



**Guide  
Dogs**

| My Time  
to Play



# **My Time to Play Songbook**

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# Busy Body Song

I've got a body it's a very busy body

(Hug your child or encourage them to hug themselves.)

And it goes everywhere with me

And on that body, I have a nose

(Gently touch or point to the relevant body part.)

And it goes everywhere with me.

And I sniff, sniff here,

(Give your child something to smell, mint leave, soap etc.)

Sniff, sniff there

Sniff, sniff, sniff, everywhere

I've got a body it's a very busy body

And it goes everywhere with me

And on that body, I have...

(Use different body parts and action or sensory experience e.g. ears, listen to bells, eyes look at torch or light toy, feet, stamp feet etc.)

# Five Little Teddy Bears

Five little teddy bears jumping on the bed

One fell off and banged his head

Mummy called the doctor and the doctor said

No more teddy bears jumping on the bed

(Encourage action of jumping or bounce child on your knee. Touch your child's head or encourage them to touch it. Continue rhyme reducing the number of teddy bears.)

This can also be done with the use of dolls and teddies and reducing the number each time and on different furniture e.g. five little teddy bears jumping on the sofa/table.)





# Five Little Caterpillars

(To the tune of 'Shortening')

One little caterpillar crawled on my shoe  
Along came another one and then there were two  
Fuzzy caterpillars go crawling, crawling  
Fuzzy caterpillars all over the place  
Fuzzy caterpillars go crawling, crawling  
Fuzzy caterpillars all over the place

**(Make a crawling action with fingers onto your child's shoe, encourage your child to join in the action if appropriate. Let them feel how you are moving your fingers.)**

Two little caterpillars crawled on my knee  
Along came another one and then there were three...

**(Gently crawl your fingers up from your child's shoe to their knee.)**

Three little caterpillars crawled on the floor  
Along came another one and then there were four...

**(Crawling action from knee onto the floor.)**

Four little caterpillars crawled up the drive  
**(Continue crawling actions on the floor close to your child.)**

Five little caterpillars all crawled away  
**(Crawl fingers away from your child and close fist.)**

They will all become butterflies one day  
**(Cross thumbs over and wiggle fingers to create the shape of a butterfly, let your child feel the shape of your hand and movement. If appropriate encourage them to make the same shape with their own fingers and hand.)**

# Five Little Ducks

Five little ducks went swimming one day  
Over the hill and far away  
Mother duck said, "Quack, quack, quack, quack."  
But only four little ducks came back  
One, two, three, four

**(Continue singing reducing the number of ducks each time.)**

One little duck went swimming one day  
Over the hill and far away  
Mother duck said, "Quack, quack, quack, quack."  
But none of the five little ducks came back  
Sad mother duck went swimming one day  
Over the hill and far away  
Mother duck said, "Quack, quack, quack, quack"  
And all of five little ducks came back

**(Count on fingers or with five little duck stick puppets.  
Or six children could act the rhyme out in the middle  
of the circle.)**

# Goodbye Song

(To the tune of 'She'll Be Coming Round the Mountain When She Comes')

Oh we'll say goodbye to\_\_\_\_\_ with a \_\_\_\_\_

Oh we'll say goodbye to\_\_\_\_\_ with a \_\_\_\_\_

Oh we'll say goodbye to\_\_\_\_\_ say goodbye to\_\_\_\_\_

Say goodbye to\_\_\_\_\_ with a\_\_\_\_\_

(Child can choose action to say goodbye with e.g. wave, nod, clap etc.)



# 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.

(Gently touch the relevant body parts or encourage your child to touch or point to them. You can ask your child to find the relevant body parts on yourself or a teddy or doll.)





# Hello Song

(To the tune of 'This Old Man')

Clap your hands 1, 2, 3

Pat them gently on your knee

We're so happy ...

(Sing your child's name.)

Has come to play

Clap your hands and shout 'Hooray'

(Before shouting 'Hooray' pause slightly to encourage anticipation and eventually your child may join in on the 'Hooray or hello'.

