

BBC

Education Scotland



HOP, SKIP and JUMP

Autumn 2003

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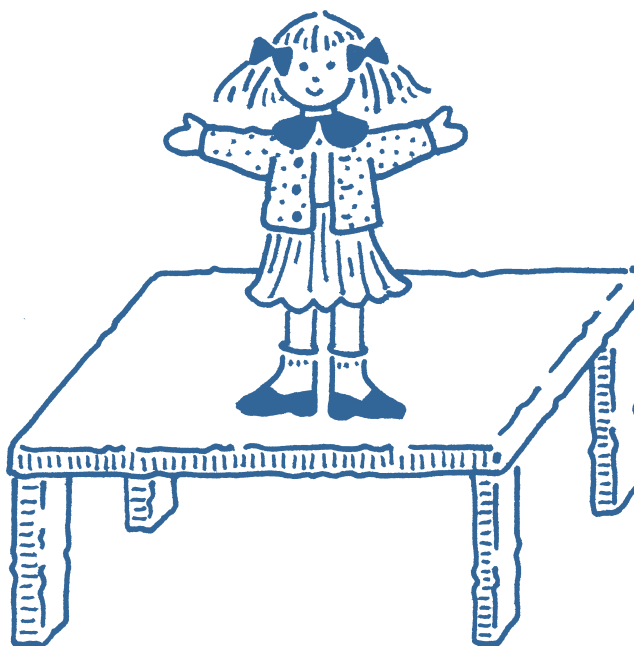
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Hop, Skip and Jump

Autumn 2003

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Introduction

Welcome to the Autumn 2003 series of *Hop, Skip and Jump* music and movement programmes.

Following the success of last year's stories, we have continued with a similar mix of themes this year, supported by a variety of unusual and stimulating music.

We hope that you will find plenty of opportunities for the children to investigate and explore, in movement terms, all the ideas and actions associated with each of the stories.

The aims of the series

The aims of *Hop, Skip and Jump* are to provide opportunities for the children to:

- use their bodies intelligently and expressively.
- extend their vocabulary of movement.
- improve and develop their body awareness, body management, movement, memory, and quality of movement.
- listen to instructions and music, and to respond creatively, imaginatively and rhythmically.
- develop a greater awareness of the use of space.
- work co-operatively with others, expressing and sharing ideas, as well as working within a group in relation to other groups.

The series therefore provides the opportunity for the support and development of all aspects of the strands and attainment outcomes stated within the Expressive Arts 5–14 Document of June 1992.

How to use these notes

The first part of the notes for each programme is a simple breakdown of all the actions which happen in the three boxes – Warm-up box, Story box and Join-up box.

Whenever an action is required, it appears in bold type, for example **Skip, Run, Find a partner**. This is designed as a quick reference, to prepare you for what is coming next in the programme.

The P.E. sections of the notes are for those of you who have the time, space, equipment, energy and desire to extend the physical education side of the programmes. The idea is that with some basic equipment the movements covered in the first part of the notes can be built upon. Suggestions are made as to how to use ropes, beanbags, hoops and benches to achieve this.

Timing

Although each programme is only fourteen minutes long, additional time should be made available for the organisation of the children before the programme, and for further practice and development of specific skills or movements afterwards.

Teachers are encouraged to become involved, in order to aid the children's understanding and enjoyment of the tasks involved.

Above all, enjoy the series and use it in whatever way you feel it best supports your particular needs.

Bibliography

The programmes this term are based on the following books:

Princess Lullaby and the Magic Word by Martine Osborne (Hutchinson)

Oliver's Wood by Sue Hendra (Walker Books)

Brave Lion, Scared Lion by Joan Stimson, illustrated by Meg Rutherford (Scholastic Books)

The Scarecrow's Hat by Ken Brown (Macmillan Children's Books).

