### Credits

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Introduction

This series of The Song Tree is a collection of songs based on the story of Jack and the Beanstalk. Together with the story episodes in each programme they tell the adventures of Jack and his encounters with the giant at the top of the beanstalk. The songs, music activities and literacy links support a range of learning objectives at Years 1 and 2. They can also be used to make your own performance of the story.

The programmes

During the first seven programmes the children learn one new song per episode. They are taught, section by section, by the presenter Sarah Jane Honeywell.

The songs are revised in programmes 8 and 9, when the children have the opportunity to sing them all the way through from beginning to end. They will be singing along to a full and accurate performance of each song.

If you decide to give your own performance of Jack and the Beanstalk, you could create your own narrative, based on the events in the story extracts, which can be heard throughout the programmes. At the end of each of the first seven programmes, there are also music activities, and the children are encouraged to join in with these.

The final programme of the series includes a number of supporting resources, including a ‘backing track’ version of each song without the words. These tracks enable the children to practise for a more polished, final performance accompanied by just the music.

These programmes are available to purchase at cost price (UK schools only) on pre-recorded CDs.

To order by post:

BBC Schools’ Broadcast Recordings
PO Box 504
Leicester
LE94 0AE

By telephone: 0370 977 2727
(Mon – Fri, 8am – 6pm)

By fax: 0370 977 2727

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www.bbc.co.uk/schoolradio/ordercd
The Teacher’s Notes

The Teacher’s Notes offer:

- A guide to using the programmes.
- Actions and simple performance ideas.
- Simple vocal versions of the songs with chords.
- The lyrics of each song in child-friendly lettering to print and distribute.
- Other photocopiable pupils’ material.

Music skills

Music skills appropriate to Years 1 and 2 include:

- Breathing, posture, articulation, sound projection.
- High/low/different paces/timbre/texture.
- Structure (phrase, chorus, verse).
- Context (venue, occasion, time and place, intended effect).
- Singing songs in unison, with clear diction, control of pitch, a sense of phrase and musical expression.
- Call and response.
- Practising, rehearsing and presenting performances with an awareness of the audience.
- Listening with attention to detail and recalling sounds with increasing aural memory.
- Rehearsal and performance tips.

Listening to the programmes

1. Podcasts

The programmes can be downloaded as high quality MP3 files for 30 days following transmission. You can subscribe to the download by clicking on the podcast link available on the BBC School Radio website.

For more information go to: www.bbc.co.uk/schoolradio/podcasts

2. Audio on demand

The programmes are also available to ‘listen again’, streamed over the Internet, for 7 days following transmission.

Background information

Jack and the Beanstalk is a traditional fairytale, familiar to most young children, and particularly popular as a pantomime at Christmas. It tells the story of Jack, who takes his cow to sell at market, but in fact exchanges the cow for some beans he is told are magic. He throws the beans into the garden and is amazed to find a giant beanstalk has grown during the night. Jack climbs up the beanstalk three times to seek his fortune. On each occasion he returns with riches that he has taken from the giant.

Feedback

We are always pleased to hear how you use our programmes and, in particular, how your own school performance has gone. Please send any letters, stories or pictures to:

BBC School Radio
MC3 D5 Media Centre
201 Wood Lane
London W12 7QT

Or e-mail us at schoolradio@bbc.co.uk
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Jack and the Beanstalk

Before the programme
- Ask the children if they know the story of Jack and the Beanstalk. Talk about how the beanstalk grows very tall! Ask the children if they can think of anything else that has grown very tall – such as a sunflower or really tall tree.
- Distribute copies of today's song or project it so that all the class can see the words clearly.

What we will be doing
Learning song: 'What shall we do?'
- learning the chorus
- learning verse one
- learning verse two
- learning verse three
- listening to the first part of the story

Activities: 'What shall we do?'
- Identify the notes which are long and those which are short.
- Think about 'call and response', with group A singing the questions in each verse and group B singing the answers.
- Can children spot the lines in the verses which are repeated?

Follow-up ideas
- Practise singing the whole song, 'What shall we do?'
- Talk about the tempo of the song. It's fast! There are lots of short, quick notes. But there are some longer notes too. Help the children to spot them.
- Notice how verse one has the same rhythm as verse two. Clap the rhythm of these two verses.
- Encourage the children to be ready to come in quickly in their groups A and B in the 'call and response' sections of each verse. Perhaps they can think of some 'call and response' phrases of their own.

Resource unit
Music activity: 'What shall we do?'
Focus: call and response
Here the presenter sings a phrase and the children sing it back, copying it as closely as they can. The presenter changes the order of the notes that she sings and also their rhythm – sometimes singing quickly and sometimes singing slowly.

Encourage the children to really listen and to sing accurately. Help them to come in together and in time with the music.

Follow-up ideas
Discuss how 'call and response' is rather like a musical conversation, with someone asking a question and the other person answering it. Working in pairs and using percussion or tuned percussion instruments, children can make up their own 'call and response' pieces – person A playing phrase one and person B repeating it. They can experiment with different rhythms, e.g. playing and repeating three different phrases, one after the other – fast, slow, fast.

Children can then go on to make up another piece of music as above, but this time person A plays a phrase and person B changes this a little, for example, by adding some extra notes, or playing a little slower or faster.

Available to listen at: www.bbc.co.uk/programmes/b03g6vkk
Focus: Instruments of the orchestra
Fast tempo and short notes
This piece of music was written over two hundred years ago by a very famous composer called C P E Bach.

The music is from a concerto. A concerto is a piece of music in which a solo instrument leads and the rest of the orchestra accompanies it. An orchestra is a big group of instruments that play together.

Do children know what the solo instrument is here? (It's a flute. You might like to display a picture).

The instruments in the orchestra are string instruments – that's instruments that have four strings. They are the violin, viola, cello and double bass. (You might like to display pictures).

Tempo: Is this piece of music fast or slow? (It's fast and very exciting. The flute and the orchestra play lots of quick notes.)

Are the notes that the instruments play long and smooth or short and jumpy? (They are short and jumpy!)

What does the music make the children think of?

Dynamics: Is the music loud or soft? (It's quite loud.) Can the children spot moments and put up their hands when the music seems even louder? (When the orchestra comes in after the solo flute section).

