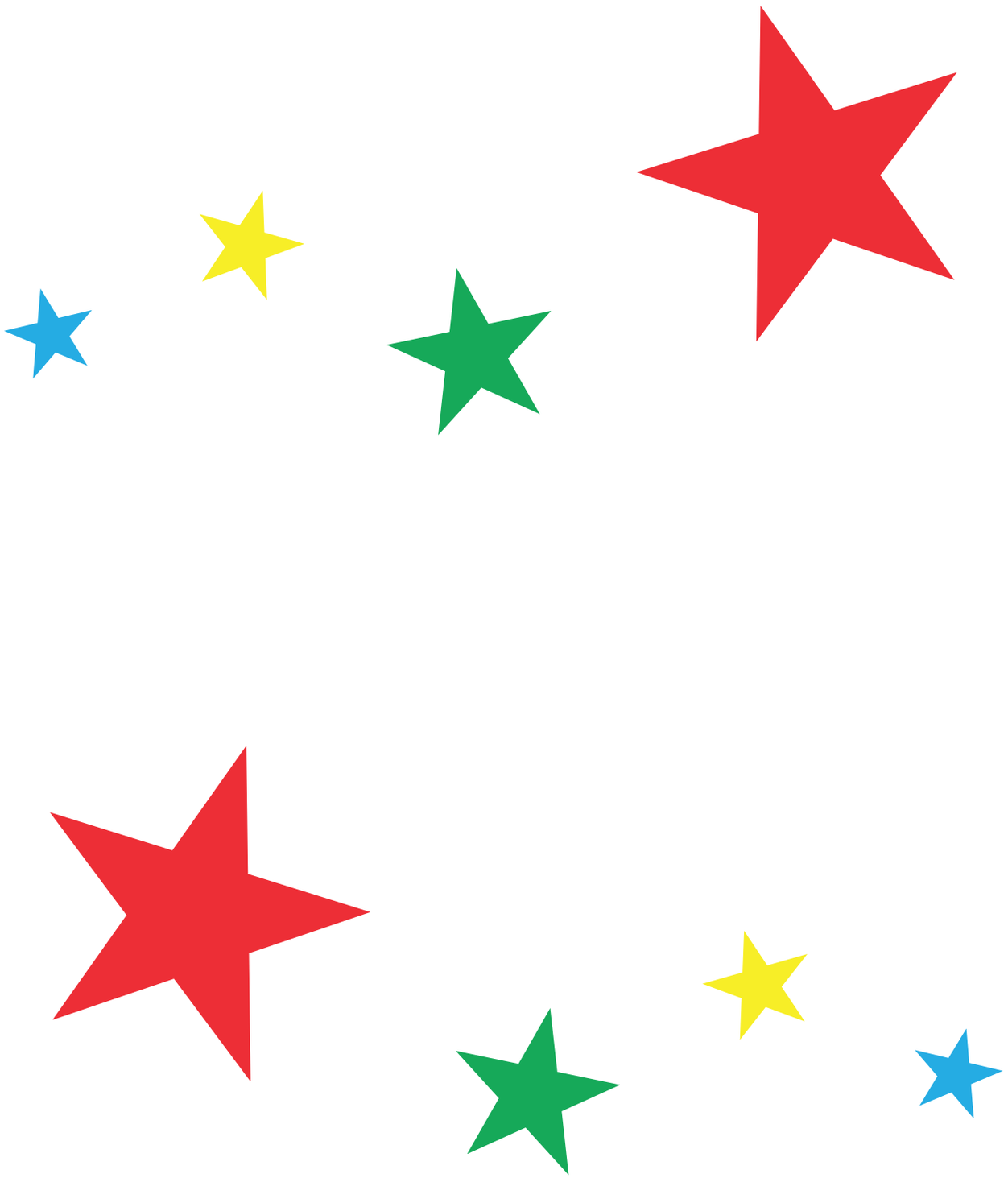
Introduction



Index

1.	**Introduction**	**Page**
	Littlemagictrain: cross-curricular benefits	3
	CD track listings	4-6
	The music	7-8
	The Littlemagictrain programme	9-10
	How to run a Littlemagictrain session	11-13
	Sample session	14-17
	Building the sessions	18-20
2.	**Practitioner Notes**	
3.	**Littlemagictrain adventures and illustrations**	

