Sun, sea and song

Teacher’s Notes
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Introduction

‘Summer, sea and song,’ is a music series based around the theme of the sea. The songs in the programmes help to illustrate the adventures of the presenter, Nigel and his friend, the ship’s monkey, Suki. There is also an extract of a fairytale in every episode for the children to listen to. Each programme can be used alone or as part of the series. You can also put the songs together to make your own performance.

The programmes

Over the first six programmes, the children usually learn one new song per episode. This is taught, section by section, by Nigel, the presenter.

The songs are revised in programmes 7 and 8, when the children practise parts of them, then have the opportunity to sing them all the way through, from beginning to end.

At the end of each of the first six programmes, there are music activities, which the children can join in with.

The ‘backing track’ versions of each song, without the words, are also available on the website. This will enable children to practise for a more polished, final performance.

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.
- Words and activities.
- Photocopyable pupils’ material.

Music skills include:

- High/low/different paces/timbre/texture.
- Structure (phrase, chorus, verse).
- Breathing, posture, articulation, sound projection.

Listening to the programmes

Podcasts

The programmes can be downloaded in MP3 file format 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/learning/schoolradio/podcasts

Audio on demand

The programmes are available as audio on demand, streamed over the internet, for 5 years following transmission.

Freeview/digital cable/digital satellite

You can listen to School Radio through your TV, using most digital TV packages, including Radio 4 digital.

Organising the class

At the beginning of each programme (see ‘You will need…’) are instructions for any organisation or materials that you will need during the programme.

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, 3rd Floor Bridge House
MediaCityUK, Salford M50 2BH Or e-mail us at schoolradio@bbc.co.uk
Story line
We follow Nigel and Suki’s adventures, as they set sail, in search of treasure. We also hear the first extract of the story, ‘The fisherman and the magic fish.’

What we will be doing
Learning song: ‘The big ship sails on the ally-ally-oh!’
- Learning verse one.
- Learning verse two.
- Learning verse three.
- Learning verse four

Activities
- Identify the rests in verses one and two.
- Spot how the words, ‘big ship sails,’ in verse one are on the same note. They are also the same length.
- Notice how the rhythm of ‘Never, never, do,’ in verse two is quite fast.
- Note the change in tempo in verse three.
- Can the children spot the lines in the verses, which are repeated?

Follow-up ideas
- Practise singing the whole song, ‘The big ship sails on the ally-ally-oh!’
- Talk about the tempo of the song. It’s quite fast to start with, but then it gets slower, in verse three, as the ship sinks down to the bottom of the sea. Why does the tempo change here? Does it help to make the music more sad, as we imagine the ship sinking? Then the tempo gets faster in the final verse. Why is this?

Focus: Rests
- Here the class divides into two groups. Group A sings and repeats ‘Climb the rigging!’ and Group B claps the two beat rests that come in between these lines.
- Encourage children to really listen and count the rests independently. Help them to come in together and in time.

Follow up to Music Activity
- Working in pairs and using percussion or tuned percussion instruments, the children make up their own pieces with rests in. They can create a short musical piece where, as in the singing activity above, they take it in turns to play – person A plays a short musical phrase first, then has a REST – then person B plays in this rest. They can experiment with tempo, making their piece faster and slower.

Listening music: Sailing by, by Ronald Binge
Focus: identifying instruments of the orchestra
- Listen to this extract of music. It is a piece about sailing, just like today’s song.
- What is the style of the piece? It is calm and relaxed and goes at a steady pace – not too fast and not too slow.
- What does it make the children think of? Perhaps a boat sailing across calm waters on a sunny day.
• Listen out for the instruments – who is playing the slow tune here? It is the string sections – that’s the violin, violas and cellos.

• There are also some other instruments playing – some fast, high notes – they are the flutes. What does their playing sound like? It is like the wind, swirling around the sails of the boat.

Literacy links

Reception / year one:
Talk about things that we can see and hear at the seaside e.g. seagulls, sea, sand, a lighthouse and boats. The children create their own zig-zag book of things to see at the seaside, drawing pictures of these things and labelling them if they can.