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**Literacy links**

**Year One**

- Talk about Jack and his Ma. They are very fed up, as there's nothing left to eat! Can children remember the only things that are left in the cupboard? Ask them to think of three more things that they think might be left in the cupboard that no one would want to eat – e.g. a shrivelled-up orange or some banana peel. Divide a piece of paper into three sections to make the three cupboard shelves. Children draw and label three things (or more if they can think of them) that are left in the cupboard.

- Draw the outside of Jack's house showing all the things that are wrong with it because he and his Ma haven't the money to mend it – e.g. paint peeling off, a broken window and holes in the roof. Add labels for each feature.

**Year Two**

- Imagine that you are Jack. Write a short diary entry about what happened to you that day when you found that there was nothing left to eat. Describe how you feel now that Ma has told you that you have to sell Daisy at the market.

- Jack and his Ma have had a busy time recently. Every day they've had to sell something. Discuss what they've had to sell and write a list – e.g:

  * On Monday, Jack sold his bike.
  * On Tuesday, Jack sold a chair.
  * On Wednesday, Jack sold the cat.

  Children could also design a 'For Sale' poster of one of the things they are trying to sell – e.g. for Daisy: 'Cow for sale! Very friendly, doesn't give much milk, has a loud moo… only three pounds!'
Jack and the Beanstalk

Programme

2

Jack went to market

Focus

• accumulation song – making the musical phrase longer by adding to it
• singing different rhythms at the same time in three parts

Main song

• ‘Jack went to market’

Story line

Jack goes to market where he has no luck selling Daisy. On the way home he meets a mysterious person who offers Jack some magic beans in exchange for Daisy. Jack is unsure of what to do...

Before the programme

• Talk about what happened in last week’s story and how Jack and his Ma are very poor and there is nothing left in the house to eat. Jack’s Ma has decided that they will have to sell Daisy the cow.
• Distribute copies of today’s song or project it so that all the class can see the words clearly.

What we will be doing

Learning song: ‘Jack went to market’.

• learning verse one – singing with lots of energy and expression
• learning chorus one – reaching up high for those top notes
• learning verse two
• learning chorus two
• learning verse three
• learning chorus three
• learning verse four
• learning chorus four
• learning verse five
• learning chorus five
• listening to the next part of the story

Activities: ‘Jack went to market’.

• Notice how the noises that the animals make always have the same steady rhythm, apart from the final ‘wiggle, wiggle!’ of the little worm. This is a faster rhythm.
• Notice how the animal noises in the verses are always on the same note.
• Spot how the animal noises in the choruses are on notes that go down.
• Notice how, in each verse, the words ‘happily’ and ‘everywhere’ have exactly the same jumpy low to high note pattern.

Follow-up ideas

• Children need to really concentrate and try to remember the order of the animals, as they add one more each time they sing the chorus.

Follow-up ideas

• Practise singing the whole of ‘Jack went to market’ from the beginning.
• Practise singing and clapping the rhythms of the noises that the animals make. How is the last one – the wiggly worm – different? (It's faster!)
• Can the children think of some of their own animals and the noises that they make? Can they create their own new verses for the song based on these animal noises?
• Practise singing the jumpy low to high note patterns of ‘happily’ and ‘everywhere’, trying really hard to keep in tune.
• Encourage the children to really concentrate and try to remember the order of the animals as they add one more each time they sing the chorus. They can practise singing the final long animal list separately.

Resource unit

Music activity: ‘Jack went to market’

Focus: singing fast and slow rhythms and dividing into three parts

In the music activity, children divide into three groups then, led by the presenter, sing some contrasting fast/slow word rhythms – at the same time as each other, using words and animal sounds from the song. They build up three layers of sound in unison.

Follow-up ideas

• In small groups, clapping or using tuned or non-tuned percussion instruments, children make up their own ‘rhythm layer’ pieces.
They can build these up, one player at a time – e.g. starting off with the first player playing the pulse, then adding different rhythms (some fast and some slow) over the top. They can perform these to the rest of the class.

Listening music: *Into the West. ‘Discovery of India’*. The Essential Ravi Shankar

Available to listen at: www.bbc.co.uk/programmes/b03g6vkl

Focus: rhythm layers

• This piece of music is from a country called India. What do children know about this country? (Find India on a map).
• It is played by a famous Indian musician called Ravi Shankar. He and his band are all playing traditional Indian instruments. (You could look at some pictures of Indian instruments).
• Ravi is playing the sitar. This instrument is rather like a large guitar but it has seven strings and a big round back.
• There are lots of different rhythms playing at once in this piece.
• The main beat of the piece is played by small hand drums.
• Is the tone of the music happy or sad?
• Is it slow or fast? (It is fast! And it has a strong, lively beat).
• Children can clap along with the music, clapping the main pulse or beat. This has a ‘One, two, three, four,’ pattern.

Literacy links

Year One

• Talk about all the different animals that Jack sees at the market. Make a list of them and the all the noises they make. Fold a long strip of paper to make a zigzag book. Children label the first page ‘When Jack went to market, he saw…’. In the subsequent pages, they draw a picture of each animal that Jack saw and label it underneath.
• Talk together about what sort of animals the children would like to see if they went to market. Make a zigzag book as above and on the first page, they write, ‘When I went to market, I saw…’. They then draw and label animals that they think of – these can be as imaginative as they like – e.g. a unicorn, a snake, a tarantula!

Year Two

• Children make up their own market poem, starting with the title, ‘Jack went to market and what did he see?’ They then list the animals that Jack sees and the noises that they make – making up some of their own – e.g.
  
  *He saw a little cat. The cat said ‘Meow!’*
  *He saw a little mouse. The mouse said, ‘Squeak!’*
  *He saw a big lion. The lion said, ‘Rahh!’*

  They could also add what they think the animals are trying to say – if only we could understand them… e.g.
  
  *The cat said ‘Meow, Fish for my tea!’*
  *The mouse said ‘Squeak! Don’t eat me!’*

  Children could also illustrate their poems.
Jack and the Beanstalk

Programme

3

And the beanstalk grew

Focus

• slow tempo
• long phrases and smooth notes
• rests

Main song

• ‘And the beanstalk grew’

Story line

Jack breaks the news to his mother that he has sold Daisy the cow for a few beans. Jack’s mother sends him to bed and throws the beans out of the window in disgust, but as Jack makes a wish and dreams of magic, there’s a strange rustling in the garden outside…

Before the programme

• Talk about who we have met so far in the story – Jack, his Ma, Daisy the cow and the old man, who has given Jack some magic beans.

