

SPECIAL DELIVERY

Curriculum for Excellence, Transferrable & Music Skills

Thank you for joining us in our Creative Learning videos. Below is a list of all the songs and rhymes used in the videos that accompany the performance **Special Delivery**.

To make this document easier to navigate it is hyperlinked. Simply click on the song or rhythm you'd like the **Curriculum for Excellence Early Years Experience and Outcomes, Transferable and Music Skills** for and it will take you directly to the page. If you want to return here just click the gingerbread home icon in the bottom right of the page.

We would love to hear about the work and conversations you have with your young person. Please contact us on socials at any point. You can find us everywhere by searching **VisibleFictions**, and use the **#VFSpecialDelivery** and **#VFCreativeLearning** or you can email Suzie, Visible Fictions' Learning and Engagement Coordinator directly at suzie@visiblefictions.co.uk

All Videos

[Hello / Goodbye Everyone](#)

Video 1 - It's Time To Wrap

[The Opposite Song](#)

[One Finger Two Fingers](#)

[I Have Ten Little Fingers](#)

Video 2 - It's Time To Move

[Icky Sticky Bubble-gum](#)

[Cheeky Cheeky Chin Song](#)

[Little Johnny Dances Song](#)

Video 3 - It's Time To

[Breath... and Go!](#)

[I Can Clap My Hands](#)

[Butterfly Rhyme](#)

Curriculum for Excellence, Transferrable and Music Skills

Video 1, 2 and 3

Below is the overarching experience and outcome for each video. It was this E&O alongside Kodály Music Theory that inspired the individual videos and the song and rhyme choice.

Video 1 - Expressive Arts - Music

- I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a

Video 2 - Literacy and English - Listening and Talking

- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a

Video 3 - Health and Wellbeing - Mental, emotional, social and physical wellbeing

- I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a

Hello and Goodbye Song

The 'Hello Song' welcomes the group to the session. We will start every session like this to familiarise the young learners with this format. By doing this, they will learn the tune, actions and words. It also replicates the 'Goodbye Song' which will again enforce this.

Experience & Outcomes: Modern Languages, Listening for Information

- I am learning to listen actively to the sounds of the target language through play, classroom language, songs, games and rhymes. MLAN 0-01a

Transferable Skills:

- Confidence
- Memory
- Patience and turn taking

Musical Aims:

- Keeping the steady 4/4 beat
- Pitch



Video 1

The Opposite Song

In this song children will explore opposites. We explore big and small (we refer to this as 'wee', the typical Scottish phrase for small), short and tall, fast and slow. By understanding these, children are able to describe objects in more depth.

Experience & Outcomes: Numeracy & Maths - Number, money and measure

- I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. [MNU 0-01a](#)

Transferable Skills:

- Awareness of details
- Coordinated movement
- Listening

Musical Aims:

- Keeping the steady 4/4 beat
- Incorporating hand movements while singing

One Finger, Two Fingers

This rhyme encourages children to learn and practice counting to 10 on their hands. It also encourages fine motor skills and for the older ones, they will be able to predict what is coming next.

Experience & Outcomes: Numeracy & Maths – Number and number progression

- I have explored numbers, and I can use them to count, create sequences and describe order. [MNU 0-02a](#)

Transferable Skills:

- Coordinated movement
- Following a clear sequence
- Predicting sequencing

Musical Aims:

- Exploring pauses within a sequence
- Rhythm



Video 1

I Have Ten Little Fingers

This song is sung in the minor key, which is a little more unusual in children's songs. It also encourages fine and gross motor skills as well as spatial awareness. In our resource, the performer sings it first and then asks the listener to repeat after them.

Experience & Outcomes: **Modern Languages - Listening and talking with others**

- I enjoy listening to stories, songs, rhymes and poems in the language I am learning and can join in to show my understanding. **MLAN 0-05a**

Transferable Skills:

- Imagination
- Focus
- Patience and turn taking

Musical Aims:

- Experiencing music in the minor key.
- Pitch

Video 2

Icky Sticky Bubble-gum

The Icky Sticky Bubble-gum song is a favourite for young children as it encourages imaginative play. Further activity for this song would be to encourage the child to pick different and obscure body parts (like pinkie toe). If that's too easy, can they remember the order they sang in? Or can they do the order backwards..?

Experience & Outcomes: **Literacy and English - Listening / Talking / Reading / Writing**

- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT 0-20a**

Transferable Skills:

- Creativity
- Choice
- Phonic skills

Musical Aims:

- Keeping the steady 4/4 beat
- Pitch



Video 2

Cheeky Cheeky Chin Song

This is one of our favourite rhymes to help us identify specific parts on our face, it's also a brilliant way to warm up our face and mind. To make this more challenging, you could try to sing it really fast, or in super slow-motion.

Experience & Outcomes: **Modern Languages - Listening and talking with others**

- With support, I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 0-03a**

Transferable Skills:

- Coordinated movement
- Focus
- Listening

Musical Aims:

- Language rhythm
- Exploring pauses within a sequence.

Little Johnny Dances

This is the second song in the minor key, and it also has a medieval feel which is unusual for young children to hear. We work through the song by starting at our head, and working down to our toes. If you want to make it more challenging for a group you could ask them where 'Little Johnny' dances, encouraging them to pick a random order.

Experience & Outcomes: **Expressive Arts - Dance**

- I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-08a**

Transferable Skills:

- Follow a clear sequence of events
- Gross Motor skills
- Memory

Musical Aims:

- Experiencing music in the minor key
- Experience music in 6/8 time



Video 3

I Can Clap My Hands

This is a brilliant song to move your body to and to move around the space you're in. It also explores contradicting feelings. Video 3 is all about mindfulness and emotional regulation. You could use this song as a starting point for you to have conversations around feelings with your young person.

Experience & Outcomes: Health & Wellbeing - Movement skills, competencies & concepts

- I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. [HWB 0-21a](#)

Transferable Skills:

- Communication
- Following
- Sensitivity to others

Musical Aims:

- Keeping the steady 4/4 beat
- Incorporating whole body movements while singing.

Butterfly Rhyme

This beautiful and simple rhyme can be used to develop fine motor skills, and it can be used as an introduction to talking to your young person about situations that make them feel like they have 'butterflies in their tummies'. To assist with conversations about feelings, you could ask the young person to draw out the locations the five butterflies visit and use this time to have a conversation with them.

Experience & Outcomes: Health & Wellbeing - Movement skills, competencies & concepts

- I am developing my movement skills through practice and play. [HWB 0-22a](#)

Transferable Skills:

- Confidence
- Imaginative Play
- Listening

Musical Aims:

- Language rhythm
- Using hands while speaking

