



# Singing Games KS1



**4 - 7 year olds**



**30 Singing Games**

**Watch it Learn it Teach it!**

**Downloadable Handbook**



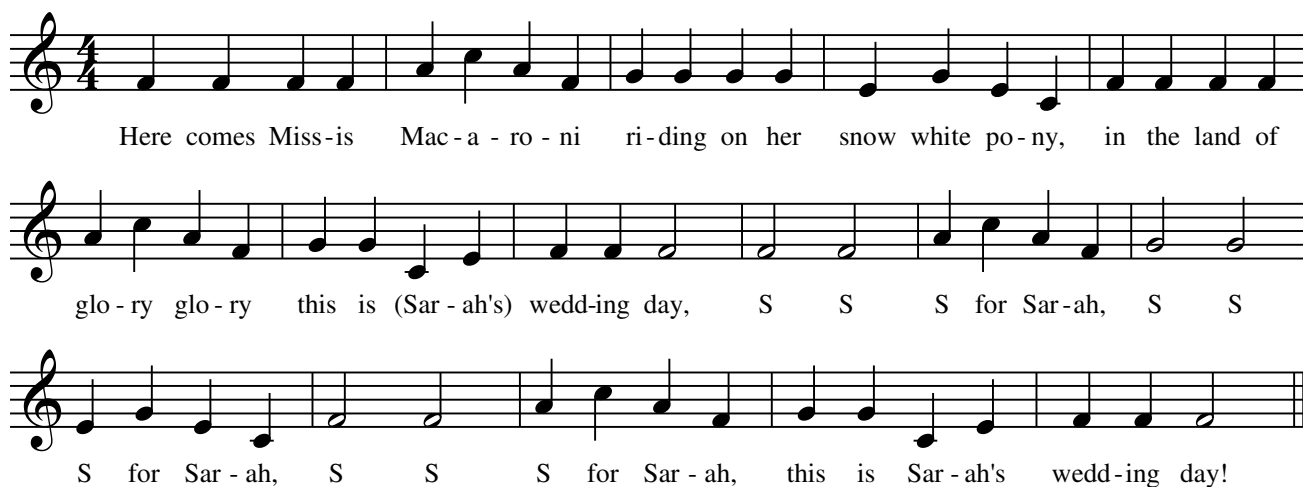
# **SINGING GAMES** Key Stage 1

(4 – 7 yr olds)

Welcome to Active Music Singing Games KS 1.  
We hope you like this selection of musical games and activities.  
You can dip in and out and use the games for whole music lessons or 5 minute musical moments. Enjoy!



# MRS MACARONI



Here comes Miss-is Mac-a - ro - ni ri-ding on her snow white po-ny, in the land of  
glo - ry glo - ry this is (Sar - ah's) wedd-ing day, S S S for Sar-ah, S S  
S for Sar - ah, S S S for Sar - ah, this is Sar - ah's wedd-ing day!

This is a circle game. The children stand in a circle. One child is chosen to be Mr or Mrs Macaroni. That child then goes into the middle and when the children walk/skip around in their circle, he/she skips around the opposite way inside the circle, pretending to be on a horse.

On the words 'THIS IS.....' the children in the circle all stop and tap their knees waiting for Mr/Mrs Macaroni to make a decision as to who they will choose. Mr/Mrs Macaroni chooses a partner, takes them into the middle, links arms and dances around with them. As the partner is chosen the children can sing the child's name and move on with the song. The children in the circle start clapping and stamping in time to the pulse while singing the initial and name of the child who has been chosen. Eg: S,S,S for Sandra, or P,P,P for Peter...

On the words 'THIS IS.....'S WEDDING DAY' the original Mr/Mrs Macaroni goes back to join the circle and their chosen partner becomes the new Mr/Mrs Macaroni.

# LET US CHASE THE SQUIRRELS



Let us chase the squi - rrels, up the hick-or - y, down the hick-or - y,

5



let us chase the squi rrels, up the hick - or - y tree.