What do the children think will happen next? Will Jack sell Daisy?

• Distribute copies of today’s song or project it so that all the class can see the words clearly.

What we will be doing

Learning the song ‘And the beanstalk grew’.

• learning verse one
• learning the chorus
• learning verse two
• learning verse three
• listening to the next part of the story

Activities: Learning the song ‘And the beanstalk grew’.

• Note the rests between each ‘Shh!’ at the beginning of every verse.

• Note the ascending scale of the chorus – the notes go from low to high and ascend one step at a time.

• Children sing long, slow notes. They need to take a deep breath at the beginning of each line.

• Note how the words of the first three lines of each verse are repeated. They also share the same rhythm.

Follow-up ideas

• Practise singing ‘And the beanstalk grew’ again making sure that children sing the very low notes and the slow, ascending scale in the chorus with accuracy.

• Help children to understand that the notes in the chorus are slow and long.

• The chorus uses ascending notes, which go up, step by step. As the children sing ‘And the beanstalk grew and grew’ they can crouch down low then, as they sing, gradually stretch up, higher and higher, until they are standing tall and stretched like the beanstalk. Encourage the children to understand the link between the notes getting higher in pitch and physically getting higher, as they stretch their bodies upwards.

Resource unit

Music activity: ‘And the beanstalk grew’

Focus: ascending scale

Led by the presenter and working with the music, children sing an ascending scale with the words, ‘Up, up, up!’ and as they do, they stretch slowly upwards.

Follow-up ideas

• This time, children sing a descending scale with the words ‘Down, down, down, down!’ They can begin stretched and high and then gradually crouch down into a low position.

• Working in groups, children then make up their own high and low piece. For this they can play ascending or descending note patterns. They can sing or use tuned percussion instruments such as chime bars, xylophones or glockenspiels. They can play these to the rest of the class, who have to identify whether the notes are ascending – going up – or descending – going down.

Listening music: Passacaglia, Opus 1.
Webern, Anton

Available to listen at: www.bbc.co.uk/programmes/b03g6vkm

Focus: slow and rests

• Listen to the first part of the music, before the flute starts to play. How many notes can the children count? (There are eight.) The notes are all plucked. The string players are plucking.
their strings and not using their bows. (You could demonstrate ‘plucking’ using a guitar or an elastic band stretched over a shoe box.)

- All these notes are quite far apart! There is a pause between each one. What is this called? (It is a rest – a gap or silence when nothing happens.) How many rests can the children count?

- What is the speed – or tempo of this piece? Just like our song today – it is slow.

- Do children know the name of the instrument that starts to play? It is the flute. (Show the children a picture of the flute). It’s an instrument from the woodwind family of the orchestra. All of the instruments make a sound by being blown. (You could show children pictures of other instruments in the woodwind family).

- The notes that the orchestra plays at the beginning are short.

- How are the notes that the flute and then the clarinet play different from those that the orchestra plays at the beginning? (They are slow and smooth.)

**Literacy links**

**Year One**

- Act out today’s story extract with volunteers from the class, showing how cross Jack’s Ma is, how she sends Jack to bed and how the beanstalk starts to grow outside the window. The whole class could act out the part of the beanstalk, as it rises up into the air!

- Children imagine that a beanstalk has grown outside their window while they were asleep. They write and draw what they think is at the top. This could also be used as part of a display – sticking each piece of work onto a piece of green, leaf-shaped paper, to make a beanstalk.

**Year Two**

- Talk with the children about where they think the beanstalk might lead to. What would they do if they woke up and found that a beanstalk had grown outside their window at home? They write a short story extract beginning, ‘One morning I woke up and found that a beanstalk had grown outside my window.’ They then write about what happened next.
12

Jack and the Beanstalk

Programme

And he went higher!

Focus
- high and low
- jumpy note patterns
- rests

Main song
- ‘And he went higher!’

Story line
Jack has discovered the beanstalk which has grown from the magic beans and decides to climb up it. When he reaches the top, he finds an enormous castle and wonders who would live in such a place.

4 Before the programme
- Discuss the story so far. Was it a good idea for Jack to give Daisy the cow to the man he met in exchange for the magic beans? What was his mother’s reaction – was she pleased or not… and what was all the rustling outside the window?
- Distribute copies of today’s song or project it so that all the class can see the words clearly.

What we will be doing

Learning the song ‘And he went higher!’
- learning verse one – noting the high jumps and the low jumps
- learning the chorus – clapping in the rests
- learning verse two
- learning verse three
- listening to the next part of the story

Activities: ‘And he went higher!’
- Recognise the high and low jumpy note patterns in each verse.
- Note the rests in the chorus and be able to clap in them.
- Note the similar rhythms which happen in each verse – they are repeated.

Follow-up ideas
- Sing ‘And he went higher!’ again all the way through, making sure that you sing the high and low jumpy note patterns in tune.
- Practise clapping in the rests in the chorus. Children need to clap together and in time with the beat of the music.
- Note the long, long, short, note patterns in each verse.
- Recognise the strong beat and brisk tempo. Practise singing in a clear, precise way.

Resource unit

Music activity: ‘And he went higher!’
Focus: singing in a round
Children divide into two groups – group A and group B. They sing the first verse of the song in a round. Group A sings first, then group B comes in two lines later. They sing this twice.

Follow-up ideas
- Children swap parts so that group B is leading this time. They can also practise the round again, using one of the other verses of the song.
- Listen again to the low to high and high to low jumpy note patterns in the first verse. In small groups, using voices or tuned percussion instruments, children create their own piece of music which has the title ‘Jack climbed up.’ They must try to include some jumpy note patterns (jumping from high to low or low to high) in their music and the rhythmic sound of Jack’s footsteps as he climbs. When listening to these as a class, see if children can spot if the note patterns are from low to high or high to low.

