ENKI

# TOM TOM'S FIRST BOOK OF SCIENCE, ART & MUSIC

Little wonders. Big discoveries.



**Self-care • Science • Art • Music**

**The Four Pillars • Wonder • Love**

For little learners, ages 4–7

By Tom Tom James Wood

LESSON 01

Circles

# My body belongs to me

Tom Tom says: Looking after ourselves helps us feel comfortable, safe and ready to discover.

1. Notice when you need water, food, rest or the toilet.
2. Ask a trusted grown-up for help when you need it.
3. Your private parts are private. You can ask for privacy and say no to unwanted touch.
4. Tell a trusted adult if you feel hurt or unsafe.

**TRY IT WITH TOM TOM**

Make a picture card for water, rest and help. Point to one when you need it.

**MY LITTLE STAR PROMISE**

My body and my voice matter.

DRAW • SAY • POINT • TRY

**Draw something that helps you feel safe.**

LESSON 02

Circles

# Washing my hands

Clean hands help stop germs spreading. Germs are often too small to see.

1. Wet your hands with clean water.
2. Add soap and rub your palms, backs of hands, fingers, thumbs and fingertips for about 20 seconds.
3. Rinse the soap away and dry your hands.
4. Wash before eating, after the toilet and after messy play.

**TRY IT WITH TOM TOM**

Sing a short washing song or use a 20-second timer with a grown-up.

**MY LITTLE STAR PROMISE**

Little routines help me stay well.

DRAW • SAY • POINT • TRY

**Draw soap bubbles around a hand.**

LESSON 03

Circles

# Washing my body

A bath, shower or gentle wash can help us feel fresh. Ask a grown-up to check the water is warm, not hot.

1. Get a towel, clean clothes and soft cloth ready.
2. Wash your face gently with water.
3. Wash your neck, arms, underarms, tummy, back, legs and feet.
4. Gently wash your bottom and outside private parts with water. Do not put soap inside your body.
5. Rinse, dry (including between toes) and put on clean clothes.

**TRY IT WITH TOM TOM**

Put a towel, cloth and clean clothes in the order you will use them. A grown-up stays nearby when you bathe.

**MY LITTLE STAR PROMISE**

I can ask for help and privacy.

DRAW • SAY • POINT • TRY

**Draw three things you need for a wash.**

LESSON 04

Circles

# Caring for my teeth

A little star smile needs gentle care twice a day, including just before bed.

1. Use a pea-sized amount of fluoride toothpaste.
2. Gently brush outside, inside and biting surfaces, including near the gums.
3. Brush for about two minutes.
4. Spit out toothpaste. Do not rinse afterwards.
5. Ask a grown-up to help or check your brushing.

**TRY IT WITH TOM TOM**

Use a timer and pretend to brush a toy's teeth with a separate clean brush.

**MY LITTLE STAR PROMISE**

I can learn one step at a time.

DRAW • SAY • POINT • TRY

**Draw a toothbrush and a smiling face.**

LESSON 05

Bridges

# Kindness at the table

Eating together is a chance to practise kindness and enjoy our food.

1. Wash your hands and sit somewhere comfortable.
2. Ask before reaching across someone. Say or sign please and thank you.
3. Chew before speaking. Take small bites and eat at your own pace.
4. Tell a grown-up about food allergies or textures that bother you.
5. Help clear away safe items when you are finished.

**TRY IT WITH TOM TOM**

Set a place with a plate, cup and spoon. Count each item and practise asking for water.

**MY LITTLE STAR PROMISE**

Good manners include respecting everyone's needs.

DRAW • SAY • POINT • TRY

**Draw a place setting.**

LESSON 06

Bridges

# Manners around grown-ups

Respect means being kind to others. It also means that others respect you.