Year two:
Imagine that you are setting sail with Nigel and Suki the monkey. Write and describe your ship – what does it look like? How many sails does it have? What have you taken with you for the journey? Where are you travelling to search for treasure?
Programme

2

There’s a hole in the bottom of the sea

Focus
Making the phrase longer

Main song
‘There’s a hole in the bottom of the sea.’

You will need
To be familiar with the words and music of the song. To have hands, voices or instruments ready for the activities.

Before the programme
Talk about what happened in last week’s adventure and how Suki and Nigel have set sail to find treasure.

Story line
Suki and Nigel continue their adventure at sea. Suki tries to catch a stowaway frog! We also hear the second extract of the story, ‘The fisherman and the magic fish.’

What we will be doing
Learning song: ‘There’s a hole in the bottom of the sea.’
- Learning verse one – singing with lots of energy.
- Learning verse two – adding the next thing.
- Learning verse three.
- Learning verse four.

Activities
- Identify how the first line of each verse gets longer and longer.
- Can children spot the lines in the verses which are the same? They are the last three lines.

Follow-up ideas
Practise singing the whole of the song, ‘There’s a hole in the bottom of the sea’, through again from the beginning.
- Discuss the extra thing that is added in each verse – can the children remember what happens each time, as their singing list gets longer and longer?
- Notice how in each verse, the notes of ‘There’s a hole,’ go up in pitch – they ascend - to start with in line three, then go back down again – they descend – in line four.
- Talk about the bouncy, rhythm of ‘There’s a frog on the bump on the log in the hole at the bottom of the sea…’ It’s jumpy, like Suki’s frog!

Resource unit

Music Activity: ‘There’s a hole in the bottom of the sea.’

Focus: Singing fast and slow rhythms and dividing into three parts
- In the music activity, the children practise singing the first lines only of each verse. They repeat Nigel’s singing, making the musical line get longer and longer.

Follow up to Music Activity
- Clap a rhythm e.g. four one beat claps, then the class copy this. Make this phrase a little longer e.g. eight one beat claps. As before, the class copy this. What has happened here? The musical phrase has got longer. Repeat the clapping, this time with four one beat claps. Can the children notice how the phrase is now shorter? Repeat again with eight claps. Now it has got longer again!
- Ask volunteers to clap or play a rhythm on a percussion instrument to the rest of the class. The other children then copy this. Ask them to play a short phrase, then a long phrase.

Listening music: Une Barque sur l’Ocean by Maurice Ravel

Focus: identifying instruments of the orchestra
- Listen to this extract of music. What instrument is playing here?
- It is the piano! What sort of instrument is this? Describe what it looks like and how it is played.
- The piano is able to play lots of fast notes all at the same time. The pianist is playing with both hands and moving her fingers very quickly!
• Are the notes fast or slow?
• What sort of a seascape does the music make you think of?
Perhaps waves sparkling in the sunshine, tiny fish dipping and darting…ask the children to describe the images that come to mind.

Literacy links

Reception / year one:
Talk about all the things that are in the hole in the bottom of the sea in today’s song! There are a lot of funny things! Draw and photocopy a circle on a piece of A4. This is the hole in the bottom of the sea! The children draw what else they could be in the hole. Encourage them to really use their imagination! What would they like to find in the hole? They can also draw the sea around the hole and everything in it - e.g. fish and seaweed, even a mermaid.

Year two:
Children make up their own accumulation sentences about the hole in the bottom of the sea, which get longer and longer e.g.
‘There’s a dog in the hole in the bottom of the sea.
There’s a cat on the dog in the hole in the bottom of the sea.
There’s a mouse on the cat on the dog in the hole in the bottom of the sea.’

The children can also illustrate their sentences.
Focus
Call and response
Getting louder – crescendo

Main song
‘My ship rolls over the ocean.’

You will need
To be familiar with the words and music of the song. To have voices, hands, bodies and percussion instruments ready for the activities.

Before the programme
Talk about what has happened so far in the series. Nigel and Suki have set sail to find treasure. Discuss what the weather and the sea have been like. They have been very calm, but everything is about to change, as there is a big storm coming!

Story line
Suki and Nigel are caught in a big storm! The waves get rougher and rougher, until the thunder and lightning is right overhead. We also hear the third extract of today’s story, ‘The fisherman and the magic fish.’