The children stand in groups of three,  
one in the middle and two holding hands around the middle child.

The outside children are the 'tree' and the middle child is the 'squirrel' safely tucked away inside.

On the word 'tree' the outer children raise their hands up to let the squirrel escape.

The squirrel then has to find themselves another tree as quickly as possible , to be safe.

If there are one or two children left over each time, they can be 'robber squirrels'  
so there will be a more anxious search for the safe haven of the tree!

# LITTLE RABBIT FOO FOO

The image shows two staves of musical notation in G major, 8/8 time. The first staff contains the melody for the first line of the song, with lyrics underneath: 'Lit - tle rab - bit Foo Foo run - ning through the green grass,'. The second staff starts with a measure rest labeled '5' and continues the melody with lyrics: 'scoop - ing up the mush - rooms and mash - ing them up for tea.' The notes are simple, using quarter and eighth notes with stems pointing up.

The children sit in a circle with you as leader (The Good Fairy).

The actions are as follows:

- |                                   |   |                            |
|-----------------------------------|---|----------------------------|
| 'Little rabbit Foo Foo'           | - | fingers on head like ears. |
| 'Running through the green grass' | - | fingers 'running'.         |
| 'Scooping up the mushrooms'       | - | scooping motion with arms. |
| 'And mashing them up for tea'     | - | fist into palm 3 times.    |

The children then put their hands high in the air and wiggle their fingers.

As they bring their hands down everyone says: 'Down came the Good Fairy who said..'

The song is then sung again but with different words:

- |                             |   |                      |
|-----------------------------|---|----------------------|
| 'Little rabbit Foo Foo'     | - | (actions as before). |
| I don't want to see you     | - | wag fingers sternly. |
| Scooping up the mushrooms   | - | (actions as before). |
| And mashing them up for tea | - | (actions as before). |

You then say to the children: 'You have three chances,  
but if you are not well behaved little rabbits  
I'm going to have to turn you into (all say) stone!'

The song is repeated giving the children two chances, then one.

When there are no chances left you 'turn them into stone!'

(The children put their heads down and musn't move until the Good Fairy taps them with her 'magic wand').

# OLD KING GLORY

Old King Glo - ry on the moun - - - tain, the  
5 last verse, go to \*  
moun - tain looked so high that it near - ly touched the sky and it's  
9 one, two, three, foll - ow me  
13 \* (last verse)  
sky and we all bow to the mount - ain.

The children can sit in a circle or a line for this game.

The whole group sings 'Rain, rain, go away, come again another day' while tapping their knees or doing another chosen action to a steady pulse.

The first solo child then sings 'Little.....wants to play,' inserting the name of the child to their left.

The child to their left then sings the last 'Rain, rain, go away,' as a solo.

The game then continues until all the children have had a turn.

# JUMP JIM JO

Jump, jump, jump, Jim Jo. Shake your head and  
6 nod your head and tap your toe, Round, round, round you go then you  
13 find an - oth - er part - ner and you jump Jim Jo!

Have the children scattered around the room in pairs facing each other and holding hands.

Jump, jump, jump Jim Jo - all jump once on each word.

Shake your head - shake heads from side to side.

Nod your head - nod heads up and down.

Tap your toe - everyone taps one toe on the floor.

Round, round, round you go - link arms and turn around with partner.

Then you choose another partner - everyone drops partner's hands, quickly finds a new partner and takes their hands, ready to start again.

And you jump Jim Jo - if you have found a new partner in time you can jump to the last three words.

It is important to have a rule such as asking children to always say yes when someone asks to be their partner etc.

If there is an odd person out, they can be included in a threesome.

It is sometimes good to pause on the word 'partner' to give the children time to find someone.

# LOST MY PARTNER

The musical score is written on a single treble clef staff in G major (one sharp) and common time. It consists of four lines of music, each with a measure number (1, 5, 9, 13) at the beginning. The lyrics are written below the notes.