1. Greet people in a way that feels comfortable: wave, speak or sign.
2. Take turns talking and listen in your own way.
3. Ask before borrowing things. Return them when finished.
4. If a request feels unsafe, you can say no and tell a trusted adult.
5. When frustrated, try "Oh flapjacks!" or "Botheration!" instead of hurtful words.

**TRY IT WITH TOM TOM**

Role-play asking to borrow a pencil and asking for a break. Use words, signs or pictures.

**MY LITTLE STAR PROMISE**

I can be polite and still have boundaries.

DRAW • SAY • POINT • TRY

## Practise: Please can I have a break?

LESSON 07

Circles

# My safe discovery space

Scientists, artists and musicians look after their tools and each other.

1. Ask a grown-up before starting an experiment.
2. Use only safe materials. Never taste experiment materials or mix cleaning products.
3. Keep water away from plugs and electrical equipment.
4. Use child-safe scissors with supervision. Keep small objects away from younger children.
5. Clean up spills and wash your hands after making things.

**TRY IT WITH TOM TOM**

Make a discovery tray with paper, washable crayons and a cloth. Give every item a place.

**MY LITTLE STAR PROMISE**

Safe spaces help curious minds explore.

DRAW • SAY • POINT • TRY

**Draw your discovery tray.**

LESSON 08

Brian's

# My five senses

We use our senses to learn about the world. Different brains notice different things.

1. Look at a leaf: what colours and shapes can you see?
2. Listen for a quiet sound.
3. Feel a safe, clean object: is it smooth or rough?
4. Smell a familiar fruit if you want to.
5. Taste only familiar food that a grown-up says is safe for you.

**TRY IT WITH TOM TOM**

Make a sense safari indoors. Choose two senses you enjoy; skip any that feel uncomfortable.

**MY LITTLE STAR PROMISE**

My senses are allowed to be different.

DRAW • SAY • POINT • TRY

**Draw or describe something smooth.**

LESSON 09

Brian's

# Will it float or sink?

Some objects float on water. Others sink. Scientists make a prediction and then test it.

1. Ask a grown-up for a shallow bowl of water and a towel.
2. Choose a large leaf, a clean spoon and a plastic lid.
3. Guess which will float.
4. Place each object gently in the bowl, one at a time.
5. Draw what happened. Empty the bowl with your grown-up.

**TRY IT WITH TOM TOM**

Try a ball of foil, then reshape it into a little boat. Does the result change?

**MY LITTLE STAR PROMISE**

A different result is a new discovery.

DRAW • SAY • POINT • TRY

**Predict: leaf / spoon / lid. Record your results.**

LESSON 10

Brian's

# Ice becomes water

Water can be solid ice, liquid water or a gas called water vapour.

1. Put an ice cube on a plate and another in a bowl.
2. Keep both away from electrical items.
3. Look at the ice every few minutes. Do not hold ice against your skin for long.
4. Notice the liquid water forming.
5. Ask: what might happen in a warmer room?

**TRY IT WITH TOM TOM**

Compare ice on two plates in different safe places. Draw them at the start and later.

**MY LITTLE STAR PROMISE**

I learn by watching what changes.

DRAW • SAY • POINT • TRY

**Draw ice before and after melting.**

LESSON 11

Circles

# How plants grow

Most plants need water, light, air and suitable warmth to grow.

1. Ask a grown-up for a pot, compost and a suitable seed.
2. Plant the seed according to its packet.
3. Water gently and put the pot somewhere bright.
4. Check it each day without overwatering.
5. Draw any changes. Wash your hands after touching soil.

**TRY IT WITH TOM TOM**

Keep a five-day plant diary. If nothing appears yet, keep observing. Some seeds take longer.

**MY LITTLE STAR PROMISE**

Growing takes time, and so does learning.

DRAW • SAY • POINT • TRY

**Draw a seed, roots, stem and leaves.**

LESSON 12

Brian's

# Light and shadows

A shadow forms when an object blocks light. A shadow changes when the light or object moves.