Listening music: Carnival of the animals. ‘Royal march of the Lion.’ Saint-Saëns, Camille
Available to listen at: www.bbc.co.uk/programmes/b03g6vkn

Focus: high and low and music used to illustrate
- This is part of a bigger piece of music, called The carnival of the animals. It describes lots of different animals – such as elephants, kangaroos and even people with long ears!
- This piece of music describes the lion.
- Does it have a smooth, gentle rhythm, or a strong, jumpy rhythm? (It has a strong, jumpy rhythm.)
- Are the dynamics loud or soft? (The dynamics are loud.)
• Can children spot the part of the music which shows the lion roaring? (It is where the music runs quickly up and down and the notes are very close together.)

• Is the music high or low here? (It is low, rather like the low growl of the lion.)

• Perhaps children can think of how music might describe some other animals – e.g. fast music, with jumpy rhythms for monkeys; low, loud music with a very strong beat for elephants.

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**Literacy links**

**Year One**

• Discuss how Jack is feeling as he climbs the beanstalk. What are the things that he is missing? You can use a volunteer to mime climbing the beanstalk and take it in turns to say out loud his thoughts – e.g. ‘I miss my mum! I miss Daisy the cow!’ Then ask children to describe the big castle that Jack sees when he gets to the top. The whole class can work together in a ‘Three, two, one, freeze!’ to make the castle – e.g. using their bodies to make door, windows, turrets.

• Children can draw a picture of the castle and label parts of it – e.g. trap door, flag, bats. Underneath, they can write a sentence or two to describe it – e.g. ‘this castle is… big and dark!’

**Year Two**

• Talk about what the children think the land Jack has arrived in looks like. Ask them to imagine that the castle is in front of them now and to describe what it looks like in detail. Write down all the descriptive words that they suggest. Children then do a piece of creative writing about the castle, as though they are Jack. They could start off with, ‘I stood in front of the castle. I felt scared etc.’ and then go on to describe it.
Jack and the Beanstalk

Programme 5

Fee-fi-fo-fum!

Focus
• note patterns
• dynamics – loud!

Main song
• ‘Fee-fi-fo-fum’

Story line
Jack arrives at the giant’s castle and is caught by the giant’s wife, who hides him from her husband. She gives him a lot of silver coins that the giant has stolen to take back to Ma and the rest of the villagers.

Before the programme
• Talk about what happened last time. What was Ma’s reaction when Jack brought home the beans? What was Jack’s journey up the beanstalk like? Do children know the well-known fierce words that the giant says in this story?
• Distribute copies of today’s song or project it so that all the class can see the words clearly.

What we will be doing
Learning the song ‘Fee-fi-fo-fum’
• learning the opening chorus – singing with lots of expression
• learning verse one – singing the words clearly
• learning verse two
• learning verse three – doing the stamping actions
• listening to the next part of the story

Activities: ‘Fee-fi-fo-fum’
• Recognising the three note pattern in the chorus.
• Singing boldly, in character as the giant.
• Doing the actions of the song.

Follow-up ideas
• Practise singing the whole of the song ‘Fee-fi-fo-fum’!
• Encourage the children to sing the jumpy rhythm in the first two lines of each verse in time. (This rhythm is repeated). Practise clapping the rhythm.
• Think about the three note pattern in the chorus. These notes are very low and close together. Children need to sing loudly, but also precisely and in tune.
• Encourage children to really move their mouths, lips and tongues and to sing clearly and to sing in character as the fierce giant.

Resource unit
Music activity: ‘Fee-fi-fo-fum’
Focus: note patterns
Children copy the note patterns that the presenter sings. This is a series of three notes from the chorus which are arranged in different ways each time – their order changes.

Follow-up ideas
• In pairs, using tuned percussion instruments, children make up their own note pattern pieces, using just three notes. They can experiment, changing the order of their notes to create a new pattern each time (they might want to take it in turns to do this). They should rehearse their piece together and then perform it to the rest of the group.
• Children could also fit their three note patterns to some words of the song, such as ‘Fee-fi-fo-fum! I smell the blood of an English man!’ They could say this line out loud and play their instruments, using the same note rhythm as the words.

Listening music: Movement 1 Allegro moderato.
Schubert, Franz: Symphony No. 8 (‘Unfinished’)
Available to listen at: www.bbc.co.uk/programmes/b03g6vkp

Focus: dynamics – quiet and loud and pitch – low
• Do the children think this music starts off high or low? (It starts very low.)
• Does the piece start loud or quiet? (It starts quietly and gradually gets louder, until it is very loud. So the dynamics change from quiet to loud.) Children could show this and start off with their hands resting on their laps then gradually lift them up slowly, until they wave them above their head when the music is very loud!)
• Ask the children to listen again and imagine what might be happening if this music was telling a story.

• What does the low, quiet music at the beginning make them think of? This uses almost the same notes as those in the chorus of today’s song. Perhaps it reminds children of the giant fast asleep after his dinner.

• The high clarinet music which follows could be Jack creeping around the sleeping giant.

• Children could put up their hands when they think that the giant is waking up and chasing Jack! (The loud chords in the orchestra).

Literacy links

Year One

• Talk about what the giant ate for his dinner in the story. Think about other things that he might eat – really use your imagination! Remember that this giant eats enormous amounts, such as an omelette made with twenty eggs, or one hundred sausages, or a huge pie as big as a car!

‘Cut out a circular piece of paper to be the giant’s plate.’ Children draw and label the things that the giant might like for his dinner.

Year Two

• As above, talk about what the giant ate for his dinner in the story. Children make up a menu of one of the giant’s meals with three sections: ‘Starter,’ ‘Main course’, and ‘Pudding’. They could also illustrate their menu.
**Before the programme**

- Discuss what has happened so far in the story. Jack and his Ma have given away lots of the silver coins to the villagers and they only have one left. Do the children think it’s a good idea for Jack to climb up the beanstalk again?
- Distribute copies of today’s song or project it so that all the class can see the words clearly.

**What we will be doing**

Learning the song ‘I am the golden hen’

- learning verse one, including the two-part section
- learning the chorus – reaching up high for the top notes
- learning verse two
- learning verse three
- listening to the next part of the story

**Activities: ‘I am the golden hen’**

- Recognise the high notes in the chorus – which descend – or get lower.
- Sing in two parts – group B repeating what group A sings.
- Spot how verse one and verse two are similar – which lines are repeated?