1  
Lost my part - ner, what 'll I do? Lost my part ner, what 'll I do?

5  
Lost my part ner, what 'll I do? Skip to my Lou my dar - ling.

9  
I'll find an-oth-er one bett-er than you, I'll find an-oth-er one bett-er than you,

13  
I'll find an-oth-er one bett-er than you, Skip to my Lou my dar - ling.

Have the children in a circle of couples, each holding only their partner's hand.  
One child is without a partner.

On 'Lost my partner, what'll I do?', the single child skips round the centre of the circle while the couples face each other and clap together.

On, 'I'll find another one better than you', the skipping child 'steals' a partner out of the circle and the two of them skip around the inside of the circle side by side and back to the stolen one's place.

The child from whom the partner has been taken becomes the new single child in the centre and the game continues.



# AT THE BOTTOM OF THE SEA

The musical score is written on a single treble clef staff with a key signature of three sharps (F#, C#, G#). It begins with a common time signature (C) and changes to 2/4 time at the end of the first line. The lyrics are: "At the bott - om of the sea, all the fish are swim - ming, here and there and ev' - ry - where. O - h 'Georg - ia' 'Georg - ia' we love you." The score includes bar lines, rests, and a fermata over the word "Oh".

At the bott - om of the sea,  
all the fish are swim - ming, here and there and  
ev' - ry - where. O - h 'Georg - ia' 'Georg - ia' we love you.

The children sit on the floor, scattered around the room, pretending to be seaweed on the ocean floor.

One chosen child is the fish who walks (swims) in and out of the seaweed.

On 'Oh....' the fish chooses a child and everyone sings that child's name, then claps on 'we love you'.

That child then goes behind the leader with their hands on the leader's shoulders. Alternatively they can become the new fish leader with the original fish following behind.

Throughout the game the fish gets longer and the seaweed diminishes!

Eventually there is one long conga-type line of fish!

# WILLIAM, HE HAD SEVEN SONS

Will - iam he had sev - en sons, sev - en sons, sev - en sons,

5  
Will - iam he had sev - en sons and this is what they did.

The image shows two staves of musical notation in 2/4 time. The first staff contains the first line of the song, and the second staff contains the second line. The lyrics are written below the notes.

It is a good idea to prefix this game with some actions to copy to give the children a bank of ideas for when it's their turn to choose an action.

Start by singing the song and when it's finished ask the children to copy you with 8 repetitive actions.

Then choose a leader to decide on and demonstrate the next set of actions.  
This is son number 2.

After singing the song again, the class are to repeat your 8 actions followed by those of the second leader.

You then choose son number 3 to come out, sit next to number 2 and think up a different action.

The whole group then sings the song again and copies your actions 8 times, followed by the second and third son's actions and so on.

This continues until you are doing the chosen actions of all seven sons.

# HOP LITTLE RABBITS

See the lit-tle rab-bits sleep-ing till it's near-ly noon, shall we try and wake them all  
with a mer - ry tune. Oh how still, are they ill?  
Wake up soon! Hop lit - tle rab - bits, hop, hop, hop;  
hop lit-tle rab - bits, hop, hop, hop; hop lit-tle rab - bits hop and stop!

The children curl up on the floor, scattered around the room, pretending to be little rabbits curled up asleep.

They all sing the song and on 'Wake up soon!' they all jump up.

On 'Hop little rabbits' they all hop around the room.

On 'stop' they freeze and a child chooses which animal they are going to be next.

