

World Nursery Rhyme Week

## Wheels on the Bus Environmental Sounds



## World Nursery Rhyme Week 2023

### Wheels on the Bus - Environmental Sounds



#### Resources

- [Wheels on the Bus Ebook](#)
  - Wheels on the Bus Song Sheet (**Resource 1**).
  - Alternative Actions (**Resource 2**).
  - Bus Sound Visual Prompts (**Resource 3**).
  - Phonics Shed Sound Board
- OPTIONAL:
- [Moonbug Video](#)
  - [Quiz Shed Quiz](#)

#### Introduction/Objective

5 mins



- The objective of today's lesson is to discuss environmental sounds and use our voices and bodies to recreate them.
- Read [Wheels on the Bus ebook](#).
- Discuss the book using the comprehension page.

#### Whole Group

5 mins



- **Listen:** Use **Resource 1** to support children in joining in with the rhyme for Wheels on the Bus, including actions.
- **Recap:** What were the noises on the bus? Use the actions to prompt.
- **Discuss:** Discuss the sounds in each verse. Are they loud or quiet? Are they nice noises or not nice to hear? Can you use words to describe a noise? Is it a bang, crash, squeak, etc.

## Independent Activities

15 mins



**Suggested set up:** one or two groups working with adult support and another working independently.

### ICT

- Use the [Phonics Shed sound board](#) to listen to different sounds.
- **Simplify** – Ask children to close their eyes and tell you which object you clicked.
- **Expect** – Ask the children questions before listening to sounds (e.g., Which sounds would be quite loud/quiet? Can you make an example sound with your voice/body?) then similar questions after they listen to the noises and compare.
- **Extend** – What would the sound board look like if it was made for the Wheels on the Bus?

### Motor Skills and Voice Sounds

- Whilst reading through the nursery rhyme, do the actions associated with each verses (suggestions for large movement and small movement actions on **Resource 2**)
- **Simplify** - Copy the actions and join in with the nursery rhyme along with an adult leading it.
- **Expect** - Alter the volume of their voice when making the action relative to the volume of the noise, e.g. use a quiet voice for the wipers verse.
- **Extend** - Alter the volume of their voice and use bigger actions for louder sounds and smaller actions for quieter sounds.

### Construction

- Children use large construction equipment or large scale junk modelling to build a bus.
- Ride on the bus and discuss/make different sounds for the bus.
- **Simplify** – Use **Resource 3** to give picture prompts of the sounds in the story.
- **Expect** – Make or describe appropriate sounds and link them to the nursery rhyme.
- **Extend** – Make or describe other sounds that a bus or different vehicle may make.

## Plenary

5 mins



- ★ Give positive feedback and praise for what the children have done well during the session. Address any misconceptions. "Today we talked about different environmental sounds and described them."
- ★ Perform the nursery rhyme as a group.
- ★ Discuss what noises you can hear in the classroom. Could we make a nursery rhyme with these?

## Further Teaching Points

- Perform the nursery rhyme as part of an assembly for World Nursery Rhyme Week.
- Make your own actions for environmental sounds and other familiar songs.
- Watch the Moonbug version of the nursery rhyme.
- Complete the [Wheels on the Bus Quiz](#).
- Check out the additional resources at: <https://www.phonicshed.com/en-gb/> and <https://www.worldnurseryrhymeweek.com/resources/>

# Wheels on the Bus (Gross Motor Actions)



The wheels on the bus go round and round,  
Round and round,  
Round and round,  
The wheels on the bus go round and round,  
all through the town.

[Move arms in big circles or spin round in a circle]

The wipers on the bus go swish swish swish,  
Swish swish swish,  
Swish swish swish,  
The wipers on the bus go swish swish swish,  
all through the town.

[Wave arms side to side in front of body or rock body from side to side]



The horn on the bus goes beep beep beep,  
Beep beep beep,  
Beep beep beep,  
The horn on the bus goes beep beep beep,  
all through the town.

[Punch arms out in front using alternating arms or stamp alternating feet]

The doors on the bus go open and shut,  
Open and shut,  
Open and shut,  
The doors on the bus go open and shut,  
all through the town.

[Arms wide for open and together for shut or star jumps]

The wheels on the bus go round and round,  
Round and round,  
Round and round,  
The wheels on the bus go round and round,  
all through the town.

[Move arms in big circles or spin round in a circle]

# Wheels on the Bus (Fine Motor Actions)



The wheels on the bus go round and round,  
Round and round,  
Round and round,  
The wheels on the bus go round and round,  
all through the town.

[Move arms in big circles or spin round in a circle]

The wipers on the bus go swish swish swish,  
Swish swish swish,  
Swish swish swish,  
The wipers on the bus go swish swish swish,  
all through the town.

[Wave arms side to side in front of body or rock body from side to side]



The horn on the bus goes beep beep beep,  
Beep beep beep,  
Beep beep beep,  
The horn on the bus goes beep beep beep,  
all through the town.

[Punch arms out in front using alternating arms or stamp alternating feet]

The doors on the bus go open and shut,  
Open and shut,  
Open and shut,  
The doors on the bus go open and shut,  
all through the town.

[Arms wide for open and together for shut or star jumps]

The wheels on the bus go round and round,  
Round and round,  
Round and round,  
The wheels on the bus go round and round,  
all through the town.

[Move arms in big circles or spin round in a circle]

