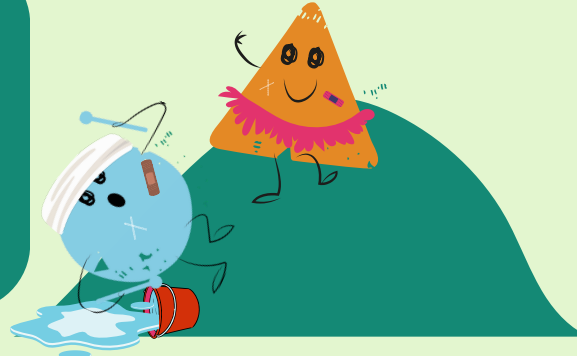




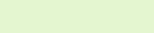
# Jack and Jill

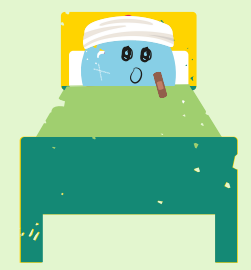


Sing along  
to the track



## Hand rhyme

- Jack...up the hill  Walk hands upwards in the air
- To fetch...water  Draw a round circle with flat of hand
- Jack fell down  Slam hands down - crash
- And broke... crown  Rub head and kiss it better
- And Jill...after  Roll/wind hands very fast
- Up Jack...trot  Slowly run hands on knees
- As fast...caper  Run hands faster
- He went to bed  Hands to side of head pretending sleep
- To mend...paper  Rub head better



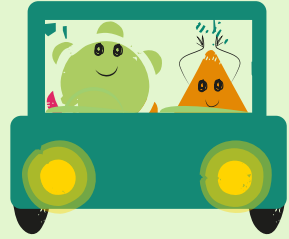
page 1

## Car Journey Sing a long



## Brain Challenge

Where else could Jack and Jill go to get some water?  
Maybe it could be someone different to rhyme with that place.



For example:  
Joe and Jake went to the lake..  
Marty and Mary went to the dairy...



## Clapping Game

Pat a cake clapping games are great ways to introduce body percussion and keeping to the beat.

Start by singing the song 'clap pat clap pat' to the beat and then invite the children to think of some additional actions they might want to introduce in the song.

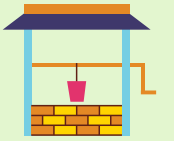
They can also think about inventing some new clapping patterns

Using 'Magic lips' (singing in your head), only sing the words beginning with "J" out loud.

Or sing the whole song, but only clap on the words beginning with "J"

Some of the vocabulary is not used as much today. Ask the children what they think the following words mean?

**Pail** - and why would they need a pail?



**Trot** - is Jack a horse?

**Caper** - what other words mean to run?

**Crown** - Is Jack a prince? Or does this refer to something else?

Why would they use **vinegar and brown paper**?



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# Jack and Jill

## Musical Activity with a Scrunchie/Squirble or lycra

## Percussion



Sing along  
to the track

Children sit in a circle holding the scrunchie or lycra and start to lift it as Jack goes up the hill. With lycra you can put two soft toys (Jack and Jill) and they can be bounced up and down.

Remember you can use **dynamics**, singing **loudly and softly** and change the **tempo, slowly** as you go up the hill and **faster** as Jack and Jill tumble down and run home.

Row in and out as Jack gets up then jiggle as he runs.

As he goes to bed rock side to side gently until the end.

Place a selection of instruments on a table.

Play a different instrument for each thing that happens in the song.

For example:

**up the hill** = **claves** for walking

**fell down** = **swanee whistle** or crash of **cymbals**

**tumbling** = **drums, clatterpillar**

**trot** = **coconut shells, tulip blocks, maracas**

**mend head** = **triangle**

Play the different instruments again and ask the children which instrument was played for which action.

Sing the song again and invite children to play the different instruments in place of the action.

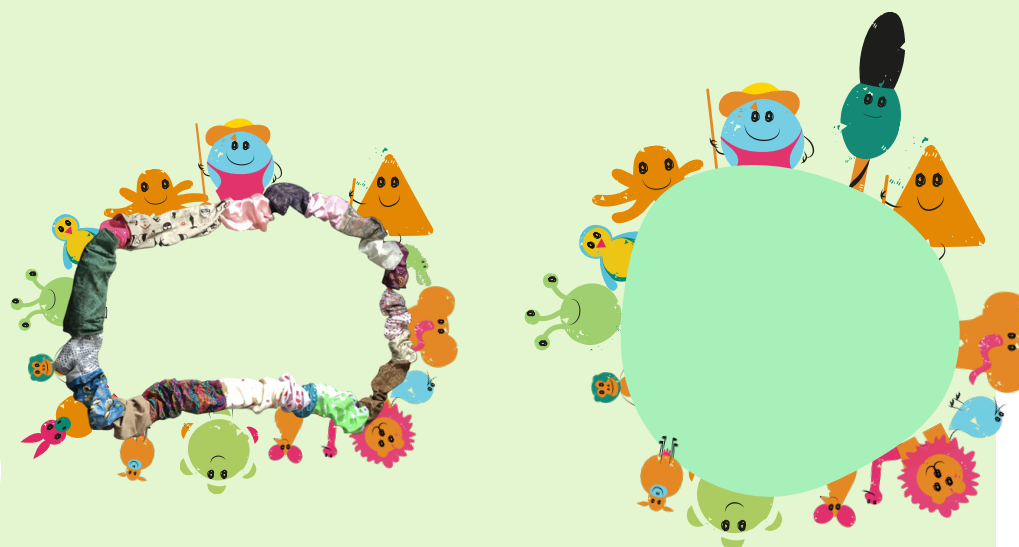
You can also invite children to choose their own instruments for the different actions.



## Sing and Paint

Sing the song with hand actions and then invite the children to replace the hand actions with paints on paper.

Using finger paints or crayons or play dough, children sing the song and paint or draw what they feel as they sing the song.



Click the links to explore!

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