be used by teachers throughout the children's school day to support the development of their English language skills.

The aim of the booklet is for it to be used by professionals working with children in their early years and for them to have an easy access to rhymes/songs that have a pedagogical benefit for children and will support their linguistic development. New staff does not always have previous experience working with small children and don't always know how to support their development. The booklet can work as a reference for them to find motivation to encourage children's English language skills.

2.3 Work-life partner- Pilke Pohjantähti

Pilke Daycare Centers is a company that provides services to Finnish families. They have 180 daycare centers and pre-schools around Finland and provide different learning orientations. Some of the orientations include science, languages, nature, sports, music, and art. Pilke offers after-school clubs that caters mostly to first and second graders. Another service that Pilke offers is at home childcare services where families can contact if they need for example a babysitter because they need to work, and their child is sick. Lastly, they offer crisis support to families given by family workers. Pilke is owned by Dibber, an international family business specialized in early childhood education and care services. (Pilke n.d.)

Pilke Pohjantähti is one of the 180 day-care centers. It is an international kindergarten and provides bilingual early childhood education in Finnish and English. It is located in Vantaa, Finland. The center has 9 different groups: 4 groups for under 3-year-old children, 4 groups for

over 3-year-old children and one preschool group. The daycare has a multicultural atmosphere that encourages children to learn new things about other cultures. Traditional Finnish celebrations are introduced, but also other festivities from around the world. In Pilke Pohjantähti they take advantage of the sensitivity period of children's early language learning and offer them a more versatile language education. Their goal is to multilingual activities awaken children's linguistic curiosity. (Pilke n.d.)

The work-life partner supported this thesis process by firstly suggesting ideas of what the thesis project could be. The initial ideas were either a booklet with nursery rhymes or a booklet about morning circle time. The work-life partner advised to create a booklet with nursery rhymes that had a pedagogical benefit for the children. When the main idea of the booklet and the thesis plan were presented to get any feedback from the work-life partner, a new idea came up. Since Pilke Daycare is in the process of implementing Learning Friends in the environment, these will also be present in the booklet in hand with the learning areas of the Curriculum.

Pilke Daycare Centres have implemented Dibber's seven different "Learning Friends" environments or learning areas and they are seen as the third educator in the room. Each Learning friend can relate to a learning area from the National Core Curriculum of ECEC in Finland (Figure 1.). The learning area "Me and our community" relates to the Learning Friend "Hearty-Howard", "Rich world of languages" to "Rhyming-Roger", "Diverse forms of expression" to "Color-Paletta", "I grow, move and develop" to "Jumping-Jack", Exploring and interacting with my environment" to "Woody-Woo" and "Counting-Connie". "Play-Penny" is a Learning Friend connected to play and everyday pedagogy that is also present in the Curriculum. (Dibber-Pilke Päiväkodit Oy 2023.)

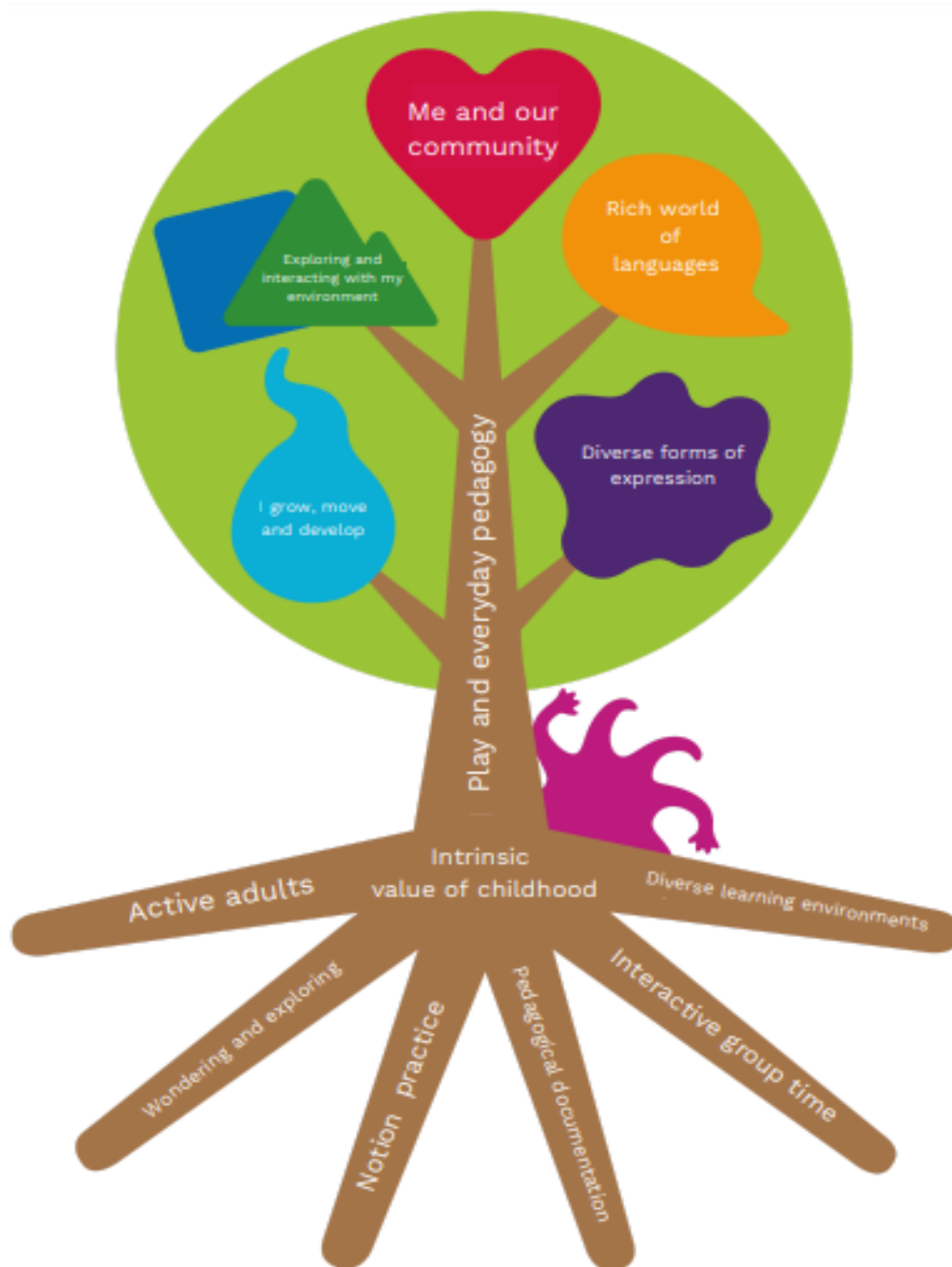


Figure 1. Pilke's Peda Tree (Dibber-Pilke Päiväkodit Oy 2023)

The seven Leaning Friends don't only have names but also are represented by a character that can be present in the physical environments (Figure 2.). Hearty-Howard involves concepts like "we", "you" and "I", adults can actively support the interaction between the children, roleplay and circle time areas can be used for this learning friend. Counting-Connie contains concepts like shapes, time, measures, weight, numbers, quantities, positions, sizes and anything involving mathematics. "Woody-Woo encompasses nature, the environment, local community, technology. Rhyming-Roger covers notions, dialogue, sounds, pronunciation, rhymes, alphabet, and rhythm. Color-Paletta involves arts, crafts, designing, creativity, dance, music,

dramatizing, art culture. Jumping-Jack is about movement and anything that supports gross motor skills. Play-Penny is about playing while learning. (Dibber-Pilke Päiväkodit Oy 2023)