For example:

Swim little fishes

Trot little horses

Jump little kangas

Stamp little elephants

# HERE I COME

The musical score is written on a single treble clef staff in 2/4 time. It consists of two lines of music. The first line has four measures: the first measure is labeled 'Leader' and contains the notes G4, A4, B4, A4; the second measure is labeled 'Response' and contains the notes G4, A4, B4, A4; the third measure is labeled 'Leader' and contains the notes G4, A4, B4, A4; the fourth measure is labeled 'Response' and contains the notes G4, A4, B4, A4. The second line starts with a measure number '5' and has three measures: the first measure is labeled 'Leader' and contains the notes G4, A4, B4, A4; the second measure is labeled 'Response' and contains the notes G4, A4, B4, A4; the third measure is labeled 'Response' and contains the notes G4, A4, B4, A4. The lyrics are: 'Here I come. Where from? Lon - don. What's your trade? Lem - on - ade. Give us some, don't be a - fraid.'

The children sit in a group or circle.

One child is the leader and sits on a special leader's chair at the front.

The leader sings the first line and the class respond.

On the words 'Give us some, don't be afraid' the class hold out imaginary glasses and the leader chooses one of them, fills their glass and that child becomes the new leader.

The original leader sits in the chosen child's place.

An extension activity for when the children know the game well is to ask them to change the name of the place they come from and the drink.

It is a good idea to suggest to the leader that they only choose a child who is sitting quietly and not calling out!

# HOT POTATO

Hot po-ta - to pass it on, hot po-ta - to pass it on.

5  
Hot po-ta - to pass it on. Get rid of the hot po - ta - to

## GAME 1

The children stand in a circle with one child in the middle holding the ball.

The ball is bounced from the middle child to a child of their choice back and forth until the words 'get rid of'.

At this point the middle child throws the ball to another child in the circle. They immediately swap places and the game continues.

The idea is for the ball to be bounced accurately to the pulse, starting with the middle child on the word 'hot'.

If the timing gets 'out', the game may need to be started again.

## GAME 2

The children stand in a circle with no child in the middle.

They bounce the ball to each other around the circle and on the word 'rid' the child with the ball throws it across the circle to a new child.

That child can then choose the direction in which to bounce the ball and the game continues.

# THE COOKIE JAR

All

Who stole the coo-kie from the coo-kie jar, Pet-er stole the coo-kie from the

Solo All Solo All

coo-kie jar Who me? Yes you! Could-n't have been! Why not? Then

15

who stole the coo - - kie etc...

All start with the chant 'WHO STOLE THE COOKIE FROM THE COOKIE JAR?' Indicate a chosen child then all can say that child's name in the next line. It is good to indicate which child is to be chosen in plenty of time so as not to interrupt the flow.

Child says indignantly 'WHO, ME?'

All reply accusingly 'YES, YOU!'

Child says defensively 'IT COULDN'T HAVE BEEN!'

All ask suspiciously 'WHY NOT?'

The child then comes up with an excuse. E.g. I was out shopping, I was at the cinema, etc

There is then a big 'OH!' as if now understanding why that child is not the culprit, and the game continues...

# THE ALPHABET RONDO GAME

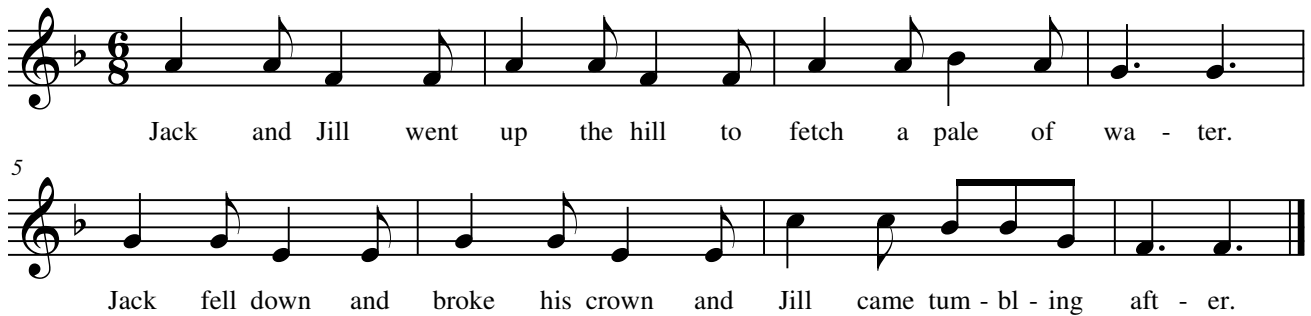


Have the children sitting in a circle. Sing the alphabet song while clapping laps (crossing over hands). Ask a child to choose a nursery rhyme and sing it either on their own or as a whole class making it fit the above melody. When the first rhyme is repeated, the class sings the alphabet song again.

