**The Skeleton Rhyme for Key Stage 1: Learning about Ourselves**

The rhyme is a resource that will support work that is in relation to exploring the body, specifically our skeletons.

It’s a simple rhyme that the children tend to learn very quickly and the movements can be undertaken in an ordinary classroom with just a few tables pushed back if space is a premium.

Although for children at this level the actions will provide a fun challenge, they are within the normal movement range and teachers do not need to be expert ‘movers’ to demonstrate them. They may also be adapted for children with limited physical ability.

Children will need to explore the concept of the skeleton and what its main functions are. These may be described simply as holding us altogether, allowing us to move and protecting important soft parts that lay deep inside us such as our lungs and heart.

They may know about x-rays and how doctors can view a living skeleton. They often enjoy talking about dead bodies when the skeleton becomes exposed.

The major joints may be discussed before the rhyme is used and a plastic human skeleton would be a delightful resource however a simple scaled down cardboard cut-out against a black sheet of sugar paper works just as well.

A string of large beads demonstrates in a simple way the range of movement the spinal column has. Wooden beads threaded onto string or costume jewellery. If the latter are used they may also serve as an analogy, if the children are reminded about how precious our spines are and how we must look after them.

Children can work in pairs and see if they can feel the ‘spinal beads’ by tracing fingers gently along the spine. This works best if jumpers are not worn.

The words of the rhyme are designed to be displayed for reading aloud, which will support literacy as well as acting as a reminder.

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**Rhyme to be spoken in a 4/4 time. Movement Instructions correspond to line spoken.**

**To be done in time to the rhythm of the rhyme.**

1. Now the spine can curl, *Curl the spine by rounding the back, bending the head forward,*

And the spine can arch, *arch it by gently tipping the head back looking to the ceiling.*

And the spine can twist and twist, *Bend the knees and gently twist from the waist right and left.*

Now the elbow bends *Bend the right elbow to the side, keeping it bent*

And the elbow bends *bring it down to point to the floor, bent arm now vertical.*

And we can stretch our arm like this. *Stretch the arm up to the ceiling and take it out to the side.*

*Repeat the verse and do the same with left elbow.*

And the spine can arch, *As for the first verse.*

Now the spine can curl

And the spine can twist and twist.

Now the elbows bend *Both elbows together!*

And the elbows bend

And we can stretch our arms like this.

1. Now the pelvis goes around *Knees bent try to move just the pelvic area to the right, circling*

And around, and can *to the back to end on the left side.*

Wiggle, ‘wiggle woo’. *Sway pelvis to the right, left and right.*

And the wrist goes around *Extend the arm to the front and rotate right wrist once to the right*

And the wrist goes around *then back to the left,*

And the wrist can be shaken too. *Shake gently three times – repeat the verse and do with left wrist.*

Now the pelvis goes around *Guess what! It’s the pelvis one again. Try and go opposite*

And around, and can *way to the first time.* *Go for it the kids really love it.*

Wiggle, wiggle woo.

And the wrists go around *Yep – both wrists together – it’s a mental workout too!*

And the wrists go around

And the wrists can be shaken too.

1. We put our hands on our ribs, *Slow the saying of this down a little if you wish. Hands on both*

Take a deep breath in, *sides so that the kids really feeling them expand.*

Breathe out and bend our knees *As stated.* *The verse can be repeated.*

And if we move our feet *Still with knees bent extend one leg forwards and place the heel*

With our ankle joints *on the floor with foot flexed, then repeat with the other then walk off*

We can walk wherever we please. *and around and through the space if allows until the word ‘freeze’.*

The final line may be repeated if space for walking allows and ends with:

Until Ms/Mr ----- says freeze.