

Boogy Woogy Buggy

I glide as I ride
in my boogy woogy buggy
take the corners wide
just see me drive
I'm an easy speedy baby
doing the baby buggy jive

I'm in and out the shop
I'm the one that never stops
I'm the one that feels
the beat of the wheels
all that air
in my hair
I streak down the street
between the feet that I meet

No one can catch
my boogy woogy buggy
no one's got the pace
I rule this place
I'm a baby who knows
I'm a baby who goes, baby, goes.

“Boogy Woogy Buggy”

Discussion

Points

- ◆ What does the child in the poem think is so special about his buggy?
- ◆ What can make a buggy hard or easy to push?
- ◆ What words are used to describe the different ways the buggy moves?
- ◆ What does a buggy have that helps it to move?
- ◆ Does anyone have a “Boogy Woogy Buggy” at home? What makes it special?
- ◆ Why do you think it is easier to push than to carry?
- ◆ Can the buggy be stopped in different ways? What are they?
- ◆ What is special about a buggy that makes it easy to change the direction it is facing?

Science

Background

- ◆ Early experiences with forces in terms of movement help lay the foundations of later, more complex ideas on forces.
- ◆ Thinking about the way that they and other objects move helps children to develop the idea that one’s own body movement and the forces it exerts affect other things. “I push, the buggy moves, a bigger push makes the buggy move further.”
- ◆ This develops the idea that the change in the movement of the buggy is related to the direction and the size of the force.
- ◆ Buggies are made from materials that are durable and easy to clean, light – so they can be easily carried, and strong – to withstand bumps and scrapes.

Key

Ideas

- ◆ Observe and describe different ways of moving.
- ◆ Explain how familiar objects move.
- ◆ Movement can be speeded up, slowed down or stopped.

Science

Skills

Children should be able to :

- ◆ suggest ideas;
- ◆ conduct a fair test;
- ◆ communicate what happened during their work;
- ◆ make comparisons;
- ◆ explain what they have found out;
- ◆ cooperate with others.

Key Activities

Look at the wheels on a number of pushchairs and toy cars, and other things that move. Ask children to compare similarities and differences. Which moves the easiest? Which takes the most push to get it going? Once going which gives the smoothest ride? Run the wheels through damp sand and compare tread marks. How do toys or pushchairs move over different surfaces?

Ask the children to classify toys according to the way that they move, for example: wind up, wheels, pull backs etc.

They could explore the pathway of shapes and objects to see how they roll. What path do they follow? What kind of shape rolls the furthest? Ask the children to predict which will or will not roll and which will roll the furthest? Ask children to group their findings and draw a simple table.

Attach different and/or similar shapes to the ends of card tubes (axle) and see which travels furthest? Describe the way the tube moves.

Using cogs of different sizes from construction kits explore how moving one cog can move another. Which direction do they go? Do some go faster than others?

Using wind up toys compare: the way they move; how they are enabled to move. Watch their pathways. Which goes furthest or quickest? Which runs for the longest? Watch the movement of the toys. Is the movement steady in pace? Where is it at its fastest or slowest?

Put a toy car down a slide. Observe its landing. Is it safe? How far does it travel? Can the children think of a way to slow it down in some way? Explore how many ways a car can be slowed down on the slide.

Safety : Care must be taken if children are exploring slides. They should help to decide on safety rules. If putting objects down slopes, good clearance is needed at the bottom.

See ASE publication *Be Safe!* for information on all aspects of safety in school science.

Numeracy

Skills

Children should be able to :

- ◆ use Venn diagrams to sort toys;
- ◆ measure distance using standard and non-standard measures;
- ◆ estimate distances;
- ◆ compare measurements, for example, how far toys move.

Literacy

Skills

Children should be able to :

- ◆ identify patterns of rhythm and rhyme;
- ◆ judge the effectiveness of the words used;
- ◆ experiment with words;
- ◆ read poems so they make sense.