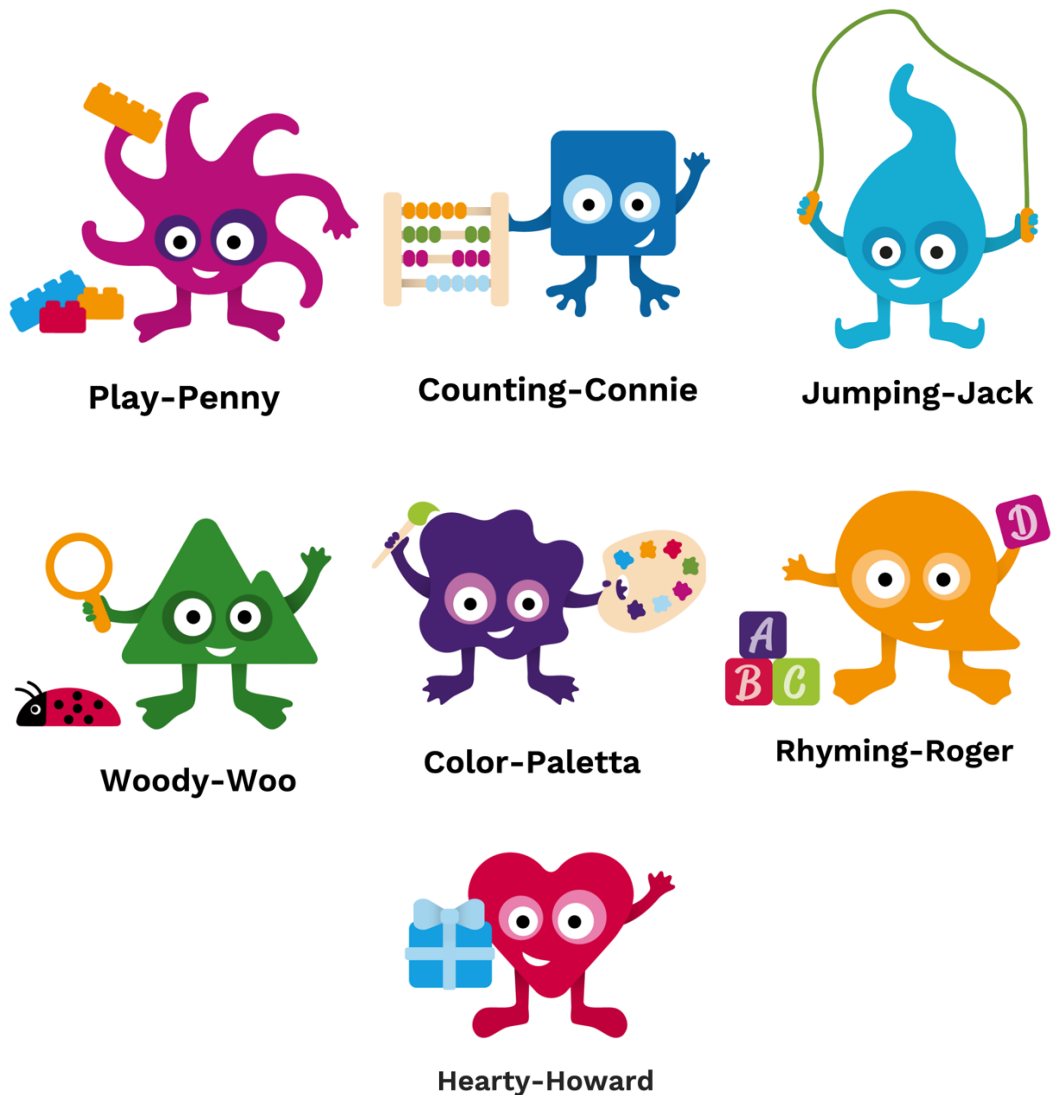


Figure 2. Dibber-Pilke's Learning Friends/Learning areas (Dibber-Pilke Päiväkodit Oy 2023)

3 Theoretical framework

3.1 Speech, language, and communication

According to French (2013) speech refers to the sounds people use when they speak in any language, involving pronunciation, fluency, and clear expression. Language involves understanding and talking, it has to do with vocabulary and their meaning, how to build a

sentence, grammar, and building a story or a sequence of sentences. Finally, communication means how the interaction with others is, it has to do with non-verbal communication such as body language, facial expression, eye-contact, gesture and singing. Communication also involves listening skills, looking at people when conversating and taking turns. (French 2013, 13-15.)

The United Nations Convention on the Rights of the child (1989) states that children have the right to freely seek, receive and impart information and ideas of all kinds. French (2013) says that in order to allow children to enjoy this right, they need to be supported to communicate so they can express their feelings, wishes and needs. Developing speech, language and communications skills is also important since it is the foundation of a lifelong learning and without these skills, functioning in everyday society can be challenging. The more experience babies, toddlers and young children have of being supported in this area, greater their capacity for language and literacy. Children who have needs with speech, language and communication are a high risk of developing difficulties with reading, writing, and spelling. The long-term consequences of poor early language development can include dropping out of school, unemployment, or low-skilled jobs. (French 2013, 17-19.)

3.2 Language development in young children

According to May (2010), the main way children will acquire language is by communicating with someone they trust, socializing and language development are connected. Children tend to begin to acquire spoken language when they approach their first birthday. When babies babble, they are learning how talking sounds and practicing how to make noises that will once become words. Body language is vital in communicating and children become skilled at interpreting our body language. Babies' brain is capable to enable any language to be learned until the first birthday, after that, young children start becoming exclusive to the language heard predominantly. Children are capable of learning two or more languages when they are very young since their brain's language acquisition is flexible at the start of their lives. For children to acquire effective spoken language, they need to be social and be placed in situations where they have reasons and opportunities to talk, to listen and engage with others. Play can support children's social and language development such as imaginative play, role play, word games, nursery rhymes and songs can all develop their skills in spoken language. (May 2010, 35-44.)

Speech perception starts before birth and continues actively during the first months of life. Babies know a lot about language before they start producing words (French 2013, 33). Lindon (1993) says that to communicate and understand others is critical to children's intellectual and social development. Communication development involves learning the spoken language, understanding what others say, conversational skills, body language and written language.

Young babies communicate through looks, touch, smell, and physical closeness. During the first months of their lives, they will express their feelings and needs through cry, smiles, sounds and movements. When they are around six months of age, they produce different sounds that become playful, they start experimenting with rhythms and volume. While making these sounds, they are simulating conversations with others. They are also aware of familiar voices and sounds from their routine. Before babies turn one, their use these sounds to communicate, to get attention or to play. By the time they turn one, they usually start showing understanding of basic messages. (Lindon 1993, 39-40.)

Lindon (1993) states that for toddlers, touch and physical closeness are still important. If children have visual or hearing disabilities, touch is even more important. By their second year of life, toddlers tend to be able to express their needs or wishes and to understand what others are communicating to them. They also start understanding and can use words increasingly. Close to their second birthday, toddlers will most likely start to use words and simple sentences that can be understood by others. They enjoy nursery rhymes and simple songs and will most probably join in when they hear them. All children are different and communication through speech usually happens near the second year of life. (Lindon 1993, 40-41.)

Between 2 and 3 years old, children expand their vocabulary to a couple of hundred or even more words. They start building short and simple sentences or questions with these words. To encourage children, they need to be taken seriously when they speak even if they don't know all the words they need yet. They can use the words they know and complement it with gestures. During play, children will chat and create their own grammar or pronunciation, they can make up words. At this age, children usually enjoy music, and they tend to like being part of singing or rhymes sessions even if they do not perform. Three and four-year-olds can use their vocabulary to ask questions, make requests, tell stories, or argue. They can hold a simple conversation and take turns during it. At this age they start becoming fluent in more than one language if they are not monolingual. (Lindon 1993, 41-42.)