**Follow-up ideas**

- Practise singing ‘I am the golden hen’. Children can sway to the gentle, lilting rhythm. Encourage children to sing with lots of energy – this song is fun!
- Identify how the jumpy rhythms in verse one and verse two are almost exactly the same. They are repeated. The children can clap these rhythms and say the words at the same time. Help them to spot how the lines, or phrases two and four are identical in each verse.
Jack and the Beanstalk

- The music is from Peter and the Wolf – a traditional Russian story about a boy who catches a wolf.
- In the story, each person and animal has its own special musical theme. For example Peter’s theme is happy music played on the strings; the theme for the wolf is loud, low music played on the French horns – to make him sound scary!
- Can the children guess what creature the flute music is for? They need to really think about the music to help them.
- Is the music high or low? (High.) Is the animal it describes big or small?
- Is the music fast or slow? (Fast, with a jumpy rhythm.) Do the children think the animal it describes moves quickly or slowly?

Literacy links

Year One
- Talk about the amazing golden hen. Can the children describe her? Ask them to imagine that they have their very own golden hen, which lays golden eggs. What is her name? And what does she look like? What does she like to eat? Children write as much as they can to describe her. They can also draw or paint a picture of her.

Year Two
- Talk about the golden hen and what she looks like. Ask children to write as though they are the golden hen. They could start with ‘Hello! I’m the golden hen…’ and can include things such as: her name, a description of her appearance, how old she is and so on. Children can also draw a picture of the golden hen.
Before the programme

- Can the children remember what Jack has taken from the giant? How do they think that the giant feels when he discovers that his precious things have been taken? What do they think Jack might find if he climbs up the beanstalk again?
- Distribute copies of today’s song or project it so that all the class can see the words clearly.

What we will be doing

Learning the song ‘We’re rich!’

- learning verse one
- learning the chorus
- learning verse two
- learning verse three
- listening to the next part of the story

Activities: ‘We’re rich!’

- Recognise the jumpy low to high note pattern in the chorus.
- Spot how verse one and verse two are similar – which lines are repeated?
- Note how the words and rhythm of the second half of verse three are quite different from the other two verses.

Follow-up ideas

- Practise singing ‘We’re rich!’ Encourage children to listen carefully to the jumpy, off beat rhythm and to sing with lots of energy for this final song.
- Identify how the rhythm and melody in verses one and two (and the first half of verse three) are exactly the same. They are repeated. The children can clap these rhythms and say the words at the same time.
- Practise singing the final verse. The second half is spoken, not sung, and children need to sing the words, ‘Chop! Chop!’ exactly on the beat.
- Children can also do their chopping actions in time in this final verse.
- Practise singing the jumpy low to high note interval found in the words, ‘We’re rich!’ in the chorus.

Resource unit

Music activity: ‘We’re rich!’

Focus: texture

Using the music from today’s song, the class imagine they are cutting down the beanstalk. They chop together first, in time to the steady beat. They then divide into two groups – group A and group B – and take it in turns to chop in time to the music.

Follow-up ideas

- In pairs, children make up their own chopping piece, taking it in turns to chop to a beat that the teacher plays. You could experiment with the number of turns that each child has and everyone could count along, when each pair is showing their work – e.g. eight turns each, four turns each, two turns each. Children need to really concentrate to stay in time with the beat.
- Children repeat the above using percussion instruments.
- In groups of four, children make up their own ‘chopping down the beanstalk’ pieces. They could play a strong steady beat together, then make up some loud music which shows the beanstalk crashing to the ground.

Listening music: The Nutcracker. ‘Russian Dance.’

Tchaikovsky, Pyotr

Available to listen at: www.bbc.co.uk/programmes/b03g6vkr
Focus: lively energetic rhythms

- This music is taken from a ballet – The Nutcracker. A ballet is a musical show where the story is told through dance.
- The Nutcracker is about a little girl, called Clara, who goes on a magical adventure into The Land of Toys.
- What is the style of the music? (It's very lively, with a jumpy rhythm – and the dancers who dance to it need lots of energy!)
- The music is played by an orchestra. Can children remember what an orchestra is? Can children remember some of the instruments of an orchestra?
- Towards the end the music gets louder. Ask children to put up their hands when they think this is happening.
- The music also gets faster towards the end – with lots of quick notes. Ask children to close their eyes and listen to the music and imagine that they are these dancers spinning round and round.

Literacy links

Year One

- Now Jack and his Ma and the villagers are rich! Speak in role as Jack – he has called all the children of the village together for a special meeting. Explain to the children (in role as Jack) that you would like to spend some of the money on a big adventure playground. What suggestions have they got for some of the things to go in it – e.g. a giant slide, a climbing frame in the shape of a beanstalk. Children can draw a picture and label one thing that they think would be good for the adventure playground.

Year Two

- Talk in role as Jack, as above. This time, you have called the children together to ask them what they would like to have built in the village – e.g. a special children's café, a library and a playground. Discuss all the different ideas. Children then design their own map of the village (or you could give them a simple photocopied map – with just a few roads on) and draw and label all the new attractions on it.
Jack and the Beanstalk

Programme

8

Rehearsal and performance 1

Focus

• performance

Main song

• What shall we do?
• ‘Jack went to market’
• ‘And the beanstalk grew’
• ‘And he went higher’

What we will be doing

What we will be doing
Warm up – to loosen up bodies and warm up voices.

• Singing: ‘What shall we do?’
• Singing: ‘Jack went to market’
• Singing: ‘And the beanstalk grew’
• Singing: ‘And he went higher’

Activities: Rehearsal and performance

Sing: ‘What shall we do?’

• This is a very fast song. Pronounce each word clearly and sing with lots of energy.
• Practise the chorus, making ‘Jack! Jack!’ very short and quick.
• Notice how in each verse, group A always sings the question and group B sings the answer.
• Sing through the whole song.

Sing: ‘Jack went to market’

• Remember all the different animal sounds, as the list gets longer and longer!
• Practise singing the different animal sounds with lots of expression.
• Note how the animal sounds in each verse are always sung on repeated notes.
• Sing through the whole song.

Sing: ‘And the beanstalk grew’

• This is a very slow and quiet song. Sing it gently and smoothly.
• Take a deep breath before each long line or phrase.
• Notice the ascending scale in ‘And the beanstalk grew and grew’, and practise singing this in tune.
• Sing through the whole song.