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Little
Magic
TM
Train

Littlemagictrain: cross-curricular benefits

Each Littlemagictrain session has been developed to encourage children to build confidence in their own abilities to reach their full learning and creative potential. There are many ways Littlemagictrain can assist in learning. For example Littlemagictrain can be used as a tool to help with speech sounds such as the 'ch' sound for the 'choo choo' of the train. The 'sh' sound for the noisy owl in the Woodland Walk adventure. The 'r' sound for the 'grrrr' of the lions, tigers and jaguars they meet in other adventures. There is also the 'ribbit' of the frog and the 'k' sound for the duck they meet in the same adventure and of course 'k' for the kangaroo at the zoo, in the Amazon and North Pole - a very adventurous kangaroo!

The use of dance and movement in the adventures helps develop gross motor control. Gross motor control and balance is of particular importance in relationship to handwriting. The illustrations help with classification and the storyline, using the correct language level develops their speech and language skills. Each adventure can be used as a language learning activity – point to things in the illustration, name them or ask a question.

The adventures are an ideal springboard for further learning. Use the themes and continue them, for example if you are working on the Amazon link this to the Littlemagictrain Amazon Adventure or Kanga in the Amazon. If your session theme is space and stars you could link the sessions to 'Picnic on the Moon' or 'Football on the Moon'. A different approach could be running the session 'Visiting the Bears' then telling the children about the Bears in the night sky. The Great Bear 'Ursa Major' and the Little Bear 'Ursa Minor' – your creativity will link the themes. This could be followed up by going for a 'Picnic on the Moon' to say hello to the Bears in the night sky. Littlemagictrain gives you the tools to unleash your creativity!

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Catalogue Number: LMT2012/01

The transformation

1. The transformation
2. The journey
3. A toy again

Session one: Visiting the Bears

4. Walking to the cottage
5. Daddy bear
6. Mummy bear
7. Baby bear
8. Porridge time
9. Leaving the cottage

Session two: Picnic on the Moon

10. Blast off
11. Safe landing
12. Flying food
13. Sleepy head
14. Back to the rocket
15. Blast off

Session three: Toystore

16. Let's shop
17. Military man
18. Sleepy bear
19. Tango time
20. Tidy up

Session four: Woodland walk

21. Squirrel
22. Bouncing bunnies
23. Crunch time
24. Beautiful butterfly
25. Noisy owl

Session five: Under the sea

26. Going down!
27. Dora dolphin
28. Terry turtle
29. Joe and the jingles
30. Sidney shark
31. Swim back to shore
32. Going up!

Session six: Amazon adventure

33. Look out
34. Cheeky monkey
35. Slithering snake
36. Jumping jaguars
37. Pretty polly

Dances

38. The bears dance (session 1)
39. Space dance (session 2)
40. Toy store dance (session 3)
41. Woodland walk dance (session 4)
42. Under the sea dance (session 5)
43. Amazon adventure dance (session 6)

Music composed & performed by Jonathan Still and Andrew Holdsworth (tracks 1-3) and Jonathan Still & Daniel Jones (tracks 4-43)

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CD2 Sessions 7-12

Catalogue Number: LMT2012/02

The transformation

1. The transformation
2. The journey
3. A toy again

Session seven: Visit to the Zoo

4. Admission
5. Kangaroo hop
6. Balancing act
7. Terrifying tiger!

Session eight: North Pole

9. Snow slide
10. Snowball fight
11. Fish flop
12. Solo seal

Session nine: Tea with the Queen

14. Nosey
15. Changing of the guard
16. Prancing ponies
17. Zzzzzzz!
18. Tea time

Session ten: Feeding the ducks

19. Looking for ducks
20. Ribbit (Frog)
21. Fish follies
22. Quack!

Session eleven: Beside the seaside

24. Bucket and spade
25. Demolition
26. Crabby crabs
27. Splash

Session twelve: African safari

29. Eli the elephant
30. Dancing baboons
31. Zippy Zebra
32. Lazy lion
33. Gorgeous giraffe

Dances

34. Zoo dance (session 7)
35. North Pole dance (session 8)
36. Queens dance (session 9)
37. Duck dance (session 10)
38. Under the sea dance (session 11)
39. Amazon adventure dance (session 12)