What we will be doing
Learning song: ‘My ship sails over the ocean’
- Learning verse one.
- Learning the chorus.
- Learning verse two.
- Learning the last part of the song.

Activities
- Note how the lines in the chorus are repeated.
- Talk about how this is a slow song and it starts off quietly, as it is a lovely calm day.
- Children sing in groups A and B – repeating each other’s lines.

Follow-up ideas
- Sing all of ‘My ship sails over the ocean,’ again, making sure that the children take it in turns to sing in their groups A and B, group A singing first.
- Encourage the children to sustain the long notes, when they sing, ‘Blow,’ at the end of each line in the chorus.
- Talk about how the second half of each verse has exactly the same words as the first half, but the music changes a little – it gets higher in line five.
- Practise getting louder in verse two and in the last part of the song, from ‘The storm is getting closer…’ growing in volume, as though the storm really is getting closer.

Listening music: Four sea interludes No 4 Storm, by Benjamin Britten
Focus: tempo – fast!
- Listen to this extract. What does the music make the children think of? It describes a big storm!
- What is the speed – or tempo of this piece? It is fast!
- What is the dynamic? It is loud!
- Can the children hear the percussion instrument that is playing? It is the drum. What does it make them think of? Perhaps it is representing the thunder!

Resource unit
Music Activity: ‘My ship sails over the ocean.’
Focus: High and low notes
Led by the presenter the children sing the three notes – ‘Blow wind blow,’ in different ways. Sometimes they sing higher and sometimes they sing lower.

Follow up to Music Activity
- Play or sing some high notes on a simple percussion instrument, such as a xylophone. Now play some low notes. How can we tell the different between the high notes and the low notes? Help the children to identify this. What animals do the high and low notes remind them of - e.g. a little mouse for the high notes, a big elephant for the low notes.
- Working in groups, and using tuned percussion instruments, the children can make up their own high or low pieces. They can base these on an animal and give them a name - e.g. ‘The mouse,’ for the ‘high’ piece and ‘The elephant,’ for the ‘low’ piece.
• Listen again – the instruments of this huge orchestra are all playing loudly and quickly at once and they are very busy! There is so much going on and no chance to stop! Perhaps the composer, Benjamin Britten, is trying to show how big and powerful the sea is and how everyone is frightened and struggling in the waves to keep their ships afloat.

Literacy links

Reception / year one:
Talk about today’s episode and how the storm grew and grew! Discuss what happens in a storm out at sea – the sea grows rougher, the lightning flashes and the thunder crashes! Have the children ever been out in a storm, or watched it from a window – if so, how did they feel? Were they frightened or excited? What did they see? What did they hear?

Year two:
Children write a poem called ‘The storm,’ Encourage them to think of some really good describing words, e.g.

‘The lightning goes flash like a bright light,
The thunder crashes as loudly as a cymbal. CRASH!’
4 Suki over the ocean

Story line
Suki and Nigel row out to Golden Island to find treasure. On the way, Suki does some fishing and catches some interesting things! We also hear the first extract of the new story, ‘The golden crab.’

4 What we will be doing
Learning song: ‘Suki over the ocean’
- Learning verse one, noting that it has two sections.
- Learning verse two.
- Learning verse three.

Activities
- Recognise the different rhythms in each verse.
- Note how the first half of each verse is different from the second half of each verse – the second half describes the actions of whatever Suki has caught - e.g. ‘big fish snap!’ ‘Octopus wiggle!’

Follow-up ideas
- Sing all through ‘Suki over the ocean,’ again, remembering the actions of each thing that has been caught.
- Notice how the music goes up in pitch – it ascends – in the first line, ‘Suki over the ocean,’ and goes down again – descends – in the second line, ‘Suki over the sea.’ Practise singing these two lines and identifying this.
- Practise clapping the different rhythms for each thing that Suki catches. Some rhythms are slower - e.g. ‘Suki caught a big fish’ and ‘Big fish snap’...and some are faster - e.g. ‘Suki caught an octopus’ and ‘Octopus wiggle.’
- Practise doing the actions, clapping hands together for the fish snapping, wiggling for the octopus and flapping arms for the duck quacking.