It is a good idea to go around the class asking the children to sing a nursery rhyme one at a time. It will take a while before this can flow without a break. It is a good idea to agree a 'default' rhyme (e.g. Mary had a little lamb) for children to sing if they cannot think of a rhyme that has not already been done.

Whilst learning this song it may be easier to have three or four nominated rhymes to use so that the children can concentrate on making them fit the music, rather than focusing on which rhyme to use next.

# NURSERY RHYME CLAPPING GAME



Jack and Jill went up the hill to fetch a pale of wa - ter.

5  
Jack fell down and broke his crown and Jill came tum - bl - ing aft - er.

The children stand in two circles - an inner and an outer circle, with the same number in each so that each child in the inner circle faces a child in the outer circle.

Choose a selection of nursery rhymes ( 3 is a good amount )  
e.g. Mary Mary, Humpty Dumpty, Twinkle Twinkle.

The children sing the first song while clapping (pat-a-cake style) with their partner.

Then they all sing the words 'Move up' while each child in the inner circle moves round one place to the right to find a new partner.

They then sing the second song while clapping, and so the game continues.

Ideally songs chosen for this should be in 6/8 (skipping) time,  
but any amount or combination of songs can be used.



# FRERE JACQUES

Fre-re Jac-ques, Fre-re Jac-ques, Dor-mez vous? Dor-mez vous? Sonn-ez les ma-tin-es,  
6  
Son-nez les ma - tin - es. Ding, dang dong! Ding, dang, dong!

The children stand in two circles - an inner and an outer circle, each with the same number of people.

Each child in the inner circle faces a child in the outer circle.

The movements are as follows:

- 'Frere Jacques' - tap knees 4 times
- 'Frere Jacques' - clap hands 4 times
- 'Dormez vous?' - clap partners hands 3 times
- 'Dormez vous?' - repeat
- 'Sonnez les matines' - hands go high to low, wiggling fingers
- 'Sonnez les matines' - hands go high to low, wiggling fingers
- 'Ding, dang, dong' - wave to current partner
- 'Ding, dang, dong' - children on the inside move round one place to the right and all wave at their new partner.

The game continues.

# MY MUM, YOUR MUM

4 My mum, your mum, lives down the street, eight - een, nine - teen

Mar - ble Street. Ev' - ry time you go there this is what they say:

7 Ish - y wish - y loll - i - pop, ish - y wish - y moo, ish - y wish - y loll - i - pop, out go you!

The children stand facing partners.

From 'My mum....' to 'this is what they say....' they clap hands, pat-a-cake style.

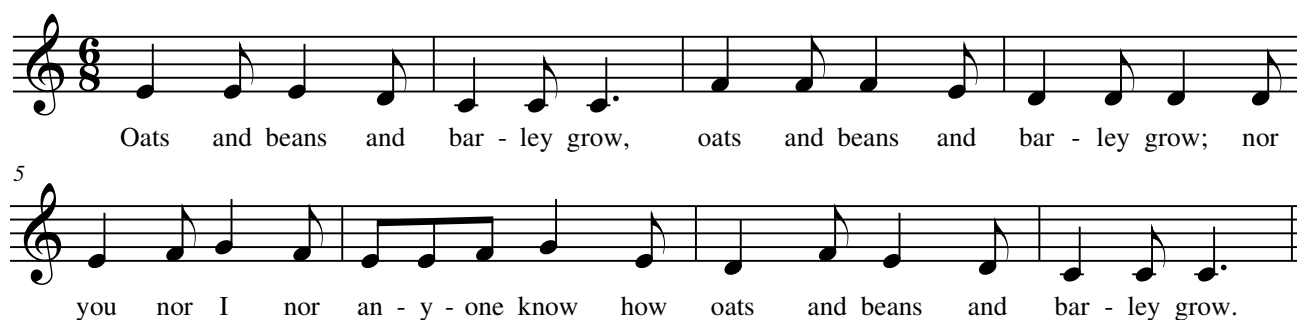
On 'Ishy wishy...' they jump with feet apart and then crossed in time to the pulse.