1. Use a torch and a toy with a grown-up.
2. Shine the torch towards a wall, never into eyes.
3. Place the toy between the torch and wall.
4. Move the toy closer to the torch, then farther away.
5. Compare the size of the shadows.

**TRY IT WITH TOM TOM**

Trace a toy's shadow on paper. Try a second position and compare the outlines.

**MY LITTLE STAR PROMISE**

Questions help me discover how things work.

DRAW • SAY • POINT • TRY

**Draw a small shadow and a big shadow.**

LESSON 13

Brian's

# Magnets and materials

Magnets attract some materials, especially iron and many kinds of steel. They do not attract everything.

1. Ask an adult for a large, securely enclosed classroom magnet.
2. Keep it away from mouths, small children and electronic or medical devices.
3. Choose large safe objects made of wood, plastic and steel.
4. Predict which will be attracted, then test one at a time.
5. Put the magnet away with the grown-up.

TRY IT WITH TOM TOM

Sort the objects into attracted and not attracted. Never use small or loose magnets.

MY LITTLE STAR PROMISE

Testing helps me check my ideas.

DRAW • SAY • POINT • TRY

**Draw one object attracted by the magnet.**

LESSON 14

Brian's

# Air is all around us

We cannot usually see air, but we can see what moving air does.

1. Make a paper fan by folding paper back and forth.
2. Place a large piece of tissue on a table.
3. Gently wave the fan near it.
4. Move the fan slowly, then more quickly.
5. Notice the way the tissue moves.

**TRY IT WITH TOM TOM**

Try a heavier piece of paper. Does it move in the same way? No balloons or small loose pieces are needed.

**MY LITTLE STAR PROMISE**

Even invisible things can leave clues.

DRAW • SAY • POINT • TRY

**Draw arrows to show moving air.**

LESSON 15

Brian's

# Our Earth, Sun and Moon

Earth is a nearly spherical planet. It turns, giving us day and night. The Moon reflects sunlight.

1. Find a ball to represent Earth.
2. Ask a grown-up to hold a torch as the Sun.
3. Turn the ball slowly and notice its lit and dark sides.
4. Use a second ball as the Moon. Move it around Earth.
5. Never look directly at the real Sun.

**TRY IT WITH TOM TOM**

Draw your model. The balls and distances are not to scale. Look at the Moon with a grown-up on another day.

**MY LITTLE STAR PROMISE**

The world is full of wonderful things to learn.

DRAW • SAY • POINT • TRY

**Draw the Sun, Earth and Moon.**

LESSON 16

Brian's

# Mixing beautiful colours

Artists can mix paint to make new colours. Red, yellow and blue are useful starting colours for many paints.

1. Put a little washable paint on a tray.
2. Mix red and yellow to explore orange.
3. Mix blue and yellow to explore green.
4. Mix red and blue to explore purple.
5. Notice how different paints produce different shades. Wash up.

**TRY IT WITH TOM TOM**

Create a colour wheel or a rainbow of your own. Try a little white paint to make a colour lighter.

**MY LITTLE STAR PROMISE**

There is more than one beautiful way to create.

DRAW • SAY • POINT • TRY

**Draw or paint your three new colours.**

LESSON 17

Brian's

# Lines, shapes and pictures

A picture can start with one little line. Lines can be straight, curved, wavy or zigzag.

1. Draw a straight line and a wavy line.
2. Draw a circle, square and triangle.
3. Combine shapes to make a house, boat or pup.
4. Add patterns, dots and your favourite colours.
5. Tell someone about your picture if you want to.

**TRY IT WITH TOM TOM**

Draw Tom Tom's star jumper using simple shapes. Your picture does not need to look like anyone else's.

**MY LITTLE STAR PROMISE**

My imagination is special.

DRAW • SAY • POINT • TRY

**Make a picture using three different shapes.**

LESSON 18

Waves

# Textures and rubbings

Textures are how things feel or look as though they feel. Art can show textures.