Resource unit

Music Activity: ‘Suki over the ocean’

Focus: Singing in a round
The class divides 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 to Music Activity ‘Suki over the ocean.’
- The children can swap parts so that group B is leading this time. They can then sing through the round again.
- They can also practise a different version of the round, this time using one of the other verses of the song.

Listening music: A Sea Symphony 111 Scherzo, by Vaughan Williams

Focus: tempo – fast!
- Listen to this extract. What sort of seaside weather does it make the children think of? Is it a calm day, or are the waves big and the wind blowing?
- What is the speed – or tempo of this piece? It is fast and exciting!
- This piece of music is being played by a big orchestra! But there is also another group of people – who are they? They are the choir. They are singing fast high notes!
- Listen again – perhaps the children can identify some of the different instruments of the orchestra, such as the long steady notes from the trumpets and the shimmering high notes from the violins.
Literacy links

**Reception / year one:**
Talk about the different things that Suki caught today: a big fish, an octopus, rubber duck…what could she catch next? The children draw a picture of what they think Suki will catch next. They could also label this underneath, or write a short sentence to go with their picture - e.g. ‘Suki caught an old boot.’

**Year two:**
Discuss what Suki caught today. The children imagine that they are Suki and write about the different things that they catch on each day of the week e.g. ‘On Monday I caught an old hat, on Tuesday I caught a starfish, on Wednesday I caught a crab,’ etc. You could also prepare a worksheet, on which the children fill in the day of the week and what they catch on that particular day.
Programme

A sailor went to sea, sea, sea

Focus
Fast and slow

Main song
‘A sailor went to sea, sea, sea.’
‘Row boys row.’

You will need
To be familiar with the words and music of the song. To have voices, hands and instruments ready for the music activity.

Before the programme
Talk about what happened last time. Nigel and Suki were rowing out to Golden Island to find treasure! They have now almost reached the island.

Story line
Suki and Nigel arrive on Golden Island. They reach a cave, which magically opens. We also hear the second extract of the story ‘The golden crab.’

What we will be doing

Learning song: ‘A sailor went to sea, sea, sea’ and ‘Row boys row.’
- Learning ‘A sailor went to sea, sea.’
- Learning the clapping section of ‘A sailor went to sea, sea, sea.’
- Learning verse one of ‘Row, boys, row.’
- Learning verse two of ‘Row, boys, row.’

Activities
- Practise singing ‘Sea, sea, sea,’ very clearly with a strong ‘S’ sound.
- Practise the ‘slow, slow, fast, fast, fast,’ clapping section.
- Practise the rowing actions in ‘Row, boys, row.’ Do this in time to the music.
- Spot how the second verse of ‘Row, boys, row,’ is different to the first verse. Which words change?

Follow-up ideas
- Sing all the way through ‘A sailor went to sea, sea, sea.’ Sing the slow version, then sing the fast version.
- Notice how the notes in the first ‘Sea, sea, sea,’ go up – they ascend. Practise singing these slowly.
- Notice how the notes in the second ‘Sea, sea, sea,’ are all the same. Practise singing these slowly.
- Talk about how the first two claps of the clapping section are the slowest and the next three are the fastest.

Resource unit

Music Activity: ‘A sailor went to sea, sea, sea!’ and ‘Row boys, row.’

Focus: Fast and slow rhythms
The children clap – hands together and on their knees – a slow rhythm, then a fast rhythm – this is twice as fast. Notice that the pulse still stays the same. All music has a pulse – like a steady heartbeat. With the presenter, the children alternate between fast and slow.

Follow up to Music Activity

Listening music: By the sleepy lagoon, by Eric Coates

Focus: dynamics – soft – and tempo – slow
- Listen to this extract of music. What are the dynamics? It is soft and calm.
- Is it fast or slow? It is slow and has a relaxed feel.
- What does it make the children think of? Ask them to listen again, then share their ideas.
- This piece of music would be good to describe Golden Island! You can imagine the sea lapping gently against the beach and the wind rustling softly in the trees.
- This piece of music is called ‘By the sleepy lagoon.’ Explain to the children that this is a sort of sea lake. Do they think that this is a good title for the piece?
Literacy links

Reception / year one:
Talk about what you think Golden Island looks like. Ask the children to imagine what they can see and what they can hear. On a piece of paper, they draw one thing on the island. It could be something that they have already talked about, like the parrot, or the crocodile or the Golden River, or it could be that they think of something new, like a coconut tree, or a starfish.

