



The Grand Old Duke of York

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

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

I'm A Little Teapot

I'm a little teapot, short and stout
Here's my handle
Here's my spout
When I get all steamed up, hear me shout
Tip me up and pour me out.



Pop Goes The Weasel

Half a pound of tuppenny rice,
Half a pound of treacle,
That's the way the money goes,
Pop! Goes the weasel.

Up and down the City Road,
In and out the Eagle,
That's the way the money goes,
Pop! Goes the weasel.



Activities

The Grand Old Duke of York

- Focus on movement words UP and DOWN: Warm up by crouching **down** on the floor and standing **up** slowly, stretching arms up high into the air. Then slowly back **down** to the floor.
- Pretend to be soldiers. Marching in time to the music, **up** and **down** the hill.
- Develop vocabulary: Can children find different action words which could be used instead of marched? For example, 'He **walked**, **ran**, or **skipped** his men to the top of the hill.'
- Have fun singing and moving to the [Up and Down song](#)



I'm A Little Teapot

- Actions: Hand on hip, other arm out straight and as the song ends, lean over and tip arm out like a spout.
- Can you sing it fast? Slow? Loud (*forte*)? Quiet (*piano*)?
- Can the children suggest different characters which could be used instead of 'teapot'? For example,
 - 'I'm a tiny mouse, with tiny little toes. Here are my whiskers and here's my nose. I like cheese found around the house. I'm a tiny little mouse!' - Encourage the children to use their quiet (*piano*) voice.
 - 'I'm a huge elephant with great big feet. I'm an animal you'd love to meet. I have a trunk and I have large ears. I'm a great big elephant'. Encourage the children to sing using their loud (*forte*) voice.



Pop Goes The Weasel

- Skip around the room to the music. Listen out for the word **POP** in the song and jump up high when you hear it. Encourage the children to anticipate the **POP**, by listening carefully to the change in the music.
- Using a parachute (or a large piece of material) and a sponge ball, sing the song and on the word **POP**, direct the parachute in an upwards motion so the sponge ball is bounced high into the air. Repeat the activity at different speeds (tempo).
- Focus on bouncing movements. Listen to '[Burkina Faso – Djembe Ni Bara](#)'. Bounce around the room with springy feet, in time to the music. What else can we bounce? Shoulders, knees, arms.
- [Hop Little Bunnies](#) Pretend to be sleeping bunnies and wake up when the music changes. Hop around the room in time to the music.
- Have fun dancing to and playing along with [The Clog Dance](#)