Jean Piaget believed that children do not think the same way as adults, the interactions of children with their environment, build their understanding of the world. He also believed that the children's language development was reflected by their logical thinking and reasoning skills in stages. The sensory-motor stage (from 0 to 2 years) is when the children talk for themselves, and their language is egocentric. The preoperational stage (between 2 years to 7 years) is the period where children's language develops and can see more than the here and now. The operational stage (from 7 to 11 years) children's language develops from illogical to logical and from immature to mature and the language becomes "socialized". However, with Piaget's theory, there is no consideration on the role the carer of the children plays in the development of the language by supporting or encouraging it. (Vickers 2019.)

3.3 Bilingualism in early childhood

Bilingualism refers to the ability to use two different languages in everyday life. Negativity about bilingualism in the early years usually comes from myths that people hear and not from scientific findings. Young children who are exposed to two languages they might mix words from both languages, this is called code mixing. Instead of children being confused from both languages, it means that children are ingenious. They might not find an appropriate word in the language they are speaking so they quickly borrow the word in the other language they know. Another myth that is usually mentioned is that bilingual children are more likely to have language difficulties or delays in the future, which is false. In some cases, bilingual children might know less words in the same language as a monolingual child. However, they also know words in another language and by adding up the words they know in both languages, they might end up knowing more words in total. (Byers-Heinlein & Lew-Williams 2023.)

According to Nicoladis and Montanari (2016), the field of languages has come to the realization that the exposure to two languages in the early years of life is common. Young children can mix sounds, words, and phrases from the two languages they know, they are still capable of using the desired language when they need or want to. Even when they speak to strangers, they can switch languages when realizing they do not speak the first language they spoke with. (Nicoladis & Montanari 2016, 11.)

Bilingual babies keep pace on their speech perception compared to other monolingual babies and show an enhanced development in some other areas of their cognitive development. Bilingual children have greater awareness about language in relation to sentence structure and grammar. They also tend to have greater abilities when defining words, understanding, and forming ideas and reasoning. Speaking more than one language is an advantage for children. (French 2013, 33.) It is worth to mention that environment does not always support the development of both languages equally and on these cases, one language might be stronger than the other (Nicoladis & Montanari 2016, 31).

3.4 Nursery rhymes

According to a study published by the International Journal of English Language and Translation Studies (2017) auditory perception plays a role in the learning process of learning how to listen or how to speak and in order for children to listen efficiently, they must be able to distinguish the different sounds they are hearing. One of the methods that children can develop their understanding is by adults reading to them. Reading out loud can help children learn the different sounds and can hint them what the words mean by what is on the page. It also creates a link between speech and listening while children have more peer interaction. When children whisper, sing, talk and shout, they produce a variety of words with different sounds and in that process, they are also expressing different rhythmic sequences, repeating words and sentences

and listen to the sounds. The study also explains that rhyming patterns is motivating for young language learners as they can hear different sound patterns which are different than normal speech. Children enjoy listening to nursery rhymes. Nursery rhymes can be described as simple poetry written with specific language that young children can learn and enjoy. (Pourkalhor & Tavakoli 2017.)

Most children enjoy singing songs and for teachers, it is an accessible and effective way for teachers to teach students in different proficiency levels. Songs can play an important role in language development and can lead young children to learn a second language in a motivating learning setting. Songs can improve the listening and pronunciation skills, and gradually also the speaking skills. Nursery rhymes can be a tool in vocabulary learning, sentence structures and sentence patterns. The main benefit might be that children see them as a fun activity which can motivate them to learn and to interact with others. However, adults must be cautious at the moment of selecting the songs and how they will be implemented in the learning process. (Pourkalhor & Tavakoli 2017.)

A study by Razak and Yunus (2016) explains that vocabulary acquisition is a crucial step in learning a language. Nursery rhymes are commonly mixed with actions songs, which are songs with movement for miming and role-playing. Children that are learning English as a second language and who are introduced words whose meaning can be deduced with an action, body language, flashcards, photographs, and other objects might learn new vocabulary in an easier way. The study also suggests that songs are connected to fun, leisure, and repetition, they can stimulate learners' language development. Using action songs is a helpful alternative to teach action words to young children and children who are learning English as a second language can enhance their vocabulary knowledge. (Razak & Yunus 2016.)

4 Early Childhood Education and Care in Finland

The Act on Early Childhood Education (540/2018) states the rights children have on early childhood education and care (ECEC). The care can be provided in early education centers, family-based daycare and other suitable places that organize activities for children. ECEC can be provided to children who are under the age of compulsory schooling and also for older children under special circumstances. According to the Act (504/2018), ECEC “refers to a systematic and goal-oriented entity that consists of upbringing, education and care, with special emphasis on pedagogy”. It aims to promote a holistic growth, development, health, and wellbeing of every child depending on their age and personal development. The act says that different pedagogical activities based on the child's play, physical activity, arts, and cultural heritage need to be implemented. It is also mentioned that the interests of the children should

be prioritized when the planning, organization, and decision-making processes are being done. (Ministry of Education and Culture 2018.)

The National Core Curriculum for early childhood education and care follows the Act on Early Childhood Education and Care. Early childhood education and care (ECEC) is part of the Finnish education system. ECEC supports and complements what the children are learning at home and also shares the responsibility with guardians for the children's well-being. The National core curriculum has three levels, the national curriculum, the local curricula and the individual care plans. The curriculum explains that children are growing up in a culturally, linguistically and ideologically diverse world. Children are encouraged to learn about other people, languages and cultures. Making multilingualism visible can support children's development in this culturally diverse world. The working methods to work with children should be functional and promote creativity and participation, this way, children will learn in a natural way. The working methods can vary between free play, exploration, physical activity, and expression through art. (Finnish National Agency for Education 2022.)

4.1 Language in ECEC

One of the learning areas of the National Core Curriculum is called "Rich world of languages". This learning area looks to strengthen children's linguistic skills and capacity as well as their linguistic identities. It promotes the curiosity and interests towards languages. This learning area is also connected to multiliteracy and cultural skills. The curriculum divides the children's linguistic development in ECEC in different areas. First, interactive skills says that children should be heard and should get responses to their initiatives, children should be encouraged to communicate verbally or non-verbally with others. Language comprehension skills can be supported by linguistic modelling, verbalising activities, discussions, using descriptive and accurate language and by using gestures, images or objects for support when needed. Speech production skills is fortified by encouraging children to speak in different situation, this will help with the use and understanding of spoken language, and they will slowly catch the tones of voice and emphases. Language use skills involves empathy, humour and learning good manners, children learn to be aware. Linguistic memory and vocabulary skills can be supported by nursery rhymes and singing games, playing with language, storytelling, naming things and using illustrative words. Lastly, language awareness is developed gradually, first by encouraging children to be interested in spoken and written language and then in reading and writing. (Finnish National Agency for Education 2022.)

Bilingual ECEC is organized by decision of the municipality or a private actor. The goal of bilingualism in ECEC is to take advantage of children's sensitive period for language learning by offering children a more versatile language education. Diverse cultures may meet more naturally in a multilingual environment. Large-scale bilingual ECEC is supported in cooperation

with homes and guardians. Each member of the personnel consistently uses one language only, children are encouraged to use the immersion language, but they also must have the option of being understood in their mother tongue. Other option of bilingual ECEC in a large scale is that the children are encouraged to speak both languages, the immersion language and the language of education and care. In this case, activities are planned in both languages, at least 25% of the activities are planned in the immersion language. Small-scale bilingual ECEC plans less than 25% of the activities in the immersion language, its goal is to support language learning and motivate children to diversify their language choices. (Finnish National Agency for Education 2022.)