Sing: ‘And he went higher!’

• This is a very energetic song, telling us how Jack climbs up the beanstalk.
• Sing with lots of energy and stay in time.
• Remember, in each verse, to reach up high for those jumpy ‘low to high’ note patterns and down low for the ‘high to low’ note patterns.
• Don’t forget to clap in time in the rests in the chorus.
• Sing through the whole song.

Follow-up ideas

• Learn the words to the songs so you can give a really polished performance of each.
• Sing along with the singers and then, when you are feeling confident, use the ‘accompaniment only’ backing track versions of the songs.
• Think about all the things you need to remember to give an excellent performance – such as good posture, clear diction and expressive singing.
Literacy links

Year One

• Tell the whole story of Jack and the Beanstalk together as a class, with different children acting out the roles of the various characters. Children draw and label pictures to show the important moments in the story. They could do this in a pre-made zigzag book.

Year Two

• Imagine that the giant hadn’t woken up when Jack stole the magic harp and that Jack hadn’t chopped down the beanstalk. Talk about what Jack might find if he climbed up the beanstalk a fourth time. What could he take from the giant on this occasion? Write an imaginary account, beginning with, ‘Jack decided to go up the beanstalk one last time…’
Before the programme

• Distribute copies of today’s songs or project them so that all the class can see the words clearly. Go through the words of the three songs. Identify sections that might be more challenging.

What we will be doing

Warm up – to loosen up bodies and warm up voices.

• Singing: ‘Fee-fi-fo-fum!’
• Singing: ‘I am the golden hen’
• Singing: ‘We’re rich!’

Activities: Rehearsal and performance

Sing: ‘Fee-fi-fo-fum!’

• Remember to sing out with lots of expression as the big giant, but to stay in tune.
• Practise the actions in the verses.
• Practise singing and clapping the repeated jumpy rhythm in the verses.
• Sing through the whole song.

Sing: ‘I am the golden hen’

• Children can sway in time to the lilting rhythm.
• Note how the notes walk up and down in the chorus and practise singing these slowly and in tune.
• Practise the actions in the verses.
• Sing through the whole song.

Sing: ‘We’re rich!’

• Sing this big final number with lots of energy and happy expressions.
• Sing in time and recognise the strong main beat.
• Practise the section in verse three which is different to the first two verses – speaking and chopping in time to the music.
• Practise singing the low – high note pattern in the chorus.
• Sing through the whole song.

Follow-up ideas

• Learn all the songs and practise performing them with the accompaniment only ‘backing track’ versions of the songs.
• Using the programmes as a starting point, make up your own performance of Jack and the Beanstalk. You could also include some of the pieces of music that you have made up as a class at the end of each programme. The story extracts in the programmes could be used as a starting point for writing your own narrative. You could then add movement ideas to this and any artwork that has been produced while using the programmes.

Your own performance

If you are planning a performance please let us know when it is – or you could send us stories, music or pictures from it. We would love to hear from you. Our contact details can be found here:

www.bbc.co.uk/schoolradio/contactusform
Literacy links

Year One

• Talk about the three different things that Jack took from the giant and brought down the beanstalk – the bag of coins, the golden hen and the magic harp. Children draw pictures of each one and write underneath, imagining that they are Jack – e.g. ‘I love my silver coins because they are big and shiny,’ ‘I love my golden hen because she is soft and warm to cuddle and lays me golden eggs.’

Year Two

• Talk about what happens to the giant – he falls to the ground when Jack chops down the beanstalk. Where do you think he goes next? Does he manage to find another beanstalk to climb, to reach his castle again? Perhaps he decides to treat everyone he meets more kindly from now on…
1. What shall we do?

Chorus

Jack! Jack! What shall we do?
We're really in a pickle,
We're really in a stew.
The cupboards are all empty,
The cupboards are all bare.
I'm getting very hungry,
It really isn't fair.

Verse 1

Group A: What have we got?
Group B: A mouldy piece of cheese!
Group A: Can't eat that!
Group B: A mouldy piece of cheese!

Verse 2

Group A: What have we got?
Group B: A rotten apple core!
Group A: Can't eat that!
Group B: A rotten apple core!

Verse 3

Group A: What have we got?
Group B: A smelly old sock!
Group A: Can't eat that!
Group B: A smelly old sock!

Repeat chorus

What shall we do?

Chorus

Jack! Jack! What shall we do? We're really in a pickle, We're really in a stew.

The cupboards are all empty, The cupboards are all bare. I'm getting very hungry, It really isn't fair.

(1) What have we got? A mouldy piece of cheese! Can't eat that! A
(2) What have we got? A rotten apple core! Can't eat that! A

mouldy piece of cheese! What have we got? A mouldy piece of cheese!
rotten apple core! What have we got? A rotten apple core!

Verse 3

Can't eat that! A mouldy piece of cheese!
Can't eat that! A rotten apple core!

What have we got? A

smelly old sock!
Can't eat that! A smelly old sock!

What have we got? A

smelly old sock!
Can't eat that! A smelly old sock!

D.S. Al fine
2. Jack went to market

**Verse 1**
Jack went to market and what did he see?
He saw a little pig oinking happily.
With an oink, oink here,
And an oink, oink there,
Oink, oink, oink, oink everywhere!

**Chorus 1**
Oh what a noise,
What a hullabaloo!
The pig went oink,
Oink, oink, oink,
And Daisy the cow went moo-moo-moo!

**Verse 2**
Jack went to market and what did he see?
He saw a little sheep baaing happily.
With a baa, baa here,
And a baa, baa there,
Baa, baa, baa, baa everywhere!

**Chorus 2**
Oh what a noise,
What a hullabaloo!
The sheep went baa,
Baa, baa, baa,
The pig went oink,
Oink, oink, oink,
And Daisy the cow went moo-moo-moo!

**Verse 3**
Jack went to market and what did he see?
He saw a little duck quacking happily.
With a quack, quack here,
And a quack, quack there,
Quack, quack, quack, quack everywhere!

**Chorus 3**
Oh what a noise,
What a hullabaloo!
The duck went quack,
Quack, quack, quack,
The sheep went baa,
Baa, baa, baa,
The pig went oink,
Oink, oink, oink,
And Daisy the cow went moo-moo-moo!