Encourage your child to join in the actions, this can be done with hand under hand initially gradually progressing to your child doing this themselves.)



# Here We Go Round the Mulberry Bush

Here we go round the Mulberry Bush

The Mulberry Bush

The Mulberry Bush

Here we go round the Mulberry Bush on a cold  
and frosty morning

This is the way we clap our hands...

This is the way we nod our head...

This is the way we stamp our feet...

This is the way we swing our arms...

This is the way we wash our face...

This is the way we put on our shoes...

(You can replace the word 'we' with your  
child's 'name' this makes the song more  
personal to them. Lots of actions can be used  
in this song relevant to whatever your child is  
learning to do.)

# Hickory Dickory Dock

Hickory dickory dock

(Use your fingers to create rhythm bouncing along the body.)

The mouse went up the clock

(Use your fingertips lightly tap from toes to head to create a running motion up.)

The clock struck one

(Use your fingers to draw a circle to symbolise a clock.)

The mouse went down

(Use your fingertips lightly tap from head to toes to create a running motion down.)

Hickory dickory dock

(Use your fingers to create rhythm bouncing along the body.)

Tick tock, tick tock, tick tock, tick tock.

(Use your fingers to create rhythm bouncing along the body.)

# Humpty Dumpty

Humpty Dumpty sat on a wall

(Use the flat of your hands, and rest them both gently on your child's back, head or shoulders to represent 'sitting'.)

Humpty Dumpty had a great fall

(Let your hands gently but quickly fall from back, head or shoulders.)

All the king's horses

(Using both hands using the pads of the fingers and thumbs 'bounce' off your child and move all over the body representing the 'trotting' of horses.)

And all the king's men

(Using both hands 'walk' with your fingers and move over your child's body representing the king's men walking.)

Couldn't put Humpty together again

(Use the flat of your hands and rest them both gently on your child's back, head or shoulders to represent 'sitting' in a similar way you did at the beginning of song.)

# I Hear Raindrops

I hear raindrops

I hear raindrops from the sky, from the sky

(Tap fingers to imitate raindrops moving them towards your child's head. When your child is ready you can encourage them to participate and tap their own head.)

Patter on my head, patter on my head

(Tap fingers on your child's head.)

Rub them dry, rub them dry

(Rub palm of hand over head.)

(Repeat song with shoulders, tummy, knees and toes.)



# If You're Happy and You Know It

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

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

If you're happy and you know it

And you really want to show it

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

If you're happy and you know it, pat your head...

If you're happy and you know it, stamp your feet...

If you're happy and you know it, say 'We are'...



# **I'm a Little Rocket (Smart Moves)**

**(To tune of I'm a little teapot)**

I'm a Little Rocket Pointing at The Moon

**(Raise arms above head fingertips touching.)**

Now I'm getting fuelled up

**(Wiggle hips.)**

We'll be ready soon

**(Stand up straight and tall.)**

When it's time to board me, then I'll say

**(Slowly bend knees and crouch down, arms still above head if possible.)**

Blast off! Zoom! We're on our way!

**(Stand/jump up and shout.)**

<https://www.smartcc.co.uk/smart-moversandcreators.html>

# I'm a Little Teapot

I'm a little teapot

(Encourage your child to join in with the actions and use hand under hand technique.)

Short and stout

(Place both hands on head and move arms out in front as if holding a large ball.)

Here is my handle

(Place left hand on hip.)

And here is my spout

(Bend right elbow, raise forearm and lower wrist.)

When the tea is ready here me shout

(Stay in the same position and nod head.)

Tip me up and pour me out

(Tip sideways in direction of extended arm.)

(Repeat song with actions in the opposite direction, right hand on hip, left arm extended.)

# Incy Wincy Spider

Incy wincy spider, climbed up the water spout  
(Use your fingers to walk up from toes to head.)

Down came the rain, and washed poor Incy out  
(Use your hands and brush down the body from head to feet.)