On 'you!' the child with their legs crossed is out.

This game can also be played in a big circle.

At the end of each game all the children with their legs crossed sit down.

# OATS AND BEANS AND BARLEY GROW



Oats and beans and bar - ley grow, oats and beans and bar - ley grow; nor  
5  
you nor I nor an - y - one know how oats and beans and bar - ley grow.

Verse 2: First the farmer sows the seed  
Then he stands and takes his ease  
Stamps his foot and claps his hand  
And turns around to view the land.

Verse 3: Looking for a partner  
Looking for a partner  
Open the ring and take one in  
And we'll all gladly dance and sing.

Verse 4: Tra la la...

The children form a circle with one child in the middle (the farmer).

Verse 1: The circle walks one way while the farmer skips around in the middle going in the opposite direction.

Verse 2: The children pretend to sow seed, stand with hands on hips, stamp their feet, clap their hands once and turn around, viewing the land with hands shading their eyes.

Verse 3: The circle walks one way, the farmer the other. On 'open the ring and take one in' the farmer chooses someone to be in the middle with them.

Verse 4: The two in the middle swing each other around, while the children in the circle stamp their feet and clap their hands in time to the pulse.

The game continues with two farmers in the middle, then four, then eight etc.

When there are too many farmers in the middle for the children on the outside, they swap places so that the farmers make the circle and left over children become the new ones in the middle for the last go, to ensure that everyone has a turn.

# BINGO

There was a far-mer had a dog, and Bin-go was his name, oh!

6  
B I N G O B I N G O

10  
B I N G O and Bin-go was his name, oh!

This game can be played in a variety of ways.

In this version the children sing the song through once, then on subsequent times they omitt one letter of BINGO each time starting with the first letter.

They replace each letter with a clap.

On the very last verse the children sing all the words and clap on every letter of BINGO.

An extension to this game involves the children sitting opposite partners and clapping each other's hands instead of their own.

# GO ROUND AND ROUND THE VILLAGE

Go round and round the vil-lage, go round and round the vil-age. Go  
6  
round and round the vil - age, as we have done be - fore.

The image shows two staves of musical notation in 4/4 time. The first staff contains the first line of the song, and the second staff, starting with a '6' above it, contains the second line. The lyrics are written below the notes.

V2. Now clap hands with your partner x3  
As we have done before

V3. Now follow me to London x3  
As we have done before

The children make a circle and hold hands.  
One child is chosen to be in the middle.

Verse 1: While the group walks one way, the child in the middle  
skips around the inside of the circle in the opposite direction.

Verse 2: The child in the middle chooses someone and claps hands with them,  
'pat-a-cake' style.  
The rest of the group clap their hands and stamp their feet.

Verse 3: The group hold their hands up in arches and the original child in the middle  
takes their partner and leads them in and out of the arches.

At the end of verse 3 the partner becomes the new leader and the game continues.

# A B C

A B C we're go - ing up we're go - ing down we're go - ing

3  
criss - cross lo li-pop pull the chain, turn a-round, touch the ground, full stop!

This is a clapping/action game.

The children stand opposite a partner, putting their hands together (as if praying, but pointing their fingers towards their partner).

The back of each child's left hand touches.