1. Choose safe, clean textures such as a leaf, cardboard and fabric.
2. Place thin paper over an object.
3. Rub gently with the side of a crayon.
4. Compare the patterns that appear.
5. Choose a texture you enjoy and avoid any that upset your senses.

**TRY IT WITH TOM TOM**

Create a texture collection on one piece of paper. Use a pencil or a crayon.

**MY LITTLE STAR PROMISE**

I can choose what feels comfortable.

DRAW • SAY • POINT • TRY

**Draw marks for smooth, bumpy and rough.**

LESSON 19

Bridges

# Make a kindness collage

A collage is a picture made from different pieces of material.

1. Choose paper, magazine pictures or fabric scraps.
2. Think of something kind: helping, sharing or caring.
3. Ask for help using child-safe scissors if needed.
4. Arrange the pieces and stick them with a non-toxic glue stick.
5. Give your art a title or explain it in your own way.

**TRY IT WITH TOM TOM**

Make a picture of a bridge connecting two people. Use colours or symbols to show kindness.

**MY LITTLE STAR PROMISE**

My art can share a message of love.

DRAW • SAY • POINT • TRY

**Sketch your collage idea first.**

LESSON 20

Brian's

# Finding the beat

A beat is a steady pulse in music. Rhythm is the pattern of sounds and silences.

1. Tap your knees gently at a steady speed.
2. Count 1, 2, 3, 4 and repeat.
3. Try clap, clap, rest, clap.
4. Take turns making a rhythm for someone to copy.
5. Stop or lower the sound if it feels too loud.

**TRY IT WITH TOM TOM**

Tap four beats on a table or use silent hand movements. Make your own four-beat rhythm.

**MY LITTLE STAR PROMISE**

I can make music in my own way.

DRAW • SAY • POINT • TRY

**Mark four beats with dots; leave a gap for a rest.**

LESSON 21

Brian's

# High sounds and low sounds

Pitch describes how high or low a sound is. Volume describes how loud or quiet it is.

1. Listen to two gentle notes on a keyboard or instrument.
2. Point up for a high note and down for a low note.
3. Try humming a comfortable high and low sound if you like.
4. Make a quiet sound, then a slightly louder one.
5. Keep all sounds at a comfortable level.

**TRY IT WITH TOM TOM**

Draw a bird for a high sound and a big drum for a low sound. Instruments can make many different pitches.

**MY LITTLE STAR PROMISE**

I can listen without having to make a sound.

DRAW • SAY • POINT • TRY

**Draw up and down arrows for two notes.**

LESSON 22

Brian's

# Sound and vibrations

Sound is made by vibrations travelling through materials such as air. We can sometimes see or feel vibrations.

1. Ask a grown-up for a ruler and a sturdy table.
2. Hold most of the ruler flat on the table with a short end sticking out.
3. Gently press and release the end. Watch it wobble.
4. Try changing how much ruler sticks out, without bending it far.
5. Keep the ruler away from faces and stop if the sound bothers you.

**TRY IT WITH TOM TOM**

Draw the ruler before and during its movement. Compare the sound of two lengths.

**MY LITTLE STAR PROMISE**

Science and music can work together.

DRAW • SAY • POINT • TRY

**Draw little wavy lines to show vibration.**

LESSON 23

Waves

# Music and my feelings

Music can help us express feelings. Not everyone feels the same way about the same music.

1. Choose a short piece of music with a grown-up.
2. Listen at a comfortable volume or choose silence.
3. Notice your Waves: calm, excited, sad or something else.
4. Choose a colour or movement that fits how you feel.
5. Ask for a break whenever you need one.

**TRY IT WITH TOM TOM**

Make a picture while listening, or make a silent picture. Compare how you feel before and afterwards.

**MY LITTLE STAR PROMISE**

My feelings are welcome, and I can ask for quiet.