Year two:
Talk about what Suki and Nigel have found on Golden Island so far, the beach, the Golden River and the magic cave. The children draw their own map of the other things that they imagine to be on the island.
Programme

When I was one I sucked my thumb

Focus
Jumpy, energetic rhythms
Repetition

Main song
‘When I was one I sucked my thumb.’

You will need
To be familiar with the words of the song. To have voices, hands and instruments ready for the music activity.

Before the programme
Discuss how last time Suki and Nigel reached the Golden Island and found their way to a cave, which magically opened! What will be inside…

Story line
Suki and Nigel arrive on Golden Island. They reach a cave, which magically opens. We also hear the second extract of the story, ‘The golden crab.’

What we will be doing
Learning song: ‘When I was one I sucked my thumb.’
• Learning verse one.
• Learning verse two.
• Learning verse three.
• Learning verse four.

Activities
• 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 ‘When I was one I sucked my thumb.’
• Encourage the children to listen carefully to the jumpy, off beat rhythm and to sing with lots of energy for this final song.
• Practise speaking the chorus slowly, before singing it, to make the words as clear as you can.

Resource unit

Music Activity: ‘When I was one I sucked my thumb’.

Focus: Rhythm
Nigel claps different fast and slow rhythms and the children copy these.

Follow up from Music Activity: ‘When I was one I sucked my thumb’
• Working together as a whole class, the children take it in turns to play their own repeated made up rhythm. The rest of the class can then copy these.
• In pairs, person A claps a rhythm. Person B copies this – repeating it. This could be a fast or slow rhythm. Then swap, so that person B goes first.
• Person A and person B clap their made up rhythms at the same time as each other. They could clap them fast. They could clap them slowly.
• Children repeat the above, using percussion instruments.

Listening music: The Padstow Lifeboat by Malcolm Arnold

Focus: major (happy), tempo
• This piece is about a lifeboat. Can the children hear the lifeboat’s horn?
• The instruments that are playing this piece are brass instruments, like the trombone and the trumpet. They are playing together in a group called a brass band.
• Is the tempo of this fast or slow? It is fast!
• This piece sounds happy and bright. That is because it is in a major key. Music in a major key tends to sound happy.
• This piece is a march. Children could march around the room in time to the music. Or they could clap in time to the beat.
Literacy links

Reception / year one:
Talk about what Nigel and Suki hoped to find in the chest and what they actually found. What do the children think they hoped to find? Treasure! Precious jewels, perhaps gold coins! But what they actually found were the pirate’s smelly socks! How did the captain feel about this? Was he pleased? Cut out and photocopy a piece of A4 paper in the shape of a treasure chest. The children draw on this what they would like to find in the treasure chest.

Year two:
Talk to the children about Suki and Nigel’s adventures. What episode did they enjoy most? Discuss the things that have happened, such as when Suki went fishing and caught some very interesting things, when the big storm came, and when they crept into the magic cave, then got chased by pirates. Divide a piece of A4 into six boxes. In each box, the children draw a picture and write a sentence to describe something that has happened in Suki and Nigel’s adventures.
**What we will be doing**

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

**Sing:** 'The big ship sails on the ally-ally-oh!'

**Sing:** 'There's a hole in the bottom of the sea.'

**Sing:** 'My ship sails over the ocean.'

**Activities ‘Rehearsal and performance 1’**

**Sing:** 'The big ship sails on the ally-ally-oh!'

• This is a very happy song. Sing with lots of energy!
• Note the rests in verses one and two.
• Notice the change in tempo in verse three.
• Practice the actions in verses one and two.
• Sing through the whole song.

**Sing:** 'There's a hole in the bottom of the sea.'

• Sing clearly, pronouncing every word well.
• Be aware how the notes at the end of each verse go up in line three, then down again in line four.
• Remember that this song gets longer and longer, with new words in each line.
• Sing through the whole song.