4.2 Musical, verbal and bodily expression in ECEC

Another learning area of the National Core Curriculum is diverse forms of expression which includes musical, visual, verbal, and physical expression. The goal is to support children's development in the different forms of expression and to understand different forms of art and cultural heritage. Different artistic experiences and expressions can develop children's learning potential, social skills, positive self-image, and understanding of the world. Musical expression in ECEC aims to provide children with musical experiences and strengthen their interest in music. Children enjoy nursery rhymes, may experiment with musical instruments, listen, and move together with other children and personnel. Children are also encouraged to engage in verbal and bodily expression through dance, play and drama. The goal is to allow children to experience verbal and bodily experiences, expression, and communication by introducing exercises and games. (Finnish National Agency for Education 2022.)

5 Development of the product

In Finland, there is currently a severe staff shortage in early childhood education, and it does not seem to improve soon. Many measures have been taken in order to improve the situation such as salary raises or benefits. In Helsinki, many of the playgrounds' staff will be sent to day-cares in January 2023. (City of Helsinki 2022.) Due to this crisis, it is common that people who have no previous experience working with children. Creating a nursery rhymes booklet with songs that children like, that have pedagogical benefits can be beneficial for new staff. It is also common that experienced staff find themselves in a situation where they are overwhelmed and can't think of nursery rhymes to sing when children might be overstimulated or distracted.

First, nursery rhymes were compiled, and analysed to decide whether there is a pedagogical benefit in the song and what kind of support they offered to the English language development of young children. The songs should be interactive to get the attention of the children, they should expand the vocabulary and speech. In the booklet, the songs are divided in level of difficulty: easy, medium and hard. Easy rhymes might count to 5 and medium level until 10,

and hard would count in twos, regressively and other kinds. However, all songs are appropriate for a wide range of ages. When the rhymes were compiled, they were introduced to the children and the assessment started. According to Brodie (2013), the observation should be factual, how the activity went should be documented exactly how it went, without interpretation or assumptions. Observation should also be accurate; they should be written down right after they happen instead of waiting so no details are lost. When documenting, there needs to be care about detail to make the observation meaningful. It is also advisable to share the findings with other professionals to get another perspective or more information that might have been missed. (Brodie 2013, 25-27.)

The nursery rhymes were introduced several times so the children can get to know them and after that, it was determined whether they enjoyed it or not. Some of the rhymes introduced would not even entertain the children since they would get either bored or just start playing with anything they had around or with their friends. If the children would at least sit and seem to be entertained with the rhyme the first few times, the rhyme would still be considered for the booklet. If after 5 times of introducing the rhyme there would still not be any reaction from the children, they would not be considered for the booklet. If after a few times of introducing the same nursery rhyme to children, they would start being more active or respondent to the rhyme, then it would be considered for the booklet. It is common that when young children are introduced something new, they won't respond to it the first time they got to know the situation or activity. When the rhymes have been chosen, the booklet was assembled. It is worth mentioning that the input of other professionals was considered in the process.

5.1 The booklet

The booklet was created on a free account on canva.com. It consists of a booklet with 18 nursery rhymes and are divided on 3 levels, easy, moderate, and challenging. The division of the levels is based on personal experience and what has worked with me and the children I have worked with through the years. Other professionals suggested nursery rhymes they considered children enjoyed from their own experience and they also thought had pedagogical relevance in the support of the language development of the children. Each level has 6 songs (table 1.) which cover different learning areas of the National Core Curriculum. All levels have numerical songs or songs with body parts or songs about the environment.






Table 1. Nursery rhymes chosen for the booklet

Level	Nursery rhyme
Easy	Five speckled frogs
	Autumn leaves are falling down
	Wind the bobbin up
	Old MacDonald had a farm
	If you are happy and you know it
	Rain, rain, go away
Medium	One, two, buckle my shoe
	Head, shoulders, knees, and toes
	Tiny Turtle
	I can sing a rainbow
	Twinkle, twinkle, traffic light
	I hear thunder
Challenging	Counting numbers song
	Skeleton dance
	London bridge
	Springtime season song
	Walking in the jungle
	A sailor went to sea

In the booklet, the name of the nursery rhyme and the lyrics of it will be found. There are tags for each nursery rhyme where it tells which learning areas of the curriculum are being supported. As a recommendation of the work-life partner, the colour of the tags telling which learning area is being developed, is inspired in Dibber-Pilke's learning areas/friends character colours (Table 2.). For example, the tag of the learning area "Rich world of languages" is orange, representing the learning area "Rhyming-Roger" which is an orange character. There are also tags to tell whether the song is an action song in which adults and children should do things with bodies. Another tag that can be found is for the support material, in these cases, it is recommended to use some kind of material to support the pedagogy behind the nursery

rhyme. In the cases where the adults don't know the rhymes, there is also a YouTube link that can be found for each rhyme for the adults to easily find the melody of the rhymes and are able to study it before singing it with the children or to use it as digital support with the children.

Table 2. Tag colours representing different learning areas.

Learning area of the National Core Curriculum	Pilke's Learning area/friend	Color of the tag
Me and our community	Hearthy-Howard (Red)	
Rich world of languages	Rhyming-Roger (Orange)	
Diverse forms of expression	Color-Paletta (Purple)	
I grow, move and develop	Jumping-Jack (Aqua)	
Exploring and interacting with my environment	Woody-Woo (Green) and Counting-Connie (Blue)	
	Playing Penny (Fuscia)	Not represented on the tags but present on all nursery rhymes since they are playful.

5.2 Nursery rhymes and their pedagogical background

The National Core Curriculum of ECEC (2022) is planned in such way where all learning areas and transversal competencies overlap each other, and they are not independent (Figure 3.). The transversal competences are the skills, knowledge, values, attitudes and will that children should develop. Transversal competences children's individual growth and as part of the community. The pedagogical activities that are part of the planning done by the teachers,

strengthen the transversal competences of young children. Transversal competences are interconnected and dependent of each other. Since the Finnish core curriculum is holistic, the transversal competences are also linked to the learning areas. The learning areas describe the different key objectives and contents of the pedagogical activities. (Finnish National Agency for Education 2022.)

With the nursery rhymes chosen for the booklet the same happens, not only one pedagogical benefit is implemented but it involves different learning areas. All rhymes can strengthen the development of children’s linguistic skills, their vocabulary and understanding of the language is improved and developed. By signing together, their interactive skills are also being developed since nursery rhymes in a classroom are mostly sang in groups where they need to interact with peers and teachers. The thinking and leaning skills are also being developed because of the interaction with others and their surroundings and by the meaningful experience that singing can evoke.