DRAW • SAY • POINT • TRY

**Choose a colour for your Wave today.**

LESSON 24

Bridges

# Creation, wonder and love

ENKI explores spiritual ideas about creation, the soul and reincarnation. People have different beliefs about these big questions.

1. Some people believe God created the world; others understand creation differently.
2. Some believe a soul can return in another life. Reincarnation is a spiritual belief, not a proven scientific fact.
3. Science studies the physical world through observation and testing.
4. It is fine to believe, wonder, disagree or say "I do not know yet".
5. Love can be shown through kindness, honesty and caring for others.

**TRY IT WITH TOM TOM**

Draw something in nature that fills you with wonder. Ask a trusted grown-up about different beliefs and listen respectfully.

**MY LITTLE STAR PROMISE**

I can explore big questions without needing all the answers.

DRAW • SAY • POINT • TRY

**Draw one way to care for creation.**

LITTLE STAR ACTIVITY

# My ready-to-learn routine

Tick, point or colour a star as you complete each step. Ask for help whenever you need it.

- [ ] Wash my hands ★
- [ ] Wash my body ★
- [ ] Brush my teeth ★
- [ ] Put on clean clothes ★
- [ ] Eat and drink ★
- [ ] Prepare my learning space ★
- [ ] Ask for a break when needed ★

LITTLE STAR ACTIVITY

# My float or sink experiment

Before testing, guess. Afterwards, draw or tick what happened. Use the supervised activity from Lesson 9.

| Object | My prediction | What happened |
|---|---|---|
| Leaf | Float / Sink | Float / Sink |
| Spoon | Float / Sink | Float / Sink |
| Plastic lid | Float / Sink | Float / Sink |
| Foil boat | Float / Sink | Float / Sink |

LITTLE STAR ACTIVITY

# My little plant diary

Draw your plant each day. A seed might take longer than five days to sprout. Keep checking with a grown-up.

### Day 1

What do I notice?

### Day 2

What do I notice?

### Day 3

What do I notice?

### Day 4

What do I notice?