For 'A B C' the children tap the backs of their left hands, followed by right, then place their hands back in the original position again.

For 'We're going up, we're going down' keep their left hand in position, move right hand UP and clap ('up'), then move right hands DOWN and clap ('down').

CRISS - right hand to left shoulder.

CROSS - left hand to right shoulder.

LOLLIPOP - pretend to lick a lollipop.

PULL THE CHAIN - pretend to pull a chain.

TURN AROUND - as indicated.

TOUCH THE GROUND - as indicated.

FULL - clap own hands.

STOP - clap partner's hands.

# THE MUFFIN MAN



Do you know the Muf - fin Man, the Muf - fin Man, the Muf - fin Man?



Do you know the Muf - fin Man who lives down Dru - ry

The children stand in a circle.

One child starts the game by standing in front of another child in the circle and singing on their own: 'Do you know the Muffin Man?'

That child then replies, singing: 'Yes I know the Muffin Man.'

The two of them then go into the centre of the circle, hold hands and dance round while the group sings: 'Two of us know the Muffin Man.'

The two children then choose two new children to stand in front of.

They sing to their new partner and after responding, all four hold hands and dance around in the centre of the circle while the group sings: 'Four of us know the Muffin Man.'

The next stages are 'Eight of us know...!', then if there are enough children, 'Sixteen of us know...'

At this point all of the inner circle turn to face the remainder of the outer circle and sing: 'Do you know the Muffin Man?'

The outer circle respond with: 'Yes we know the Muffin Man.'

Then the inner circle re-join the outer to make one complete circle and everyone dances round singing: 'We all know the Muffin Man.'

# WALLFLOWERS

Wall - flow-ers, wall - flow-ers climb-ing up so high, may I get the meas - les but  
4  
ne-ver, nev-er, nev-er die! Let's all go to 'Sar-ah's' house she has no re-la - tions, she can  
7  
tick and tack and turn her back and wave to the con - gre - ga - tion.

This is an Irish singing game.

All the children stand in a circle with one child in the centre.

For 'Wallflowers, wallflowers, climbing up so high' - all make hands 'climb up' like growing flowers.

For 'May I catch the measles' - tap spots on your face.

For 'But never, never, never die' - wag one finger.

For 'Let's all go to 'Sarah's' house, she has no relations' - centre child walks to stand in front of a friend and inserts their name e.g. 'Sarah'.

For 'She can tick and tack and turn her back' - All do two step-jumps and turn around.

For 'And wave to the congregation' - Sarah waves and the class wave back.

Sarah then comes into the centre and does an action 8 times, e.g. clapping which everybody does with her.

She is now the new centre child and the game continues.



# BLUEBELLS

Blue - bells, cock - le shells, ee - vy, i - vy o - ver. My  
moth - er sent me to the store and this is what she sent me for.  
Salt, vin - e - gar, must - ard, pe - pper!

This is a traditional skipping game.

It is while skipping and chanting 'salt, vinegar, mustard, pepper' repeatedly that the game element comes in by seeing which word the child is 'out' on.

The child can be 'out' either by choosing to stop or by making a mistake.

This can be played with a whole class by having one child skipping and the others chanting, clapping, or even playing instruments to the pulse.

# ENGLAND, IRELAND, SCOTLAND, WALES



Eng - land, Ire - land, Scot - land, Wales, in - side, out - side, in - side on.

This is a French skipping game.

For 'England, Ireland, Scotland, Wales' the child jumps astride one side of the elastic and then the other for each word.

For the second line they follow the instructions in the lyrics, jumping inside, outside, inside, then on the elastic with both feet.

This game can be played with as many children in the elastic as can fit!

# CHARLIE OVER THE OCEAN

Leader

Response



Char - lie o - ver the o - cean,

Everyone repeats



Char - lie o - ver the s - ea,

Everyone repeats



Char - lie caught a big fish,

Everyone repeats



Can't catch m - e!