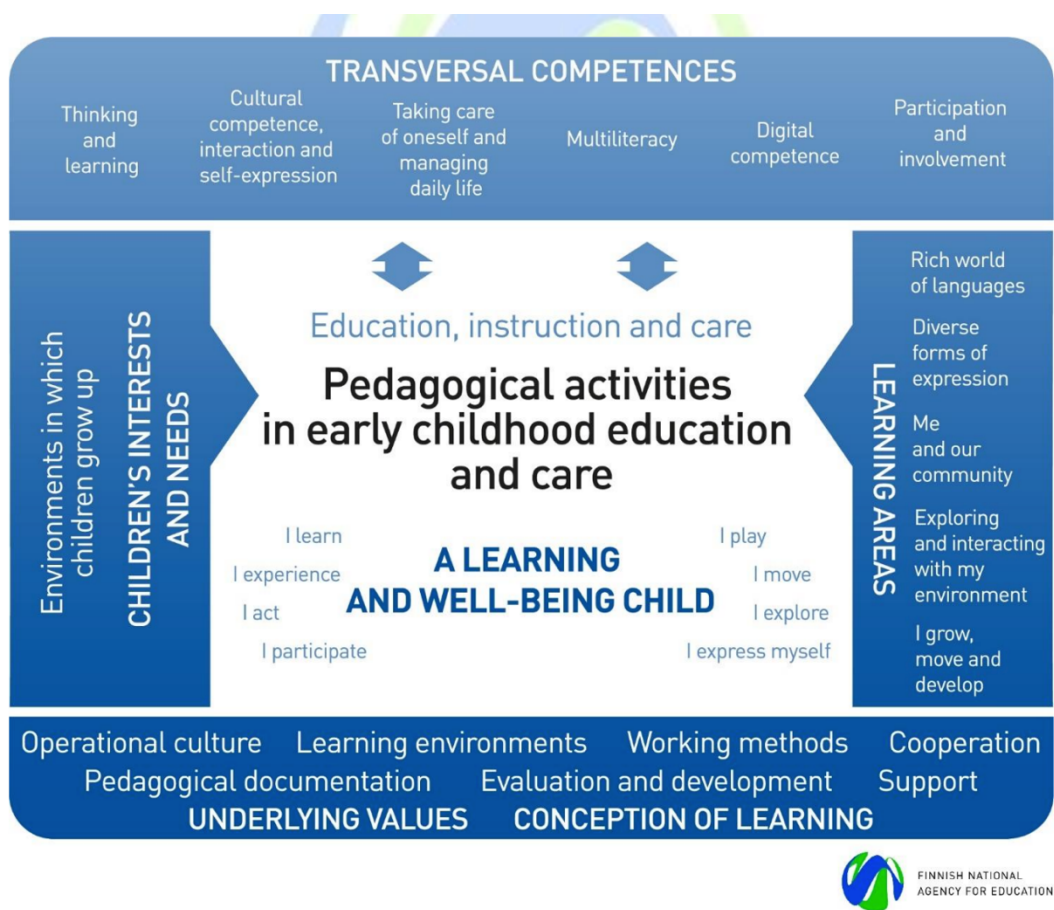


Figure 3. The framework for pedagogical activity in ECEC (Finnish National Agency for Education 2022)

5.2.1 Nursery rhymes and the learning areas

In the nursery rhyme “A sailor went to sea”, children might already associate also that some words might sound the same but have different meanings, in the song, they say that a sailor went to “sea” and that he could “see” different things. With help of actions to mimic these two words, children can start associating the different meanings. Sea and see sound the same but both mean different things. Another important linguistic development that happens with nursery rhymes is linguistic memory. All the rhymes are repetitive and by singing them often, it will also help the linguistic memory of the children. They also all encourage children to be interested in singing and develop the spoken language. (Finnish National Agency for Education 2022.) To support the vocabulary development when singing nursery rhymes, support cards or materials can be used. For example, when singing “Old MacDonald had a farm”, the children will associate the name of the animal and the sounds they make, however, we can support this with a visual of the animal (Figure 4.). With the rhymes “I can see a rainbow”, we could use scarves with different colours and when each colour is mentioned, we shake that colour scarf. Different methods can be used to complement the nursery rhymes, the methods used will depend on the teachers, their creativity, and the resources they might have access to.



Figure 4. Flashcards to support Old MacDonald nursery rhyme (Twinkl.fi)

Another learning area being developed in all nursery rhymes is the diverse forms of expression, children's musical, verbal and physical expression are supported with all the nursery rhymes. They all offer a musical experience and strengthen their interest and relationship with music. Children can also bodily express themselves by moving to the rhythm of what they are hearing and are also encouraged to engage verbally. The learning area me and our community involves media education. (Finnish National Agency for Education 2022.) With the nursery rhymes, one can find different media content where children could see how the rhymes are sung by other artists and how they interpret them by using other support material that might not be reachable for teachers. For example, the rhyme "I hear thunder", it might be helpful for children to see a video of thunder with the rhyme and also the teacher supporting and signing so the children can associate what thunder actually is.

The nursery rhymes "Five speckled frogs", "One, two, buckle my shoe" and "Counting numbers song" all support counting in different levels. These kinds of rhymes benefit from a visual support where the children can see the amount increasing or decreasing and associate the amount to the name given to that number (figure 5). The concept of numbers is being supported in an interactive way and they are also practicing number sequencing. In the learning area Exploring and interacting with my environment, not only mathematical thinking is being involved but also environmental education (Finnish National Agency for Education 2022). The rhyme "Autumn leaves are falling down" talks about autumn season and what happens to the trees and that the leaves fall, the colours of the leaves can also be mentioned in the song depending on the version of it. This rhyme can be implemented with a nature walk during autumn, leaves of different colours could be collected or just my observation. "Rain, rain, go away" also explains to children what rain is and a talk might be introduced by the teacher to explain why we don't play outside if there is heavy rain. Similarly, "I hear thunder" is a rhyme where children learn about nature and what thunder is and what to expect with it. "Springtime season song" talks about spring coming after winter and what comes with it; flowers grow, and bees are also here. "Walking in the jungle" also explains what we could find in a jungle and the different animals that might be found in that natural setting.

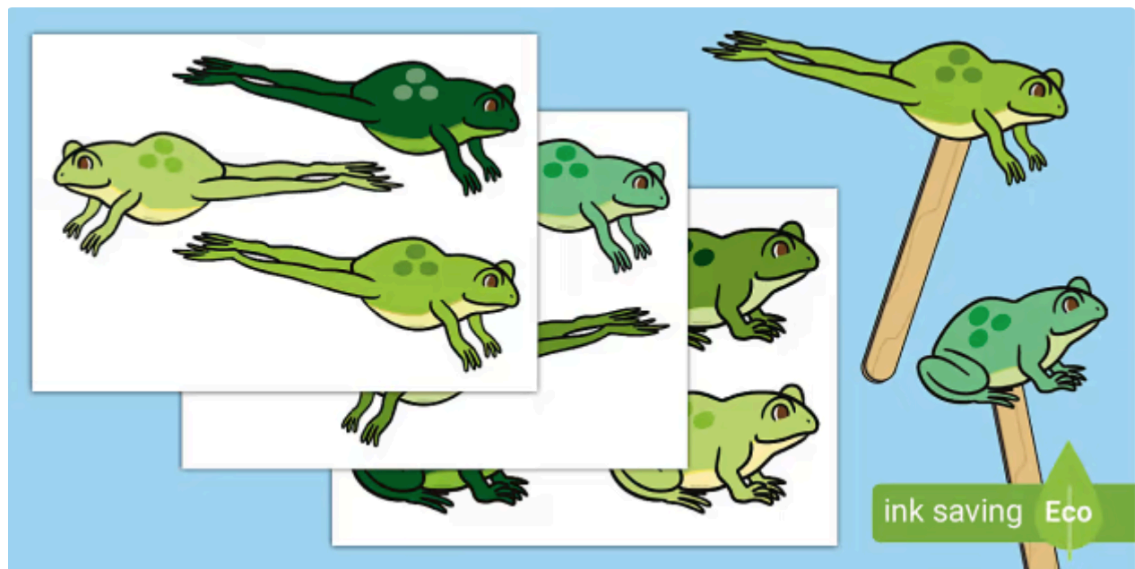


Figure 5. Frog puppets for visual counting support (Twinkl.fi)

The learning area I grow, move, and develop is also present in some of the rhymes. First, most of the rhymes can involve gestures, hand and body actions, and promote physical activity and some gross motor skill development. Some of the rhymes also talk about our bodies and their different parts, this supports the vocabulary but also the understanding of our body. “Head, shoulders, knees and toes” and “The skeleton dance” are both rhymes talking about our bodies. Also “Twinkle, twinkle, traffic light” explains the different colours of the traffic lights and what each colour means, teaching about road safety. “If you are happy and you know it” talks about the different feelings we might have, and the words can be changed to anything we wish such as “if you are hungry and you know it”.