Music composed & performed by Jonathan Still and Andrew Holdsworth (tracks 1-3) and Jonathan Still and Daniel Jones (tracks 4-39)

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Catalogue Number: LMT2014/03

The transformation

1. The transformation
2. The journey
3. A toy again

Session thirteen: Kanga at the North Pole

4. Cold paws
5. Ice fishing
6. Warming up again
7. Catch that seal
8. Munch time

Session fourteen: Football on the Moon

9. Blast off to the Moon
10. Snoring George
11. Fast and slow runs on the Moon
12. Moonball
13. Back to Earth

Session fifteen: Royal visit to the beach

14. Pony patrol
15. Sandcastles
16. Feeding the birds
17. Beach patrol
18. Relaxation

Session sixteen: Royal dip under the sea

19. Jump in
20. Jellyfish rock
21. Crown hunt
22. Turtle time
23. Jump out

Session seventeen: Teatime

24. Nut collecting
25. Into the cottage
26. Washing line
27. Catch that washing
28. Yum yum time

Session eighteen: Kanga in the Amazon

29. Kangaroo drop
30. Señor Butterfly
31. Frog hop
32. Watch out!
33. Sleeping Jaguar

Dances

34. North Pole dance (session 13)
35. Moon dance (session 14)
36. Royal beach dance (session 15)
37. Royal sea dance (session 16)
38. Teatime dance (session 17)
39. Kanga's Amazon Dance (session 18)

Music composed & performed by Jonathan Still and Andrew Holdsworth (tracks 1-39)

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The Music

The music for Littlemagictrain was commissioned specially by Gina Bale for the Sessions in this pack. It is the result of two musical collaborations: CDs 1 and 2 were composed and played by Jonathan Still and Daniel Jones, CD3 by Jonathan Still and Andrew Holdsworth.

All three of them have over twenty years experience of music in the dance world, whether it's working with pre-school children or with some of the biggest stars of the international ballet scene: dancer Daniel Jones as a soloist with English National Ballet, musician Jonathan Still as pianist for ballet schools and companies, and music producer Andrew Holdsworth playing for ballet classes and recording music projects for dance schools and companies.

We styled the music according to whatever seemed to fit the stories and characters, adding layers of musical interest where we could that you might or might not hear consciously. So for example, we've used a large range of styles, tempos, metres, different instruments and dynamics. As well as familiar pop and rock styles, there are jazz waltzes, polkas, jigs, slow tempos, fast tempos, threes, fours, and sixes. There's a twisting jellyfish, a galloping horse, a sarabanding green turtle and a jiving kangaroo. You'll hear siren whistles, swannee whistles, a theremin, an Otamatone, kazoos, windchimes and sound effects that we spent a lot of time getting just right: pretending to be a fishy choir with your head in a bucket of water, playing the kazoo like a squirrel, and singing like a jellyfish.

Teachers may recognise some of the influences and styles – dance rhythms, Michael Jackson, heavy metal, Italian piano house, opera, ballet, Motown, Bach, Tchaikovsky, Mozart, R&B, Brazilian, Spanish, Irish and Scottish folk, and several others that we don't have names for.

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There are quotations from songs, even an opera (the Kangaroo sings *Your tiny hand is frozen* from *La Bohème* before warming up with a hand-jive, based on the same tune).

You'll hear *When the boat comes in* ("he shall have a fishy on a little dishy…") when the animals are eating at the north pole, and the Irish tune *As I went out upon the ice* as they jump up and down.

While you're making sandcastles, you'll hear the old musical hall song "Oh I do Like to Be Beside the Seaside."

We couldn't resist throwing in a few ballet jokes, too, like *Aurora the Elephant* (a famous piece for the ballerina in *Sleeping Beauty,* turned into a solo for the double bass) or the *Swan Lake* cygnets who became the *Bombay Ducks*.