**Sing:** 'My ship rolls over the ocean.'

• This is all about a storm coming! Show this, by getting louder as you sing verse two and then again in the last part of the song.
• Make sure you divide into two groups for the chorus, group A singing first, then group B.
• Practise the two-part chorus, repeating each phrase and holding the long note, ‘Blow.’
• Sing through the whole song.

**Follow-up ideas**

• Learn the words to the song, so that you can give a really good performance.
• Sing along with the singers, then use the ‘accompaniment only’ backing track versions of the songs when you are feeling more confident.
• Really think about all the things you need to remember, to give an excellent performance, such as good posture, fantastic expressions on your faces, clear diction and very expressive singing.

**Resource unit**

**Listening music: Sea Suite by France Bridge**

**Focus: dynamics – Quiet. Tempo – slow**

• What sort of sea does this make the children think of? It is a calm day, with gentle waves. Why does the music sound like this?
• What would the music sound like if it were describing a stormy day, with a rough sea?
• The dynamics of this piece are soft.
• The tempo of the piece is slow.
• The instruments are playing long notes.
• Can the children spot the part in the piece when the music gets louder? What do you think could be happening to the sea here?
Literacy links

Reception / year one:
Talk about all the jobs that people do on a ship - e.g. scrubbing the decks, steering the boat, hoisting the sails and climbing the rigging. Mime each one of these with the class. Put these actions together, to make a short sequence which the children could perform.

Year two:
Talk about the jobs onboard a ship, as above. The children write these down as though they are a sailor. They could start their writing with: “Today I… (scrubbed the decks…)”
What we will be doing

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

**Sing:** ‘Suki over the ocean.’

**Sing:** ‘A sailor went to sea, sea, sea.’

**Sing:** ‘Row, boys, row.’

**Sing:** ‘When I was one I sucked my thumb.’

**Activities ‘Rehearsal and performance 2’**

**Sing:** ‘Suki over the ocean.’
- Think about the different things that Suki catches.
- Clap and sing the fast and slow rhythms of the different words in the verses.
- Do the actions – clapping for the snapping fish, wiggling for the octopus.
- Sing through the whole song.

**Sing:** ‘A sailor went to sea, sea, sea.’
- Remember to clap the ‘slow, slow, fast, fast,’ clapping rhythm in between the singing sections.
- Sing through the whole slow version of the song, pronouncing your words as clearly as you can.
- Sing through the whole of the fast version of the song.
- Sing through the whole song.

**Sing:** ‘Row, boys, row.’
- Notice how the song changes in the second verse, singing ‘girls’ instead of ‘boys.’
- Practise the rowing actions in time to the music.
- Sing through the whole of the slow version of the song.
- Sing through the whole of the fast version of the song.

**Sing:** ‘When I was one I sucked my thumb.’
- Sing this last song with lots of energy!
- Remember, it’s only the first line in each verse, which changes. Practise these first lines, noting the different rhythms.
- Practise swaying backwards and forwards and from side to side 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 only of the songs.
- Using the programmes as a starting point, make up your own performance of a sea adventure. Imagine that you are setting sail to find treasure! You could include some of the pieces of music that you have made up as a class at the end of the programmes and also read out some of the work from the literacy activities.
Resource unit

Listening music: *Flying Dutchman. Overture*, by Richard Wagner

Focus: dynamics – Quiet. Tempo – slow

- What sort of sea does this make the children think of this time? It is very rough!
- Ask the children to close their eyes and imagine a ship riding quickly through the waves!
- What is the emotion of the piece? How does it make them feel? Is it relaxing to listen to? Is it frightening? Is it exciting? Music can be used to create all sorts of feelings and emotions.
- The dynamics of this piece are loud.
- The tempo of the piece is fast.
- The instruments are playing very quick notes, which go up high and down low.

Literacy links

Reception / year one:
Talk about all the naughty things that pirates get up to, such as jumping onto other people’s boats and stealing treasure. What does a pirate look like? What does he wear? Draw a picture of one.

Year two:
As above, talk about what pirates are like. Draw a picture of one and write down some sentences to describe him.
The big ship sails

The big ship sails on the ally-ally-oh,
The ally-ally-oh, the ally-ally-oh,
The big ship sails on the ally-ally-oh,
On the last day of September.

The captain said it will never, never do,
Never, never do, never, never do,
The captain said it will never, never do,
On the last day of September.