**Verse 4**
Jack went to market and what did he see?
He saw a little horse neighing happily.
With a neigh, neigh here,
And a neigh, neigh there,
Neigh, neigh, neigh, neigh everywhere!

**Chorus 4**
Oh what a noise,
What a hullabaloo!
The horse went neigh,
Neigh, neigh, neigh,
The duck went quack,
Quack, quack, quack,
The sheep went baa,
Baa, baa, baa,
The pig went oink,
Oink, oink, oink,
And Daisy the cow went moo-moo-moo!

**Verse 5**
Jack went to market and what did he see?
He saw a little worm wiggling happily.
With a wiggle, wiggle here,
And a wiggle, wiggle there,
Wiggle, wiggle, wiggle, wiggle everywhere!

**Chorus 5**
Oh what a noise,
What a hullabaloo!
The worm went wiggle,
Wiggle, wiggle, wiggle,
The horse went neigh,
Neigh, neigh, neigh,
The duck went quack,
Quack, quack, quack,
The sheep went baa,
Baa, baa, baa,
The pig went oink,
Oink, oink, oink,
And Daisy the cow went moo-moo-moo!
Jack went to market

Verses

Jack went to market and what did he see? He saw a little pig oinking happily.

(1) Jack went to market and what did he see? He saw a little pig oinking.

(2) Jack went to market and what did he see? He saw a little sheep baaing.

Chorus 1

Oh what a noise, What a hull-a-ba-loo! The pig went oink, Oink, oink, oink, And

Daisy the cow went moo-moo-moo!
Chorus 2

Oh what a noise, What a hull-a-ba-loo! The sheep went baa, Baa, baa, baa, The

pig went oink, Oink, oink, oink, And Daisy the cow went moo-moo-moo!

(3) Jack went to market and what did he see? He saw a little duck quacking
(4) Jack went to market and what did he see? He saw a little horse neighing

ha-happily. With a quack, quack here, And a quack, quack there,
hap-pi-ly. With a neigh, neigh here, And a neigh, neigh there,
Quack, quack, quack, quack everywhere!
Neigh, neigh, neigh, neigh everywhere!

**Chorus 3**

Oh what a noise, What a hull-a-ba-loo! The duck went quack,

Quack, quack, quack, The sheep went baa, Baa, baa, baa, The pig went oink,

Oink, oink, oink, And Daisy the cow went moo-moo-moo!
Chorus 4

Oh what a noise, What a hull-a-ba-loo! The horse went neigh, Neigh, neigh, neigh, The

duck went quack, Quack, quack, quack, The sheep went baa, Baa, baa, baa, The

pig went oink, Oink, oink, oink, And Daisy the cow went moo-moo-moo!

(5)Jack went to market and what did he see? He saw a little worm wiggling
ha - ppi - ly. With a wi - ggle, wi - ggle! here, And a wi - ggle, wi - ggle there!

Wi - ggle, wi - ggle, wi - ggle, wi - ggle e - very where!

Chorus 5

Oh what a noise, What a hull - a - ba - loo! The worm went wi - ggle,

Wi - ggle, wi - ggle, wi - ggle, The horse went neigh, Neigh, neigh, neigh, The
Duck went quack, Quack, quack, quack, The sheep went baa, Baa, baa, baa, And

Daisy the cow went moo - moo - moo!
Verse 1

When you’re asleep,
Magic can happen,
Don’t forget dreams can come true.
When you’re asleep,
Magic can happen,
Don’t forget dreams can come true.

Chorus

And the beanstalk grew.
And the beanstalk grew.
And the beanstalk grew and grew.

Verse 2

Close your eyes tight,
What do you wish for?
Don’t forget dreams can come true.
Close your eyes tight,
What do you wish for?
Don’t forget dreams can come true.

Chorus

And the beanstalk grew.
And the beanstalk grew.
And the beanstalk grew and grew.

Verse 3

Listen outside,
Can you hear rustling?
Don’t forget dreams can come true.
Listen outside,
Can you hear rustling?
Don’t forget dreams can come true.

Chorus

And the beanstalk grew.
And the beanstalk grew.
And the beanstalk grew and grew.
And the beanstalk grew

**Verses**

(1) When you're asleep, Magic can happen,
(2) Close your eyes tight, What do you wish for?
(3) Listen outside, Can you hear rustling?

**Chorus**

Don't forget dreams can come true. When you're asleep,
Don't forget dreams can come true. Close your eyes tight,
Don't forget dreams can come true. Listen outside,

Mag - ic can happen, Don't forget dreams can come true. And the
What do you wish for? Don't forget dreams can come true.
Can you hear rust - ling? Don't forget dreams can come true.
bean-stalk grew.

And the bean-stalk grew.

And the bean-stalk grew and grew.
4. And he went higher!

Verse 1
Jack looked up,
Jack looked down.
At the clouds,
At the ground.
Saw his house,
Looked so small.
Hoped that he,
Wouldn’t fall.

Verse 2
Jack climbed up,
Through the clouds.
Much too late,
To turn back now.
Just keep on!
Don’t you stop!
Soon you’ll find,
You reach the top.

Verse 3
Jack was tired,
Jack was hot.
Missed his mum,
An awful lot.
Must be brave!
Must be strong!
You’ll get there,
Before too long.

Chorus
And he went higher! Higher!
Up into the sky.
And he went higher! Higher!
Up into the sky.
And he went higher! Higher!
Up into the sky.
And he went higher! Higher!
Up into the sky.
And he went higher! Higher!
Up into the sky.
And he went higher! Higher!
Up into the sky.

And he went higher!

Verse 1

Jack looked up, Jack looked down. At the clouds, At the ground.

Saw his house, Looked so small. Hoped that he, Wouldn't fall.

Chorus

And he went higher! Higher! Up into the sky. And he went

higher! Higher! Up into the sky. And he went sky.
(2) Jack climbed up, Through the clouds. Much too late, To turn back now.
(3) Jack was tired, Jack was hot. Missed his mum, An awful lot.

Just keep on! Don't you stop! Soon you'll find, You reach the top.
Must be brave! Must be strong! You'll get there, Before too long.