Everyone repeats

The children form a seated circle.

One child (Charlie) walks around the outside of the circle singing solo (Leader) with the rest of the group immediately repeating each phrase.

On line 3, 'Charlie' can invent different things to catch, e.g. a wellie boot, or a bad cold (!) which the class then repeat.

At the end of the song 'Charlie' drops a beanbag behind one person who jumps up and chases them.

'Charlie' must try to get back to the chosen one's place without being caught. If they succeed, the chosen child becomes 'Charlie'.

If not, the same child is 'Charlie' again.

# TWO FINE LADIES FROM TENNESSEE

Two fine la - dies from Tenn-ess - ee, lift their skirts a - bove their knee,  
5 Turn a-round and touch the ground, Two fine la - dies from Tenn-ess - ee.  
9 Walking down the all-ey-way, all-ey-way, all-ey-way, walk-ing down the all-ey-way all night long.  
13 Here comes a-no-ther one just like the o - ther one, here comes a-no-ther one all night long.

The children form a longways set facing their partners.

On 'Two fine ladies from Tennessee' the children do-ce-do.

On 'Lift their skirts' the children pretend to lift their skirts in a ladylike fashion.

On 'Turn around and touch the ground' the children follow the words.

On 'Two fine ladies' they do-ce-do again.

For 'Walking down the alleyway' one of the top couple walks down the aisle in a style of their choice.

On 'Here comes another one' their partner copies them.

The whole group sing 'move up' and move up one place and start again.

# ROUND DE DOO BOP

7 I was go-ing to Ken - tuck - y, I was go - ing to the fair, I  
met a sen - or - it a with flo - wers in her hair, Oh, shake it ba - by

12 shake it, Shake it all you can, Shake it like a milk-shake, and

17 drink it from a can, Oh, Round de doo bop, one two, Round de doo bop,

22 one two, turn a-round and turn a-round un - til you make a stop!

Have the children holding hands in a circle with a leader in the middle.

The group circles round to the left and at 'flowers in her hair' all stop and mime flowers in hair with both hands, while the leader does a 'senorita-type' dance in the middle.

On 'shake it baby' to 'milkshake', everyone, including the leader, shakes.

On 'drink it from a can', mime drinking from a can.

On 'Oh, round de doo bop', everyone except the leader spins around on one foot.

On 'one, two', stamp on 'one' and clap on 'two'.

'Round de doo bop, one two' - repeat above.

On 'turn around and turn around until you make a stop!', the leader turns around while covering eyes and on 'stop', points to a new leader.

The leader then goes into the middle and the game continues.

# I WIGGLE MY FINGERS



I wig - gle my fin - gers I wig - gle my toes, I wig - gle my shoul - ders I



wig - gle my nose, when no more wig - gles are left in me, then I'm as still as still can be!

Follow the actions. For 'I wiggle my toes' emphasise to the children to try and wiggle their toes inside their shoes!.

For 'when no more wiggles are left in me', wiggle and wave arms vigorously all over the place.

For 'then I'm as still as still can be', sit really still with finger to lips.

This chant can be done in the following ways:

CHANT with actions

WHISPER with actions

# GOODBYE EVERYONE



Good - bye eve-ry one, good - bye eve-ry one glad that you were here.



Good-bye eve-ry one, good-bye eve-ry one glad that you were here. Aye, aye,



aye, aye, aye. Glad that you were here. Aye, aye, aye, aye, aye.



Glad that you were here.

Lines one and two - tap knees in time to pulse.

Line three and four - clap hands from low to high for 'Aye, aye, aye, aye, aye,' and tap knees again for 'Glad that you were here' -

This song can be sung replacing the word 'everyone' with an individual child's name and is a useful song to be sung while children leave the room one at a time to wash their hands for lunch or gather their bags to go home etc. Four different names can be sung each time.

Further ways to develop this action song are as follows:

SING it with the actions

HUM it with actions

THINK it with actions