5.2.2 Nursery rhymes and transversal competences

Transversal competences consist of knowledge, skills, values, attitudes and will; the children’s use of knowledge and skills is influenced by the values and attitudes they have adopted and by themselves decide to implement them (Finnish National Agency for Education 2022). The nursery rhymes used to create the booklet allow children to interact with others and the surroundings and they also develop children’s thinking and learning skills through meaningful experiences. Nursery rhymes allow children to analyse, name and describe elements in their surroundings. Multiliteracy is a transversal competence that goes in hand with thinking and learning. In multiliteracy, visual literacy, numerical literacy, media literacy and basic literacy are all included, and children can practice naming things, objects, and different concepts. (Finnish National Agency for Education 2022.) All the nursery rhymes included in the booklet

support the different kinds of literacy. For example, the rhymes that support numerical literacy are “five speckled frogs”, “one, two, buckle my shoe” and “counting numbers song”.

The transversal competence “taking care of oneself and managing daily life” talks about skills such as health, safety, well-being, independence and taking care of oneself in general. Getting dressed, eating meals, personal hygiene, health, emotions, nutrition, physical activity all supports the taking care of oneself or managing daily life skills. (Finnish National Agency for Education 2022.) The nursery rhyme “If you are happy and you know it” teaches children about their emotions. “I hear thunder” on the other hand teaches about what kind of clothes we should wear when it is raining. And “twinkle, twinkle, traffic light” talks about traffic safety.

Activities like singing nursery rhymes support the transversal competence of participation and involvement. Participation and involvement talk about active and responsible participation creating a foundation for a democratic and sustainable future. This skill supports the desire of individual wanting to participate in the activities of the community, it involves trust and being heard. Children should be appreciated, heard, and allowed to respond to their initiatives. This way, they learn interaction skills and rules. Nursery rhymes in general, can be used to support this transversal competence. (Finnish National Agency for Education 2022.) For example, children can be given the option to sing or to read a book when the teachers need to get everyone’s attention or need to bring them back to a settled environment. The children can vote and then decide if they will sing or read a book. In the case that the singing wins, they can also decide which song to sing and then maybe the most two songs wanted can be sung. Song bags can be also made, and children can take turns to take a song out. All these teaches children about rules, about their options, about democracy and about them having a voice.

6 Feedback and evaluation

The nursery rhymes were all introduced to children under the age of three. Some of the children had been at the day-care for almost a year or since Autumn 2022 and the other half of the children joined the day-care in early 2023. The children who joined in 2022 knew some of the nursery rhymes from the booklet but the children who joined in 2023 did not know any of the rhymes. The evaluation was very consistent and had overall 2 different reactions to the nursery rhymes. The children who started day-care in 2023 and had never heard any of the nursery rhymes had the same reaction to each rhyme the first 3 times they were introduced. The children would be very attentive to what the educator was singing, and which action movements were done, or which support material was being shown. After a fourth time of introducing the same rhyme, some of the newer children would start to babble the song or try to mimic the movements, in other cases they would just dance to the song.

The children who have been at the day-care for longer time, were already singing along the words they knew and doing all gestures or mimicking what the educator was doing. In the cases where the nursery rhyme was new for them, they also observed and tried to focus on what was happening but would soon start to mimic what the educator was doing. One of the children who started the day-care in Autumn 2022, started humming the rhythm of the nursery rhyme after hearing the rhyme once. The children who had been at the day-care for longer were able to join with the actions of words much faster than the others. However, the whole group would join in to listen to the rhymes while participating actively or just by listening. It was also noted that when the nursery rhymes that could have visual support material would be sang without it, the children would lose interest more easily. The rhymes that are also action songs and did not need visual support, were easier to implement in critical moments when the children needed to be distracted such as the time when lunch needs to be served and children are hungry.

Since the booklet will be used by educators, it was also presented to different colleagues to get their opinion. At first, the booklet only had the lyrics of the nursery rhymes, by talking with the thesis supervisor the learning areas of the curriculum were added and different levels of difficulty. Other educators who are also colleagues saw the idea and brainstormed with me and one of the ideas that were used in the booklet was to add if the rhyme was an action song since the educator using the booklet might not know that. The tag of the visual support was also added for the same reason. The visual support material can depend on the creativity and the resources the educator might have in hand. Some day-cares already have material printed of finger puppets that can be used. It is also worth mentioning that other educators and colleagues gave suggestions of nursery rhymes that supported pedagogically the development of language and believed children enjoyed as well. The observations made by my colleagues during the times the rhymes were introduced to the children were also shared with me. Overall, the feedback received from colleagues was very positive and thought it would have been useful to have when they first started working with young children.

The work-life partner was shown the booklet to get feedback for its development. Their feedback was to introduce Dibber-Pilke's learning areas since they go in hand with the learning areas of the National Core Curriculum of Finland. The feedback was heard, and the colours of the tags were inspired on the characters of the learning friends of Dibber-Pilke. Another comment that was mentioned is that since the booklet also has tags of "action song" or "visual support", is that the booklet could include the material for the professionals to find attached. For example, having the booklet with cards that work as visual support for the different rhymes. Or a description is the actions they would have to do in hand with the nursery rhyme they are singing.

When the booklet was ready, it was shown a last time to the work-life partner, Pilke Pohjantähti. The feedback included visual comments about the booklet. They believed the colours and overall presentation of the booklet was very clear and clean looking. They really appreciated that Dibber-Pilke's learning areas were somehow included in the final product since it is something Pilke is implementing at the moment. Also, a couple of printed versions were requested since they thought each group should have one in case it is needed by someone who is just starting to work with children or someone who needs inspiration to sing new songs. The overall evaluation or feedback from the work-life partner was very positive and they believe the product can support workers' job.

7 Reliability and ethics related to the thesis

The first part of the thesis is mostly theoretical and then research to find nursery rhymes that have pedagogical value. When the rhymes are found, they will be introduced to the children. Some of the rhymes might be known already by some of the children, this may affect how the children react to if they do know the rhyme. Also, since most of the children in the group are under 2 years of age, the evaluation done will mostly be by observation.

Parents gave their consent before the observation/evaluation of the children started. Brodie (2013) says that being respectful to children is about also listening to their views and paying attention to their wishes. The children's interest, development and welfare are the main goals that practitioners must follow (Brodie 2013, 23). During the evaluation process, no names were used, and no pictures were taken. All the observations were made generally of the children as a group and their reactions. A work-life agreement was also signed before starting the evaluation.

Another point to take into consideration while creating the booklet is the copyrights of the nursery rhymes. A copyright is when a writer, musician, creator or copyright owner will copyright music or intellectual property to protect it so others don't use it. For others to be able to use a copyrighted song, they must first obtain a license or permission from the copyright holder. In some cases, music is not copyrighted. Music in the public domain is free to use without license or permission. For songs to fall under public domain, songs need to have been created before the existence of copyright (1710), or since the author's death, 50 to 70 years have passed, or songs written before 1978 and the original copyright owner did not renew their copyright. (Connaghan 2022.) For this thesis, the copyrights of all songs were looked for, but none had copyright. Most of the songs fell under the public domain category since they are old and some of the origin of others is not even known.

The support material for the nursery rhymes given as examples are from the website Twinkl.fi. The website has many materials than can be downloaded for free. However, I have a personal account and pay to be able to use all their material. The support material shown on this thesis is just as an example, any other free or handmade material can be used to support the nursery rhymes. To create the booklet, canva.com was used. I also have a personal account and use the free resources they offer.

8 Conclusions and discussion

The aim of the thesis was to create a booklet with nursery rhymes that would not only support the work of new staff or employees without much experience working with children but would also support the English language development of young children in a bilingual setting. My initial plan was just to create a booklet that would gather nursery rhymes for easy access for the staff. However, after talking with my work-life partner, we decided to create it with not any nursery rhyme but rhymes that had a pedagogical benefit. After conversations with other colleagues and even the thesis supervisor, more details were added to the booklet that are thought to be helpful for its users.

