

Nice Warm Socks

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Light and Relaxed ♩ round 96

1 *Call* C In the win - ter *Response* C In the win - ter Dm Keep from harm Dm Keep from harm
(Follow the same pattern of copying)

5 C don't just shiv er C don't just shiv er Dm Wrap up warm Dm Wrap up warm

9 G G C G C C G C
1.Nice warm jum - per 1.Nice warm jum - per nice warm socks nice warm socks
2.Nice warm shoes 2.Nice warm shoes
3.Nice warm trous - ers 3.Nice warm trous - ers
4.Nice warm coat 4.Nice warm coat
5.Nice warm scarf 5.Nice warm scarf
6.Nice warm hat 6.Nice warm hat

Start off each verse by singing
In the winter (In the winter)
Keep from harm (Keep from harm)
Don't just shiver (Don't just shiver)
Wrap up warm (Wrap up warm)
Then each verse follows in turn

- Verse 1** Nice warm jumper, Nice warm socks
- Verse 2** Nice warm shoes,
Nice warm jumper, Nice warm socks
- Verse 3** Nice warm trousers, Nice warm shoes,
Nice warm jumper, Nice warm socks
- Verse 4** Nice warm coat, Nice warm trousers, Nice warm shoes,
Nice warm jumper, Nice warm socks
- Verse 5** Nice warm scarf, Nice warm coat, Nice warm trousers, Nice warm shoes,
Nice warm jumper, Nice warm socks
- Verse 6** Nice warm hat, Nice warm scarf, Nice warm coat, Nice warm trousers, Nice warm shoes,
Nice warm jumper, Nice warm socks

Everything in this song is sung twice and this gives great opportunity for call and response work
It's also a cumulative song, each verse has lyrics added to it to make it longer
Perhaps make up actions for each item of clothing to help memorising - fun on the last run-down

It can be fun to speed up gradually, seeing how fast you can go while still staying together
Try replacing the items of clothing with others, but perhaps leave jumper and socks at the end



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In the winter (In the winter)
Keep from harm (Keep from harm)
Don't just shiver (Don't just shiver)
Wrap up warm (Wrap up warm)
Then each verse follows in turn

Verse 1

Nice warm jumper, Nice warm socks

Verse 2

**Nice warm shoes,
Nice warm jumper, Nice warm socks**

Verse 3

**Nice warm trousers, Nice warm shoes,
Nice warm jumper, Nice warm socks**

Verse 4

**Nice warm coat, Nice warm trousers,
Nice warm shoes,
Nice warm jumper, Nice warm socks**

Verse 5

**Nice warm scarf, Nice warm coat,
Nice warm trousers, Nice warm shoes,
Nice warm jumper, Nice warm socks**

Verse 6

**Nice warm hat, Nice warm scarf, Nice
warm coat, Nice warm trousers, Nice
warm shoes,
Nice warm jumper, Nice warm socks**

*Everything in this song is sung twice and this gives great opportunity
for call and response work*

*It's also a cumulative song, each verse has lyrics added to it to make
it longer*

*Perhaps make up actions for each item of clothing or replace the
items of clothing with others*

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Some suggestions on how to use this song

This is a cumulative song which is very good for singing with small or large groups.

There are many ways in which you can adapt this song to make sure that you include all learners, but here I will describe how I have been using it.

I have collected a box of clothes and made symbols to go with each of them. I record the last three words of each verse 'Nice Warm Socks' onto a n AAC voice output device and place a switch cap symbol on it. (Please try and record an age and gender appropriate voice onto the device – see 'General Principles' page.)

The leader can ask for volunteers to come to the front of the group. Or you can hand out items to learners who are sitting in a circle.

Each learner holds an item of clothing – always making sure that the last two are 'nice warm jumper, nice warm socks'. The other items of clothing can be arranged in any order. An AAC singer is in charge of the 'socks' and of the voice output device.

The leader (or another AAC singer) sings and signs the key words for each line of the 'In the winter' section, which is then repeated by the rest of the group. You can hear on the CD how the song builds after that. We all sing the list of clothing, using both the symbols and the items as prompts.

Learners can choose what items of clothing they wish to have using any mode of communication – speech, written labels, signing, symbols, photos, objects or a pre programmed voice output device.

It can sometimes be fun to include some ridiculous items e.g. 'nice warm bikini' or 'nice warm designer sunglasses'

Another way of enabling AAC users to conduct the group is to give them the responsibility of choosing the order of the items of clothing.

Notes written by Shan Greabe

Speech & Language Therapist

Nice Warm Socks

The P levels are performance descriptions that outline early learning and attainment before Level 1 (KS1) in eight levels. These are used in the same way as the National Curriculum level descriptions and run alongside the Key stages 1 and 2.

Geography – KS 1&2

Science –

PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.

English - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Music –

KS 1 & 2

- Unit 1 Ongoing Skills
- Unit 4 Feel the Pulse and rhythm
- Unit 5 Taking Off – Exploring Pitch
- Unit 8 Ongoing Skills
- Unit 11 The Class orchestra – Exploring arrangements
- Unit 15 Ongoing Skills
- Unit 19 Songwriter – Exploring lyrics and melody
- Unit 21 Who Knows? – exploring musical processes

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises
- To show emerging awareness of activities and experiences, may give intermittent reactions.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

Plevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions and take turns in small groups with some support