Listen carefully, and you'll hear *What shall we do with the drunken sailor?* You might even hear *Twinkle twinkle little star* hidden under the sea somewhere, but you don't have to: our aim was to make the music a lot of fun, and fire children's imagination with music and sounds along with the stories and pictures.

Jonathan Still, August 2014

Composed and performed by: **Jonathan Still**: piano, acoustic bass, keyboards, programming, various instruments **Daniel Jones**: guitar, cavaquinho, various instruments **Andrew Holdsworth** guitars, drums, programming, bass, keyboards, various instruments, engineering and production. *With*: **Tony Woollard**: Cello (The Train) **Charlie Brown**: Violin (Green turtles).

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The Littlemagictrain Programme

Littlemagictrain was created with specifically composed music, illustrations and themed storylines for the 2 to 5 year age range (adapt for younger/older). The use of illustrations, adventures and music overcome many of the difficulties of teaching this age group whilst capturing their imagination.

The children will start the process of learning how to interact with each other, improve their movement vocabulary, spatial awareness and listening skills. Littlemagictrain is cross-curricular as it introduces children to other fundamental learning skills.

Movement Vocabulary

Littlemagictrain introduces children to movement using the natural actions of the body with different pathways such as:

Crawling * Walking * Running * Jumping * Hopping
Skipping * Swaying * Turning * Spinning

Learning Outcomes

- Awareness of own body and movements it can make – gross motor control.
- Improvisation, imagination, creativity and control of expression and role play.
- Helping children to work together in a group taking turns or leading.
- Listening to music - tempo and rhythmic patterns (helping with mathematical thinking).
- Improved speech, language and communication skills.

Purpose

Learning through fun and creativity!

Session format

There are several elements to the Littlemagictrain Programme all of which have a crucial part to play in teaching the sessions. The key elements are as follows:

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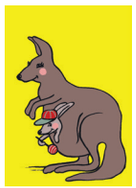
Movement

Every session has a recommended format as set out in the Practitioners Notes.

Illustrations

Each session has a set of between 3-5 child friendly illustrations, which move the session forwards.



Music

The music for these sessions has been created and composed with fun sounds giving the children a broad musical vocabulary. Please see the information on the music from the musicians on page 7.

Stickers

The children love to be rewarded with a sticker at the end for taking part but this is optional and depends on your setting.

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How to run a Littlemagictrain session

Each session follows a clear format, as set out below. The red text shows the part of the session that remains the same as it gives the child security as they feel comfortable and safe with repetition.

- The transformation of the train
- Storyline and illustrations
- The transformation of the train
- Dance and sticker time

<u>The session is clearly structured into 4 parts:</u>

1. The children take the imaginary Littlemagictrain out of his magic box and he grows bigger and bigger for them to jump inside to go on their adventure. Once they arrive at their destination, the Littlemagictrain gets smaller and smaller and is given to the session leader until he is needed to take them home again. (the transformation of the train)

2. Storyline and illustrations. (themed adventure)

3. The children take the imaginary Littlemagictrain out of his magic box and he grows bigger and bigger for them to jump inside to go home. Once they arrive home, the Littlemagictrain gets smaller and smaller and is given to the session leader until he is needed to take them on their next adventure. (the transformation of the train)

4. Children dance one by one to the music that uses motifs from the session for their reward sticker. (Dance and sticker time)

Note: Please feel free to use names that are appropriate to your children and setting.

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How to run a Littlemagictrain session

The session always starts with the transformation section (tracks 1 – 3) by asking the children to find the 'magic toy box'. This is where the Simon the Littlemagictrain lives.

Once the children have found their toy boxes, they all sit down next to the teacher and carefully open the toy box and gently lift Simon out who is fast asleep. Children then wake him up and magically he gets bigger for them to jump inside. The children mime the growing action, starting crouched down low touching and tickling the floor until they are standing tall on tiptoes touching and tickling the sky, but Simon doesn't want to wake up and jumps back into his box (children all touch and tickle the floor again). This action is repeated three (3) times and on the fourth (4th) time Simon doesn't jump back into his box as he is wide awake and standing tall.

Once all the children have jumped inside Simon the Littlemagictrain, the children line up behind a designated leader – encouraging working together as a group and leading.