The final product was created considering the needs new staff without much work experience might have when joining Pilke Day-Care. The wishes or suggestions given by the day-care manager and work-life partner were taken into consideration. The goal was also to support the English language development of young children by using nursery rhymes. After implementing the nursery rhymes several times, it was also noted that children who joined the day-care in 2023 and have not been there long and did not know any English, have already learned the word “happy” and what it means. For example, when lunch arrives to the classroom, many will scream “happy” and clap, just like in the rhyme “If you are happy and you know it”.

During the thesis process I worked closely not only with the manager or work-life partner but also with colleagues. I always asked for their opinions and also made observations when the rhymes would be introduced to the children. It is not always easy to see the reaction of all children to the rhymes and it was very helpful having them sharing their observations as well. In the writing process, I used reliable sources for the theoretical framework, to choose the final nursery rhymes, I got the input of other professionals and their own experiences plus my own.

During this thesis, I have learned how important being playful and interactive is when children are learning a new language. I have also now a better understanding of the Finnish National Core Curriculum of ECEC since I can now clearly see how it overlaps. It helped me analyse each nursery rhyme and see all the different things children can learn from them. With nursery rhymes, children not only learn vocabulary but can understand concepts and learn about

themselves. Singing with children has always been one of my favourite activities to do at my work and now I can see all the benefits that come with it.

For future developments, I think it would be appropriate to have the booklet printed in each group and create the material that goes could go with it. Visual support for the nursery rhymes for easy access could be helpful for the users of the booklet and even a CD with the songs or a playlist for easy access. The booklet can also be developed with seasonal song since it only includes a couple at the moment. More nursery rhymes can be added and depending on the changes of the Core Curriculum, it can also be updated.

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Appendix 1: Nursery rhymes' booklet








PEDAGOGICAL
NURSERY RHYMES

Dear reader,

This booklet has been created to support the work of educators who might not have much experience working with small children and need suggestions for nursery rhymes that support the English language development of young children.

The different learning areas of the Finnish National Core Curriculum of early childhood education and care are present in the different rhymes of this booklet and are shown with a tag that reads which areas are being supported in each nursery rhyme. The color of the tags is inspired by the colors of Pilke's learning areas or learning friends. Links to listen to the rhymes can be found, as well as tags telling if the rhyme is an action song or whether it is advised to use visual support such flashcards.

Learning area of the National Core Curriculum	Pilke's Learning area/friend	Color of the tag
Me and our community	Hearthy-Howard (Red)	
Rich world of languages	Rhyming-Roger (Orange)	
Diverse forms of expression	Color-Paletta (Purple)	
I grow, move and develop	Jumping-Jack (Aqua)	
Exploring and interacting with my environment	Woody-Woo (Green) and Counting-Connie (Blue)	
	Playing Penny (Fuscia)	Not represented on the tags but present on all nursery rhymes since they are playful.

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EASY

Rich world of
languages

Diverse forms of
expression

Exploring and
interacting with my
environment

FIVE LITTLE SPECKLED FROGS

Five green and speckled frogs
Sitting on a speckled log
Eating the most delicious bugs, yum, yum

One jumped into the pool
Where it was nice and cool
Now there are just four speckled frogs, glub, glub

Four green and speckled frogs
Sitting on a speckled log
Eating the most delicious bugs, yum, yum

One jumped into the pool
Where it was nice and cool
Now there are just three speckled frogs, glub, glub

Three green and speckled frogs
Sitting on a speckled log
Eating the most delicious bugs, yum, yum

One jumped into the pool
Where it was nice and cool
Now there are just two speckled frogs, glub, glub

Two green and speckled frogs
Sitting on a speckled log
Eating the most delicious bugs, yum, yum

One jumped into the pool
Where it was nice and cool
Now there's only one speckled frog, glub, glub

He jumped into the pool
Where it was nice and cool
Now there are no more speckled frogs

Visual
support

EASY

AUTUMN LEAVES ARE FALLING DOWN

Action
song

Autumn leaves are falling down
 Falling down, falling down
 Autumn leaves are falling down.
 All around the town.
 The wind will blow them round and round
 Round and round, round and round.
 The wind will blow them round and round
 All around the town.
 They're drifting gently to the ground,
 to the ground, to the ground.
 They're drifting gently to the ground.
 All around the town.
 Take a rake and rake them up,
 Rake them up, rake them up.
 Take a rake and rake them up
 All around the town.

Rich world of
languagesDiverse forms of
expressionExploring and
interacting with my
environment

WIND THE BOBBIN UP

Action
song

Wind the bobbin up,
 Wind the bobbin up,
 Pull, pull, clap, clap, clap.
 Wind it back again,
 Wind it back again,
 Pull, pull, clap, clap, clap,
 Point to the ceiling,
 Point to the floor,
 Point to the window,
 Point to the door,
 Clap your hands together, 1, 2, 3,
 Do a roly-poly, put your hands upon your knee.

Rich world of
languagesDiverse forms of
expressionI grow, I move, I
develop

<https://www.youtube.com/watch?v=F7e6tYKYbyo>
<https://www.youtube.com/watch?v=WwdxJnAA6CI>

EASY

Rich world of languages

Diverse forms of expression

Exploring and interacting with my environment

OLD MACDONALD HAD A FARM

Visual support

Old MacDonald had a farm, EE-I-EE-I-O,
 And on that farm, he had a [animal name], EE-I-EE-I-O,
 With a [animal noise twice] here and a [animal noise twice] there
 Here a [animal noise], there a [animal noise], everywhere a [animal noise twice]
 Old MacDonald had a farm, EE-I-EE-I-O.

Old MacDonald had a farm, EE-I-EE-I-O.
 And on that farm he had a cow, EE-I-EE-I-O.
 With a moo moo here and a moo moo there
 Here a moo, there a moo, everywhere a moo moo
 Old MacDonald had a farm, EE-I-EE-I-O.

Or (removing the “with a” part)

Old MacDonald has a farm, EE-I-EE-I-O.
 And on the farm he has a cow, EE-I-EE-I-O.
 Moo moo here, moo moo there
 Here a moo, there a moo, everywhere a moo moo
 Old MacDonald has a farm, EE-I-EE-I-O.

IF YOU'RE HAPPY AND YOU KNOW IT

Action song

If you're happy and you know it, clap your hands
 (clap clap)

If you're happy and you know it, clap your hands
 (clap clap)

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.
 (clap clap)

The “clap your hands” part is then switched with other phrases
 like:

snap your fingers!
 pat your head!
 shout Hooray!
 nod your head!
 turn around!

EASY

Action
songVisual
support**RAIN, RAIN, GO AWAY**

Rain, rain, go away,
Come again another day,
Little Johnny wants to play,
Rain, rain, go away.

Rich world of
languagesDiverse forms of
expressionExploring and
interacting with my
environment

<https://youtu.be/WixFbdS-Bv8>

MODERATE

Rich world of languages

Diverse forms of expression

Exploring and interacting with my environment

ONE, TWO, BUCKLE MY SHOE

One, two,
Buckle my shoe;
Three, four,
Knock at the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight:
Nine, ten,
A big fat hen;
Eleven, twelve,
Dig and delve;
Thirteen, fourteen,
Maids a-courting;
Fifteen, sixteen,
Maids in the kitchen;
Seventeen, eighteen,
Maids a-waiting
Nineteen, twenty,
My plate's empty

Visual support

Rich world of languages

Diverse forms of expression

I grow, I move, I develop

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.

Action song

6

https://www.youtube.com/watch?v=Otf4_UEvnQ8
<https://www.youtube.com/watch?v=tS-lbKtPXpo>

MODERATE

Action
song

TINY TIM

I had a little turtle
His name was Tiny Tim
I put him in the bathtub to see if he could swim
He drank up all the water
And ate a bar of soap
And now he's in his bed
With bubbles in his throat

Bubble, bubble, bubble
Bubble, bubble, bubble
Bubble, bubble, bubble
Bubble, bubble, pop!