The big ship sank to the bottom of the sea,
The bottom of the sea, the bottom of the sea,
The big ship sank to the bottom of the sea,
On the last day of September.

We all dip our heads in the deep blue sea,
The deep blue sea, the deep blue sea,
We all dip our heads in the deep blue sea,
On the last day of September.
The big ship sails

The big ship sails on the all-y all-y oh, The

The big ship sails on the all-y all-y oh, The

all-y all-y oh, The all-y all-y oh, The big ship sails on the all-y all-y oh, On the

last day of September. Climb the rigging! Climb the rigging!

The captain said it will never never do, never never do,
Verse 2

never never do, The captain said it will never never do, on the last day of September. Salute the captain! Salute the captain! Salute the captain! Attention!

Verse 3

(Verse 3) (Slower)

The big ship sank to the bottom of the sea, The bottom of the sea, The big ship sank to the bottom of the sea, On the
(Back to fast tempo) (Verse 4)

last day of September.

We all dip our heads in the deep blue sea, The
dee- p blue sea, The dee- p blue sea, We all dip our heads in the
dee- p blue sea, in the last day of September.
There’s a hole in the bottom of the sea,
There’s a hole in the bottom of the sea,
There’s a hole!
There’s a hole!
There’s a hole in the bottom of the sea.

There’s a log on the hole in the bottom of the sea,
There’s a log on the hole in the bottom of the sea,
There’s a log!
There’s a log!
There’s a log on the hole in the bottom of the sea.

There’s a bump on the log in the hole in the bottom of the sea,
There’s a bump on the log in the hole in the bottom of the sea,
There’s a bump!
There’s a bump!
There’s a bump on the log in the hole in the bottom of the sea.

There’s a frog on the bump on the log in the hole in the bottom of the sea,
There’s a frog on the bump on the log in the hole in the bottom of the sea,
There’s a frog!
There’s a frog!
There’s a frog on the bump on the log in the hole in the bottom of the sea.
There's a hole in the bottom of the sea

(Verse 1)
There's a hole in the bottom of the sea,
There's a hole in the bottom of the sea,
There's a hole! There's a hole! There's a hole!

(Verse 2)
There's a log in the hole in the bottom of the sea.
There's a log in the hole in the bottom of the sea,
There's a log in the hole in the bottom of the sea, There's a log in the hole in the bottom of the sea.
hole! There's a hole! There's a hole in the bottom of the sea.

bump on the log in the hole in the bottom of the sea, There's a bump on the log in the

hole in the bottom of the sea, There's a hole! There's a hole, There's a hole in the bottom of the

sea.

There's a frog on the bump on the log in the hole in the
bott - om of the sea, There's a frog on the bump on the log in the

tail on the frog on the
bump on the log in the hole at the bottom of the sea, There's a hole! There's a hole!

There's a hole in the bottom of the sea.
My ship rolls over the ocean,
My shop rolls over the sea.
My ship is filled with treasure,
All for you and me.

My ship rolls over the ocean,
My ship rolls over the sea.
My ship is filled with treasure,
All for you and me.

Chorus
Blow wind blow!
Blow wind blow!
Blow wind blow!
Blow wind blow!

The storm is getting closer,
The storm is getting near.
The clouds, they are coming,
And soon they will be here.
The storm is getting closer,
The storm is getting near.
The clouds, they are coming,
And soon they will be here.

Repeat chorus
Can you hear the thunder?
Can you hear the crash!
Can you hear the thunder?
Can you hear the crash?
Can you hear the thunder?
Can you hear the crash?
Can you hear the thunder?
Can you hear the crash?

Crash! Crash! Crash! Crash!
My ship rolls over the ocean

(Verse 1) My ship rolls over the ocean, my ship rolls over the sea. My ship is filled with treasure, the storm is getting near. The clouds they are a coming, and all for you and me. My ship rolls over the ocean, my ship rolls over the ocean, my ship rolls over the ocean, my ship rolls over the ocean.

(Verse 2) (The) storm is getting closer, the ship rolls over the sea. My ship is filled with treasure, the storm is getting near. The clouds they are a coming, and all for you and me. My ship rolls over the ocean, my ship rolls over the ocean, my ship rolls over the ocean, my ship rolls over the ocean.