The teacher uses the train whistle and off they go on the start of their adventure. Children are encouraged to make train sounds. The movement action for the train is walking with varying speeds. As the children grow in confidence you can make it more fun and exciting by changing directions. Once they have reached the station all the children step out of the Littlemagictrain, shut the door and say "thank you".

The Littlemagictrain is taking up too much space, so he needs to get smaller and you reverse the growing section. All children stand on tiptoe holding on to the top of the Littlemagictrain and then push him down and down until touching and tickling the floor, but he pops up (like a jack in the box) and they have to push him back down again. This action is repeated four (4) times. The children need to put the Littlemagictrain somewhere safe, as they will need the Littlemagictrain to take them home again.

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How to run a Littlemagictrain session

Now that you have reached the end of the transformation section the themed adventure begins with illustrations, storyline and fun music. At the end of the themed adventure Simon whistles (teacher uses whistle) telling them it's time to go home and you repeat the transformation section again. Once you have reached home, put Simon away in his safe place, but remember this as the starting point for the next session.

Dance and Sticker time. This section is useful for the children to recall who they met on the adventure (do use the illustrations if it helps the children) and see if they can dance, hop, jump, run and 'grr' or 'ribbit' like the characters for their reward sticker.

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A sample session showing you when and how the movements, illustrations and music are used.

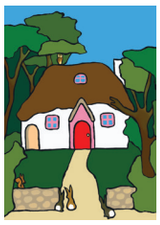
Sample Adventure: Visiting the Bears

Find Simon and the adventure begins.

After the transformation section (tracks 1-3) all the children will have put Simon the Littlemagictrain in a safe place (either in a pocket or with you to look after).

Setting the scene for the adventure:

Show the children the first illustration (picture of the cottage) and ask children what they can see. Hopefully the children will identify the squirrel, owl and rabbits and you can ask them what noise they make, what actions they do i.e. fly, hop, run etc.



If you have time you ask them what colours they can see in the illustration and to identify the door, windows and trees. Ask the children if they know who might live in the cottage. Once you have guided their answers to the three bears show them the image of the bears. Ask the children to identify Mummy, Daddy and Baby Bear.

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4. Walking to the cottage

Action: walking around the room spotting and saying hello to different types of woodland wildlife along the way making relevant animal noises until you reach the (imaginary) cottage door. Knock loudly to be let in by Bear of choice or Goldilocks if the bears are out or asleep upstairs.
Music: CD1 track 4

Teaching notes:

- If you have time to prepare before the session, you could hide relevant props (animals or mini beasts) around the room for the children to find on the journey.
- 'Walking to the Cottage' can also be done as a 1 by 1 section with the children. Call the children 1 by 1 to walk towards you and then knock loudly on the door/wall/floor and then sit down.

Once all the children are inside the cottage, you can show them all the (imaginary) shoes by the front door and then show them the illustration of the shoes and ask

them to tell you which ones belong to Mummy, Daddy and Baby Bear.
Ask the children to put on Daddy Bears boots and show you how they think he would walk in them.

5. Daddy Bear

Action: Big Daddy Bear stomps around the room and see who can growl the loudest like Daddy Bear.
Music: CD1 track 5

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At the end of the music take off the boots and put them back neatly. Show the children the shoe illustration again and ask them to point to Mummy Bears shoes.

Put on Mummy Bear shoes and ask the children to show you how Mummy walks around in high heels

6. Mummy Bear

Action: Standing on tiptoe walking and twirling around the room in the high heels. At the end of the music (you will hear the running sound) run to the shoe rack and sit down and take off the Mummy Bear shoes.

Music: CD1 track 6

Show the children the shoe illustration again and ask them to point to the Baby Bear boots.

Ask the children to put on the Baby Bear boots and what they think Baby Bear would do in the Wellies. Would he jump in big puddles and splash about?

7. Baby Bear

Action: Jumping into the imaginary puddles around the room.

Music: CD1 track 7

After all that jumping it's time for a snack. Ask the children what they think the 3 Bears like to eat?

8. Porridge time

Action: Sitting down on the floor making snack/porridge. Encourage the children to choose ingredients for the porridge/snack and mix in the bowl with the imaginary spoon.