Rich world of
languages

Diverse forms of
expression

Exploring and
interacting with my
environment

I grow, I move, I
develop

Visual
support

I CAN SING A RAINBOW

Red and yellow and
Pink and green,
Orange and purple,
and blue.

I can sing a. rainbow,
Sign a rainbow,
Sing a rainbow too.

Listen with your eyes,
Listen with your ears,
And sing everything you see,
Now you can sing a rainbow,
Sing a rainbow,
Sing along with me.

Rich world of
languages

Diverse forms of
expression

Exploring and
interacting with my
environment

I grow, I move, I
develop

<https://www.youtube.com/watch?v=FedGgBn9giM>
<https://www.youtube.com/watch?v=mXtpjBzPMeY>

MODERATE

Rich world of languages
Diverse forms of expression
Exploring and interacting with my environment
Me and our community
I grow, I move, I develop

TWINKLE, TWINKLE, TRAFFIC LIGHT

Twinkle twinkle traffic light
On the corner shining bright.
Red means, "Stop."
Green means, "Go."
Yellow means, "Drive very slow."
Twinkle twinkle traffic light
On the corner shining bright.

Visual support

I HEAR THUNDER

I hear thunder, I hear thunder.
(Cup ears with hands)
Hark don't you, hark don't you?
(Cup ears with hands)
Pitter patter raindrops, pitter patter raindrops,
(Flutter fingers downwards)
I'm wet through! So are you!
(Shiver and point to a friend)

Put your coat on, put your boots on,
(Mime putting on coat and boots)
Hurry now! Hurry now!
(Run on the spot)
Put up your umbrella, put up your umbrella,
(Pretend to put up umbrella)
You're all dry! So am I.
(Point to a friend and then yourself)

Action song

CHALLENGING

Visual
support

COUNTING NUMBERS SONG

(Sing to the tune of '1,2,3,4,5, Once I Caught a Fish Alive'.)

1, 2, 3, 4, 5, we love counting all the time, 6, 7, 8, 9, 10, then we
count back down again.
10, 9, 8, 7, 6, counting backwards is our trick, 5, 4, 3, 2 and 1, back
down to zero, we are done.
2, 4, 6, 8, 10, count in 2s and down again, 10, 8, 6, 4 and 2, it's a
clever thing to do.
1, 2, 3, 4 and 5, now we have all learnt the rhyme, 6, 7, 8, 9, 10,
now we're all done, let's start again!

Rich world of
languages

Diverse forms of
expression

Exploring and
interacting with my
environment

Visual
support

SPRINGTIME SEASON SONG

(Sing to the tune of Here We Go Round the Mulberry Bush)

After the winter, comes the spring,
Comes the spring, comes the spring.
After the winter, comes the spring,
The seasons, they are changing!

In the springtime, new flowers grow,
Flowers grow, flowers grow.
In the springtime, new flowers grow,
The seasons, they are changing!

In the springtime, young lambs are born,
Lambs are born, lambs are born.
In the springtime, young lambs are born,
The seasons, they are changing!

In the springtime, the bees all buzz,
Bees all buzz, bees all buzz.
In the springtime, the bees all buzz,
The seasons, they are changing!

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<https://www.youtube.com/watch?v=VWWEUChKo6s>
<https://www.youtube.com/watch?v=LjIwUnVXQ4U>

CHALLENGING

Action
song

Visual
support

A SAILOR WENT TO SEA

A sailor went to sea sea sea
to see what she could see see see.
But all that she could see see see
was the bottom of the deep blue sea sea sea.
A seahorse!

A sailor went to sea sea sea
to see what she could see see see.
But all that she could see see see
was a seahorse swimming in the sea sea sea.
A jellyfish!

A sailor went to sea sea sea
to see what she could see see see.
But all that she could see see see
was a jellyfish swimming and a seahorse swimming in the sea sea
sea.
A turtle!

A sailor went to sea sea sea
to see what she could see see see.
But all that she could see see see
was a turtle swimming, and a jellyfish swimming, and a seahorse
swimming in the sea sea sea.
An octopus!

A sailor went to sea sea sea
to see what she could see see see.
But all that she could see see see
was an octopus swimming, and a turtle swimming, and a jellyfish
swimming, and a seahorse swimming in the sea sea sea.
A baby shark!

A sailor went to sea sea sea
to see what she could see see see.
But all that she could see see see
was a baby shark swimming, and an octopus swimming, and a
turtle swimming, and a jellyfish swimming, and a seahorse
swimming in the sea sea sea.
A blue whale!

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CHALLENGING

A sailor went to sea sea sea
to see what she could see see see.
But all that she could see see see
was a blue whale swimming, and a baby shark swimming, and an
octopus swimming, and a turtle swimming, and a jellyfish
swimming, and a seahorse swimming in the sea sea sea.

SKELETON DANCE

Dem bones, dem bones, dem dancing bones. (x3)
Doin' the skeleton dance.

The foot bone's connected to the leg bone.
The leg bone's connected to the knee bone.
The knee bone's connected to the thigh bone.
Doin' the skeleton dance.

The thigh bone's connected to the hip bone.
The hip bone's connected to the backbone.
The backbone's connected to the neck bone.
Doin' the skeleton dance.

Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.
Put your hands out of sight.
Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.

Wiggle, wiggle, wiggle, wiggle, wiggle,
Wiggle, wiggle, wiggle, wiggle, wiggle,
Wiggle, wiggle... wiggle your knees.

Dem bones, dem bones, dem dancing bones. (x3)
Doin' the skeleton dance.

Action
song

Visual
support

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languages

Diverse forms of
expression

I grow, I move, I
develop

https://www.youtube.com/watch?v=Pbl4BNkAq_U

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CHALLENGING

LONDON BRIDGE IS FALLING DOWN

Rich world of languages

Diverse forms of expression

Exploring and interacting with my environment

Action song

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair lady

Build it up with iron bars
Iron bars, iron bars
Build it up with iron bars
My fair lady

Iron bars will bend and break
Bend and break, bend and break
Iron bars will bend and break
My fair lady

Build it up with gold and silver
Gold and silver, gold and silver
Build it up with gold and silver
My fair lady

Gold and silver we've not got
We've not got, we've not got
Gold and silver we've not got
My fair lady

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair lady

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair lady

CHALLENGING

Action
song

Visual
support

WALKING IN THE JUNGLE

Let's take a walk in the jungle.
Walking in the jungle. Walking in the jungle.
We're not afraid. We're not afraid.

Walking in the jungle. Walking in the jungle. We're not afraid. We're not afraid.

One step. Two steps. Three steps forward.

One step. Two steps. Three steps back.

Stop. Listen. What's that?

It's a frog!

We're not afraid!

Let's stomp.

Stomping in the jungle. (x2) We're not afraid. (x2)

Stomping in the jungle. (x2) We're not afraid. (x2)

One step. Two steps. Three steps forward.

One step. Two steps. Three steps back.

Stop. Listen. What's that?

It's a monkey!

We're not afraid!

Let's jump.

Jumping in the jungle. (x2) We're not afraid. (x2)

Jumping in the jungle. (x2) We're not afraid. (x2)

One step. Two steps. Three steps forward.

One step. Two steps. Three steps back.

Stop. Listen. What's that?

It's a toucan!

We're not afraid!

Let's skip.

Skipping in the jungle. (x2) We're not afraid. (x2)

Skipping in the jungle. (x2) We're not afraid. (x2)

One step. Two steps. Three steps forward.

One step. Two steps. Three steps back.

Stop. Listen. What's that?

It's a tiger!

RUN!

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Diverse forms of
expression

Exploring and
interacting with my
environment

I grow, I move, I
develop

<https://www.youtube.com/watch?v=GoSq-yZcJ-4>

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