Chorus

And he went higher! Higher! Up into the sky. And he went

higher! Higher! Up into the sky. And he went sky.
5. Fee-fi-fo-fum!

Chorus
Fee-fi-fo-fum!
I smell the blood of an Englishman!
Be he alive, or be he dead,
I'll grind his bones to make my bread!

Verse 1
I'm the meanest giant in town,
You'd better run when I'm around.
I'm tall as a house and twice as wide,
If you see me coming hide!

Chorus
Fee-fi-fo-fum!
I smell the blood of an Englishman!
Be he alive, or be he dead,
I'll grind his bones to make my bread!

Verse 2
I'm the greediest giant in town,
You'd better run when I'm around.
I have ten cows for my dinner,
Gulp them down with raw goose liver!

Chorus
Fee-fi-fo-fum!
I smell the blood of an Englishman!
Be he alive, or be he dead,
I'll grind his bones to make my bread!

Verse 3
I'm the loudest giant in town,
You'd better run when I'm around.
I love to stamp and crash and bang,
And make as much noise as I can!

Chorus
Fee-fi-fo-fum!
I smell the blood of an Englishman!
Be he alive, or be he dead,
I'll grind his bones to make my bread!
Fi - fi - fo - fum!

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<td>Tall as a house and twice as wide, If you see me coming hide!</td>
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<td>I'm the greediest giant in town, You'd better run when I'm around.</td>
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have ten cows for my dinner, Gulp them down with raw goose liver!

I'm the loudest giant in town, You'd better run when I'm around.

love to stamp and crash and bang, And make as much noise as I can!
6. I am the golden hen

Verse 1
Some of us have whiskers,
Some of us have claws,
Some of us can jump up high,
Some of us can roar.

I am just a little hen,
That is clear to see.
There’s a special reason,
Why I love being me.

Verse 2
Some of us are very big,
Some of us are small,
Some of us can swish our tails,
Some of us can crawl.

I am just a little hen,
That is clear to see.
There’s a special reason,
Why I love being me.

Verse 3
Some of us are stripy,
Some of us have spots,
Some of us can slither,
Some of us can hop.

I am just a little hen,
That is clear to see.
There’s a special reason,
Why I love being me.

Chorus
I am the golden hen,
Who lays the golden eggs.
I am the golden hen,
Who lays the golden eggs.
And if you ask me to,
I’ll lay an egg for you.
I am the golden hen,
Who lays the golden eggs.

Chorus
I am the golden hen,
Who lays the golden eggs.
I am the golden hen,
Who lays the golden eggs.
And if you ask me to,
I’ll lay an egg for you.
I am the golden hen,
Who lays the golden eggs.

Chorus
I am the golden hen,
Who lays the golden eggs.
I am the golden hen,
Who lays the golden eggs.
And if you ask me to,
I’ll lay an egg for you.
I am the golden hen,
Who lays the golden eggs.
I am the golden hen

Verse 1

Some of us have whisk-ers, Some of us have claws, Some of us can
jump up high, Some of us can roar. I am just a li-ttle hen,
That is clear to see. There’s a spe-cial rea-son, Why I love be-ing me.

Chorus

I am the gold-en hen, Who lays the gold-en eggs, I am the
gold-en hen, Who lays the gold-en eggs. And if you
Verse 1
ask me to, I'll lay an egg for you.
I am the golden hen, Who
lays the golden eggs.

Verse 2
Some of us are very big,
Some of us are small, Some of us can swish our tails, Some of us can crawl.

Chorus
I am just a little hen, That is clear to see. There's a special
reason, Why I love being me. I am the golden hen,
Who lays the golden eggs, I am the golden hen, Who lays the golden eggs. And if you ask me to, I'll lay an egg for you, I am the golden hen, Who lays the golden eggs.

Verse 3
Some of us are strip-y, Some of us have spots, Some of us can slither, Some of us can hop. I am just a little hen,
That is clear to see. There's a special reason. Why I love being me. I am the
7. We’re rich!

Verse 1
Jack climbed up the beanstalk,
As fast as he could go,
Took a bag of silver coins,
From under the giant’s nose.
Jack climbed down the beanstalk,
As fast as he could go,
Gave his mum the silver coins,
The giant didn’t know.

Chorus
We’re rich! We’re rich!
Our troubles are all gone.
We’re rich! We’re rich!
Let’s sing a happy song!
All our worries are over,
There’s nothing more to fear.
Sing and dance and shout ‘Hooray’!
Let’s be full of cheer.

Verse 2
Jack climbed up the beanstalk,
As fast as he could go,
Took a little magic hen,
From under the giant’s nose.
Jack climbed down the beanstalk,
As fast as he could go,
Gave his mum the magic hen,
The giant didn’t know.

Chorus
We’re rich! We’re rich!
Our troubles are all gone.
We’re rich! We’re rich!
Let’s sing a happy song!
All our worries are over,
There’s nothing more to fear.
Sing and dance and shout ‘Hooray’!
Let’s be full of cheer.

Verse 3
Jack climbed up the beanstalk,
As fast as he could go,
Took a lovely golden harp,
From under the giant’s nose.
The giant woke up,
What a shock!
He climbed down the beanstalk,
But Jack went chop!
Chop! Chop! Chop! Chop!
Chop! Chop! Chop!

Chorus
We’re rich! We’re rich!
Our troubles are all gone.
We’re rich! We’re rich!
Let’s sing a happy song!
All our worries are over,
There’s nothing more to fear.
Sing and dance and shout ‘Hooray’!
Let’s be full of cheer.

We're rich!

Verses

(1) Jack climbed up the bean-stalk, As fast as he could
go, Took a bag of silver coins, From under the giant's nose.

(2) Jack climbed up the bean-stalk, As fast as he could
go, Took a little magic hen, From under the giant's nose.

Chorus

Jack climbed down the bean-stalk, As fast as he could go,
Gave his mum the silver coins, The giant didn't know.

We're rich! We're rich! Our troubles are all gone. We're rich! We're rich! Let's sing a happy song!
All our worries are over, There's nothing more to fear. Sing and dance and shout 'Hooray!' Let's be full of cheer. Jack climbed up the beanstalk, As fast as he could go, Took a lovely golden harp, From under the giant's nose. The giant woke up, What a shock! He climbed down the beanstalk, But (spoken)

Chop!

We're