Music: CD1 track 8

After preparing and eating the snack/porridge it is time to take the Littlemagictrain back home. This is when you get ready to repeat the transformation section from the start of the session.

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Before you find Simon you need (if you have time) to leave the cottage and shut the door securely and then walk back through the woods to where you left Simon. Don't forget to say goodbye to all the animals you met on the way to the cottage.

9. Leaving the cottage

Action: walking around the room spotting the animals you met on the way.
Music: CD1 track 9

Find Simon and return home.

After the transformation section (tracks 1-3) all the children will have put Simon the Littlemagictrain in a safe place (either in a pocket or with you to look after).

Ask the children to tell you who they met on the adventure (do use the illustrations if it helps the children) and see if they can dance, hop, jump, run like the character from the session to the music to receive their reward sticker.

Sticker time

Action: Children to dance as chosen character or any way they wish.
Music: CD1 track 38

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When introducing a new theme it is recommended that you do this over a number of sessions by breaking the story into small bites. This builds the excitement, as the children want to know what is going to happen next. This also allows you to expand on the theme in a cross curricular way. *Each individual session plan will have this set out at the back of the booklet for you.*

When you introduce 'visiting the bears' to the children the sessions can be broken down as follows. This is just a suggestion for the build up over 5 sessions as only you know what will work with your individual group of children. Sessions 1 and 2 are detailed with additional storyline options and then quick guide for sessions 3 to 5.

Session 1

- Transformation of the train (track 1-3)

Set the scene of the woodlands and discuss what animals, insects, plants and trees you would find.

- Show illustration of the cottage
- Walking to the cottage (track 4)

Knock on the door but no reply! The bears must be out 'I wonder what they are doing?' Lets leave a note saying we were here and sorry to have missed them but will come back next week.

- Leaving the cottage (track 9)
- Transformation of the train (track 1-3)
- Dance and sticker time (track 38)

Session 2

- Transformation of the train (track 1-3)

Set the scene of the woodlands and discuss what animals, insects, plants and trees you would find.

- Show illustration of the cottage
- Walking to the cottage (track 4)

Knock on the door but no reply! The bears must be out again but Mummy bear did say to come in next time and wait for them.
When inside take off your shoes as don't want to make the carpets dirty and put them next to the Bears shoes.

- Show illustration of the shoes

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Ask the children if they can identify which shoes belong to Daddy, Mummy and Baby bear? I wonder what it feels like to wear Daddy bears big boots? Put on the imaginary boots and stomp around the room growling like a big bear.

- Daddy Bear (track 5)

Oh dear look at the time we better get back and try again next time. Make sure you shut the door properly and leave a note for Mummy bear.

- Leaving the cottage (track 9)
- Transformation of the train (track 1-3)
- Dance and sticker time (track 38)

Session 3

- Transformation of the train (track 1-3)
- Show illustration of the cottage
- Walking to the cottage (track 4)
- Show illustration of the shoes
- Daddy Bear (track 5)
- Show illustration of the shoes
- Mummy Bear (track 6)

Oh dear look at the time we better get back and try again next time. Make sure you shut the door properly and leave a note for Mummy bear.

- Leaving the cottage (track 9)
- Transformation of the train (track 1-3)
- Dance and sticker time (track 38)

Session 4

- Transformation of the train (track 1-3)
- Show illustration of the cottage
- Walking to the cottage (track 4)
- Show illustration of the shoes
- Daddy Bear (track 5)
- Show illustration of the shoes
- Mummy Bear (track 6)
- Show illustration of the shoes

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Ask the children to identify Baby bear's shoes and put them on to jump in lots of puddles.

- Baby Bear (track 7)

Oh dear look at the time we better get back and try again next time. Make sure you shut the door properly and leave a note for Mummy bear.

- Leaving the cottage (track 9)
- Transformation of the train (track 1-3)
- Dance and sticker time (track 38)

Session 5

- Transformation of the train (track 1-3)
- Show illustration of the cottage
- Walking to the cottage (track 4)
- Show illustration of the shoes
- Daddy Bear (track 5)
- Show illustration of the shoes
- Mummy Bear (track 6)
- Show illustration of the shoes

Ask the children to identify Baby bears shoes and put them on to jump in lots of puddles.