Out came the sun, and dried up all the rain  
(In front of your child's face, open your fingers like a bright sun.)

So Incy Wincy spider, climbed up the spout again  
(Use your fingers to walk up from toes to head.)



# Old MacDonald had a Farm

Old MacDonald had a farm

Ee i ee i o

(Use your index finger to point to 2nd finger 'E', 3rd finger 'I', 4th finger 'O'.)

And on his farm he had some cow's

(Use hands to make shape of horns on your head.)

Ee i ee i o

With a moo-moo here

(Use hands to make shape of horns on your head.)

And a moo-moo there

(Use hands to make shape of horns on your head.)

Here a moo, there a moo, everywhere a moo-moo

Old MacDonald had a farm

Ee i ee i o

Repeat song with different animals e.g. cat, dog, horse, sheep, duck

# Polly Put the Kettle On

Polly put the kettle on

Polly put the kettle on

Polly put the kettle on

We'll all have tea

Sukey take it off again

Sukey take it off again

Sukey take it off again

They've all gone away

(Mimic putting the kettle on and off, replace the names with your child's name or parent 'mummy put the kettle on'.)



# Row, Row, Row your Boat

Row row, row your boat

(Face your child and take their hands or sit behind your child. Gently move backwards and forwards for rowing action.)

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream.

Rock, rock, rock your boat

(Rocking action from side to side.)

Gently to and fro

Watch out give a shout

Into the water you go SPLASH!

(Encourage your child to cross the midline and pat the floor on the opposite side for the splash. Do this for both sides.)

Row, row... If you see a crocodile don't forget to scream!

Row, row... Gently back to shore, If you see a lion don't forget to roar!



# Round and Round the Garden

Round and round the garden like a teddy bear

(Draw a circle on your child's hand with your finger.)

Round and round the garden

Like a teddy bear

One step two step and a

(Step your fingers up your child's arm or leg etc.)

Tickle under there

(Tickle underarm or name body part, tickle on your toes etc.)



# Sleeping Bunnies

See the little bunnies sleeping til it's nearly noon

**(Lie on floor pretending to sleep.)**

Shall we go and wake them with a merry tune?

Oh how still...

Are they still?

Sssssh, sssssh

**(Take time here to build anticipation.)**

**(Clap hands.)**

Wake up soon!

**(Children jump up and start to jump or hop.)**

Hop little bunnies hop, hop, hop

Hop little bunnies hop, hop, hop

Hop through the fields and through the clover

Hop til the day is nearly over

Hop little bunnies, hop... and stop!

**(Repeat and change actions, so the bunnies could spin, roll, walk, skip, crawl etc.)**

# Stir up the Porridge (Sticky Kids)

(Demonstrate stirring motions and encourage child to join in or facilitate movement using hand under hand.)

Stir up the porridge icky, sticky goo

Stir up the porridge round and round the roo

Up and down and touch the ground

(Stretch arms up and then down to touch the ground.)

And clap one two

You put your hands in

You put your hands out

You give your hands a shake, shake, shake

And turn yourself about

(Repeat with feet, head, jump your whole self in etc.)

Sticky kids link

<https://www.youtube.com/channel/UC4u3fUr5gb7MrMLzj6jJ2UA>

# Teddy Bear, Teddy Bear Turn around

Teddy bear, teddy bear turn around

Teddy bear, teddy bear touch the ground

Teddy bear, teddy bear touch your nose

Teddy bear, teddy bear touch your toes

(Encourage your child to join in the actions or use hand under hand technique. The rhyme can be extended to include further actions or body part. Stand up tall, climb the stairs, jump up high etc.)



# Ten in the Bed

There was 5 in the bed and 'childs name'  
said

Rollover, rollover

So, they all rolled over and one fell out

(Repeat song reducing the number each time.  
Encourage, your child to roll over or facilitate  
movement, use appropriate number of props:  
puppets, teddies etc. to motivate to roll over  
removing one each time.)