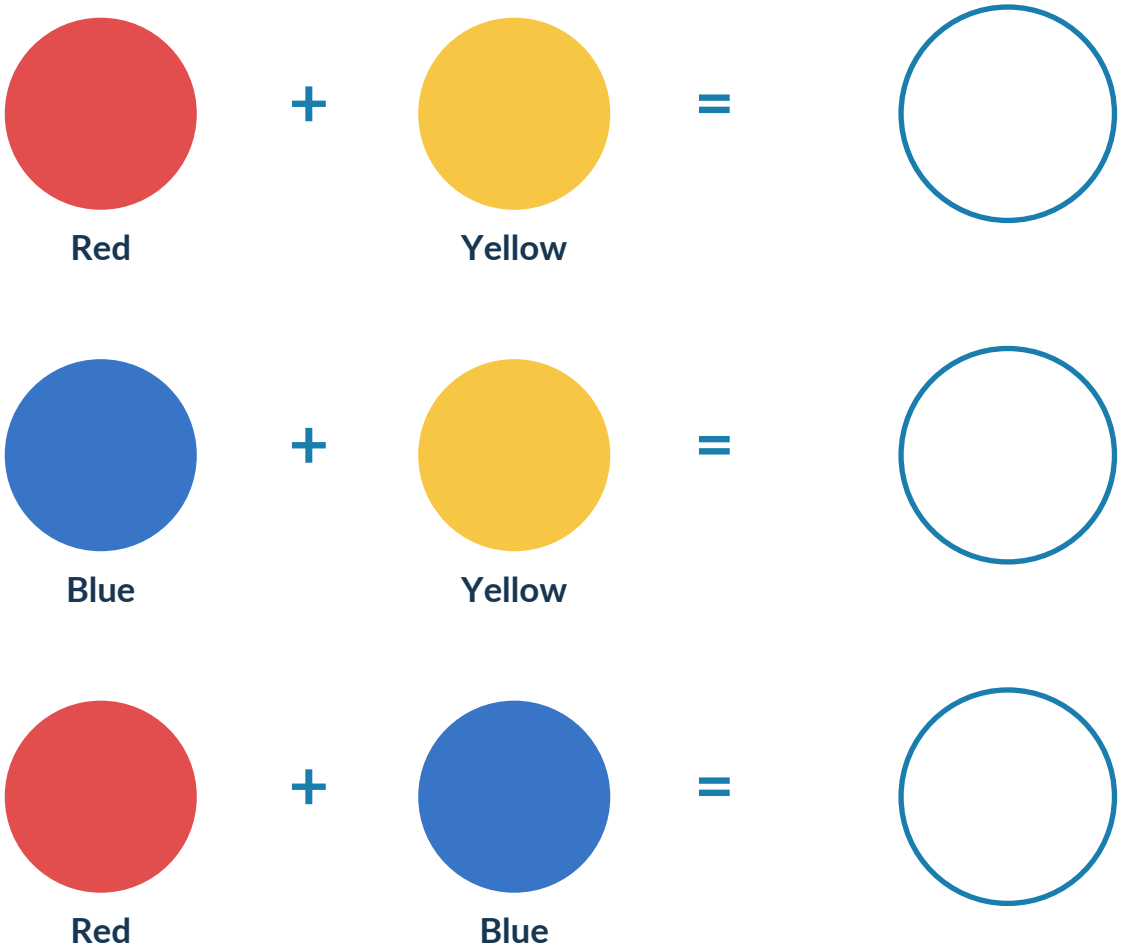
### Day 5

What do I notice?

LITTLE STAR ACTIVITY

# My colour mixing lab

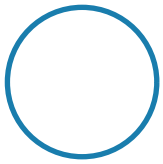
Colour each pair and paint or draw the result in the empty circle. Try washable paints with a grown-up.



LITTLE STAR ACTIVITY

# My shape and texture picture

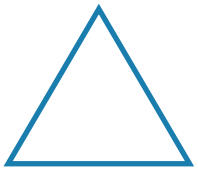
Make a picture using these shapes. Add your own patterns and textures inside the big frame.



Circle



Square



Triangle

**My picture**

LITTLE STAR ACTIVITY

# My rhythm maker

Tap, clap, point or move. A dot means a beat; a dash means a rest. Make your own patterns in the empty boxes.

| | | | |
|---|---|---|---|
| ● | ● | ● | ● |
| ● | – | ● | – |
| ● | ● | – | ● |
| | | | |
| | | | |

LITTLE STAR ACTIVITY

# My little star discovery award

Draw, write or tell someone about something you discovered in science, art or music.

**My favourite discovery**

**Something I want to try next**

## LITTLE STAR DISCOVERER

Name: _____

Date: _____

FOR PARENTS, CARERS & EDUCATORS

# Helping every little star shine

## Brian's — Curiosity and understanding

Model predicting, observing and explaining. Invite children to make art, test ideas and explore sound without expecting a single correct creative outcome.

## Waves — Feelings and sensory regulation

Offer quiet alternatives, headphones where appropriate, short sessions and breaks. Never force touching, tasting, listening or performance.

## Circles — Routines and safety

Supervise water, magnets, scissors, soil, art materials and tools. Check age suitability, allergies and individual needs. Use now/next prompts and predictable clean-up routines.

## Bridges — Communication and connection

Welcome speech, signs, AAC, pointing, drawing and gestures. Praise curiosity and effort. Respect personal boundaries and choices.

## Spiritual curiosity and evidence

ENKI offers a spiritual perspective. Teach established science as science and spiritual beliefs as beliefs. Encourage questions and respect religious and non-religious families.

## The Five Commandments of Love

Love creation. Love yourself. Love one another. Love the truth. Protect through love.