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ship rolls over the sea. My ship is filled with treasure all for you and me.

storm is getting near. The clouds they are coming, and soon they will be here.

CHORUS

Blow wind blow!

(2 parts)

Blow wind blow!

Blow wind blow!

(2 parts)

Blow wind blow!
(Group A)

storm is getting closer,

Can you hear the thunder?

(Group B)

The storm is getting closer,

Can you hear the thunder?

Can you hear the thunder?
Suki over the ocean
Suki over the ocean,
Suki over the sea,
Suki caught a big fish,
Can't catch me!
Big fish snap!
Snap! Snap! Snap!
Big fish snap!
Snap! Snap! Snap!
Big fish snap!
Snap! Snap! Snap!
Big fish snap!
Snap! Snap! Snap!

Suki over the ocean,
Suki over the sea,
Suki caught an octopus,
Can't catch me!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!

Suki over the ocean,
Suki over the sea,
Suki caught an old boot,
Can't catch me!
Old boot stamp!
Stamp! Stamp! Stamp!
Old boot stamp!
Stamp! Stamp! Stamp!
Old boot stamp!
Stamp! Stamp! Stamp!

Suki over the ocean,
Suki over the sea,
Suki caught a rubber duck,
Can't catch me!
Rubber duck quack!
Quack! Quack! Quack!
Rubber duck quack!
Quack! Quack! Quack!
Rubber duck quack!
Quack! Quack! Quack!
Suki over the ocean

Su-ki over the o-cean, Su-ki over the sea, Su-ki caught a big fish! Can't catch me!

(1) Big fish snap! Snap! Snap!
an oct-o pus!
a rubber duck!

Snap! Big fish Snap! Snap! Snap! Snap!

(2) Oct-o-pus wiggle!
Wiggle! Wiggle! Wiggle! Octopus wiggle! Wiggle! Wiggle!

Wiggle! (3) Rubber-duck quack! Quack! Quack! Quack! Rubber duck quack!

Quack! Quack! Quack! Quack!
A sailor went to sea, sea, sea

A sailor went to sea, sea, sea,
To see what he could see, see, see,
But all that he could see, see, see,
Was the bottom of the deep blue sea, sea, sea.
A sailor went to sea, sea, sea

A Sailor went to sea, sea, sea, to see what he could see, see, see, But

all that he could see, see, see, was the bottom of the deep blue sea, sea, sea.
Row, boys, row

Row, boys, row,
Up the river go,
Long pull, strong pull,
Row, boys, row.

Row, girls, row,
Up the river go,
Long pull, strong pull,
Row, girls, row.
Row, boys, row

(1) Row, boys, row, Up the river go,
(2) Row, girls, row, Up the river go,

Long pull, strong pull, Row, boys, row.
Long pull, strong pull, Row, girls, row.
When I was one

When I was one I sucked my thumb, the day I went to sea,
I jumped aboard a pirate ship, and the captain said to me:
We're going this way, that way, forward and backwards over the Irish sea,
We're going this way, that way, forwards and backwards over the Irish sea.

When I was two I buckled my shoe, the day I went to sea,
I jumped aboard a pirate ship, and the captain said to me:
We're going this way, that way, forwards and backwards over the Irish sea,
We're going this way, that way, forwards and backwards over the Irish sea.

When I was three I cut my knee, the day I went to sea,
I jumped aboard a pirate ship, and the captain said to me:
We're going this way, that way, forwards and backwards over the Irish sea,
We're going this way, that way, forwards and backwards over the Irish sea.

When I was four I knocked at the door, the day I went to sea,
I jumped aboard a pirate ship, and the captain said to me:
We're going this way, that way, forwards and backwards over the Irish sea,
We're going this way, that way, forwards and backwards over the Irish sea.
When I was one I sucked my thumb

(1) When I was one I sucked my thumb, The day I went to

(2) When I was two I buckled my shoe,

(3) When I was three I cut my knee,

(4) When I was four I knocked at the door,

sea, I jumped a-board a pirate ship and the captain said to

me, 'We're going this way, that way, forwards and backwards over the Irish
Sea. We're going this way, that way, forwards and backwards, that's the life for me.'