# Tommy Thumb, Tommy Thumb

Tommy Thumb, Tommy Thumb

Where are you?

Here I am, here I am

How do you do?

**("Now it's Peter Pointer's turn which is your index finger  
he's the one who points".)**

Peter Pointer, Peter Pointer

Where are you?

Here I am, here I am

How do you do?

**("Now it's Toby Tall which is your middle finger, he's the  
tallest one of them all".)**

Toby Tall, Toby Tall

Where are you?

Here I am, here I am

How do you do?

**("And now it's Ruby Ring, she's the fourth one along".)**

Ruby Ring, Ruby Ring

Where are you?

Here I am, here I am

How do you do?

**("Last, but not least is Baby Small, he's the littlest finger  
of all".)**

Baby Small, Baby Small,

Where are you?

Here I am, here I am,

How do you do?



# The Terrible Tickle

(Written by Julia Donaldson)

I've got a little tickle in between my toes

Tickle, tickle off you go!

Away the tickle goes

Now that little tickle is tickling my knee

Tickle, tickle off you go

Don't you tickle me

That silly little tickle is tickling my tum

Tickle, tickle off you go

Or I'll tell mum

That naughty little tickle has jumped behind my ear

Tickle, tickle off you go

Stop it you hear!

That terror of a tickle is tickling my nose

Tickle, tickle off you go

It's gone... back to my toes!

(Tickle either with your hand or a feather or rub the relevant body part of your child. Encourage your child to do the actions themselves or on you.)

# The Wheels on the Bus

The wheels on the bus go round and round  
**(Bring hands up and bring hands over each other in a circle in forwards motion.)**

Round and round, round and round

The wheels on the bus go round and round

All day long

The wipers on the bus go swish, swish, swish

**(Bring hands up and move arms from side to side.)**

Swish, swish, swish, swish, swish, swish

The wipers on the bus go swish, swish, swish

All day long

The people on the bus go, chat, chat, chat

**(Bring your thumb and fingers together.)**

Chat, chat chat, chat, chat ,chat

The people on the bus go, chat, chat, chat

All day long

The horn on the bus goes beep, beep, beep

**(Touch your nose.)**

Beep, beep, beep, beep, beep, beep

The horn on the bus goes beep, beep, beep

All day long

The wheels on the bus go round and round

**(Bring hands up and bring hands over each other in a circle in forwards motion.)**

Round and round, round and round

The wheels on the bus go round and round

All day long

# Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star

(Open/close hands or have hands open and wiggle fingers.)

How I wonder what you are!

Up above the world

(Make a shape of a circle in the air with hands.)

So high

(Reach up towards the sky.)

Like a diamond in the sky

(Bring fingertips together to make a shape of a diamond.)

Twinkle, twinkle, little star, how I wonder what you are!

(Open/close hands or have hands open and wiggle fingers.)

# Wake up Song

Wake up feet, wake up feet, wake up feet

(Place your hands or your child's hands on their feet and move them gently from side to side, up/down and in a circular motion.)

And wiggle, wiggle, wiggle

Wake up feet, wake up feet, wake up and wiggle in the morning

(Repeat using other body parts, e.g.  
Wake up feet, hands, toes, ears, tummy.)



# Warm up Song

(Tune of 'Pop Goes the Weasel')

Head and nose and fingers and toes

Legs and arms and shoulders

Bend and stretch and wriggle and shake growing  
up and older

Stamp your feet upon the floor

Clap your hands together

Get your breath and blow it out lighter than  
a feather

(Facilitate the movements with hand under hand  
or encourage your child to touch or move the  
relevant body part and join in the actions.)



# Watch Out for the Bugs

## (Smart Moves)

To the tune of 'Jingle bells'

Clap your hands, stamp your feet

Wiggle all around

Throw your hands up in the air

Now let's touch the ground

Hold your head

Hold your hips

Give yourself some hugs

Lay yourself down on the floor

Buutttt... WATCH OUT FOR THE BUGS!

AHHHHHHHHHHHHHHHHHHHHHH!