- Baby Bear (track 7)
- Porridge time (track 8)

Leave a big bowl of porridge for Daddy bear, a medium sized bowl of porridge for Mummy bear and a small bowl of porridge for Baby bear.

- Leaving the cottage (track 9)
- Transformation of the train (track 1-3)
- Dance and sticker time (track 38)

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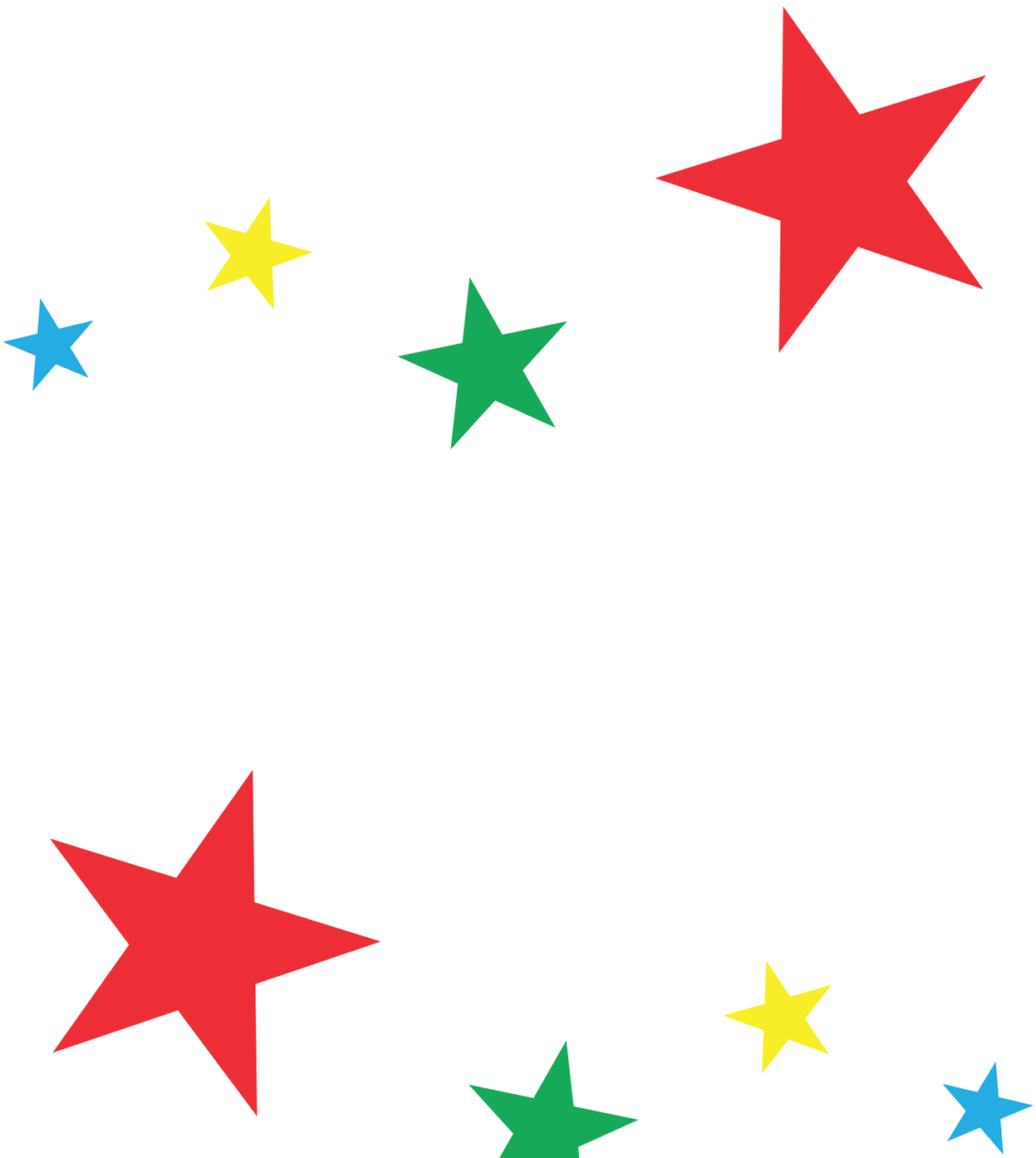