(Encourage your child to join in the actions or facilitate the movement with hand under hand: clap hands, stamp feet, reaching up with arms, hands, touch the ground, touch head, hands on hips, wrap arms around self and lie on the floor.)

<https://www.smartcc.co.uk/smart-moversandcreators.html>



# What Shall We Do With the Bouncing Baby?

(Tune of 'Drunken Sailor')

What shall we do with the bouncing baby?  
(Or child's name.)

What shall we do with the bouncing baby?

What shall we do with the bouncing baby?

Early in the morning

(Bounce your child on your knee, encourage  
bouncing movements.)

Tickle, tickle, tickle their tummy

Tickle, tickle, tickle their tummy

Tickle, tickle, tickle their tummy

Early in the morning

(Repeat song with other actions, stroke leg,  
stretch arms, wiggle fingers etc.)



# Wind the Bobbin Up

Wind the bobbin up

(Bring hands up and over each other in a winding motion.)

Wind the bobbin up

Pull, pull, clap, clap, clap

(Make a pulling action and clap hands.)

Wind it back again

(Bring hands up and bring hands over each other in a circle in forwards motion.)

Wind it back again

Pull, pull, clap, clap, clap

Point to the ceiling

Point to the floor

Point to the window (can change to point to your nose.)

(Point downwards to window or point to your nose.)

Point to the door (can change to point to your toes.)

Clap your hands together, one, two, three

Put your hands upon your knee

# Zoom, Zoom, Zoom

Zoom, Zoom, Zoom

We're going to the moon

Zoom, Zoom, Zoom

We'll get there very soon

(Place palm of hands together in front of you pointing up, make a bouncing action if sitting or stepping action if standing. Encourage your child to place their hands on top of your hands or do the actions themselves.)

If you want to take a trip

Climb aboard my rocket ship

(Crawl fingers up one arm from elbow to fingertips.)

Zoom, Zoom, Zoom

We're going to the moon

(Place palm of hands together in front of you pointing up, make a bouncing action if sitting or stepping action if standing.)

5, 4, 3, 2, 1,

(Hold 5 fingers up and count down.)

Blast off!

(Lift your baby up in the air or support your child to jump if appropriate.)

5, 4, 3, 2, 1,

Blast off!

# What Can my Child Learn Through Guide Dogs My Time to Play?



## Concepts

Guide Dogs My Time to Play can help your child to understand concepts. Some concepts, such as time, can help with their routines: when to eat, sleep and play. Part of understanding concepts includes spatial awareness – where they are and where objects are around them. Concepts also help when describing things, for example, that their pillow is soft, or that the table is hard.



## Sensory skills

Your child can learn so much about the world around them using their senses. Touch and sound can be key to helping them move around and join in with activities, so it's crucial they feel confident exploring different textures, sounds and smells. Senses also play a key part in understanding their own movement – whether walking fast or slow, bending, stretching, or balancing.



## Movement skills

To become a confident little mover and explorer, your child needs to develop a broad range of movements and skills. From rolling, sitting, and crawling to walking, or reaching out to grasp their favourite teddy, using a spoon and taking a drink, to helping to put their clothes on. Many of these skills rely on sight, so your child may need a little bit more help.



## Self-help for children

It doesn't take long for your child to take their first steps towards independence, starting with holding their bottle. With a little help, this can soon develop to feeding themselves with their fingers, learning to brush their teeth and helping when you're dressing them.



## Communication skills

Communicating well with your child is very important, especially if they're unable to see visual cues and information. You may need to describe things more to them during play and other activities, so they can develop their early communication and language skills.

## Free online resources

As well as Guide Dogs My Time to Play, Guide Dogs has free online information, guidance, and activities, to help support your child's early years development.

To find out more visit our 'Learning through play' pages on the Guide Dogs website: [www.guidedogs.org.uk/getting-support/information-and-advice/learning-through-play](http://www.guidedogs.org.uk/getting-support/information-and-advice/learning-through-play)



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