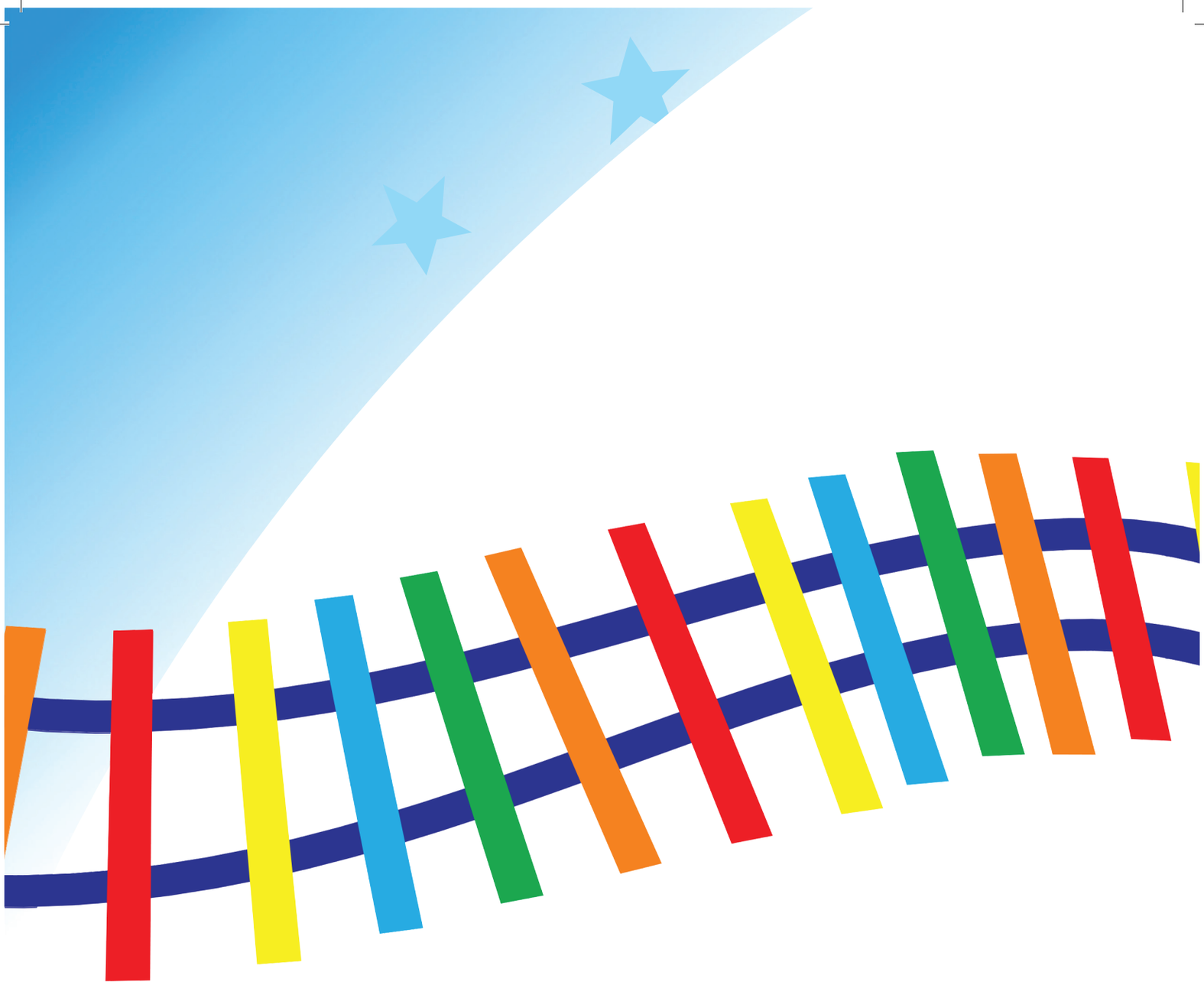

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