Forward plan Expressive Arts 5–14: Physical Education English Language 5–14

Programmes 1–5 Attainment outcome focus: PE – all strands English language – listening Level A

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
<p>Using the body:</p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> – a range of different actions, with some control of body weight (single actions or a series of actions) – recall and repeat actions with a certain degree of accuracy – perform actions with developing control – moving in space (locomotion and spatial awareness) – jumping and landing with sensitivity – simple structuring in starting and finishing – body management 	<p>Programme One: Princess Lullaby part 1 skills</p> <ul style="list-style-type: none"> – develop body awareness through the practice of marching, standing, stretching and skipping – becoming more aware of rhythm through the use of music and learning the ‘Grand Old Duke of York’ march – think about the quality of movements via performance of a simple march <p>Programme Two: Princess Lullaby part 2 skills</p> <ul style="list-style-type: none"> – awareness of body shape, moving like an animal — bounce like a tigeroo, slither like a snake, plod like an elephant and waddle like a penguin – develop fine basic jumps – develop games skills through the playing of a ‘hopscotch’ type game using hoops – co-operation with a partner <p>Programme Three: Oliver’s wood skills</p> <ul style="list-style-type: none"> – body management – awareness of space and finding ‘own space’ without touching – moving like an animal — flutter like a butterfly, using hands and feet like a badger, flapping arms like a bat – perform with a growing degree of control – stop in a bridge shape — using a child to demonstrate ‘tummy to ceiling’ and ‘back to ceiling’ – developing sensitivity — bend joints to prevent damage, adopt good posture <p>Programme Four: Brave lion, scared lion skills</p> <ul style="list-style-type: none"> – body awareness and co-operation – mirroring — observation of others and copying through a variety of skills such as bouncing, hopping and skipping – change direction and speed — responding quickly and accurately – improving listening skills – developing awareness of feet — focusing on feet during activities and demonstrating their relationship to noise <p>Programme Five: The scarecrow’s hat skills</p> <ul style="list-style-type: none"> – running over the floor backwards, sideways, round and round, in and out and finally run anywhere in lots of different directions – developing spatial awareness by providing opportunities to ‘run anywhere’ – tiptoe, building up to running, staying on lines – hopping over a rope from side to side – explore being upside down – raise awareness of strength in the arms 	<p>All programmes develop the strands ‘Listening in groups’ and ‘Listening for information, instructions and directions’</p> <p>Programmes:</p> <ul style="list-style-type: none"> – Princess Lullaby, part 1 – Princess Lullaby, part 2 – Oliver’s wood – Brave lion, scared lion – The scarecrow’s hat <p>all develop the strand ‘Using the body’</p>	<p>The class teacher retains the scope and responsibility to choose the forms and criteria for assessment.</p> <p>However the use of the Hop, Skip and Jump programmes offers opportunities to focus on:</p> <ul style="list-style-type: none"> – the ability to listen and respond – increase awareness of body out-of-breath and hot/sticky – increasing awareness of levels and different body parts – the ability to travel using levels – working co-operatively in terms of tasks set and in use of space – willingness to co-operate with partner – the ability to express own ideas in facial expression and movement – raised awareness of whole movement/dance from start to finish – realising the part they play in this complete movement experience – becoming more aware of others and their use of space – respond to others’ movements <p>(Continued on page 6)</p>

Forward plan Expressive Arts 5–14: Physical Education English Language 5–14

Programmes 1–5 Attainment outcome focus: PE – all strands English language – listening Level A

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
<p>Creating and designing</p> <p>Pupils will experience:</p> <p>a range of movements with simple structuring in starting and finishing a movement or dance</p> <p>opportunities to create spatial patterns, floor and body patterns</p> <p>tasks which facilitate the development of their own ideas and chances to put them into practice</p> <p>Investigating and developing fitness</p> <p>Pupils will experience:</p> <p>raised awareness of the centre of the body with particular emphasis on posture</p> <p>raised awareness of the body being out of breath and feeling hot and sticky</p> <p>puffing and panting and being aware of which parts of their bodies are working hard</p>	<p>Programme One: Princess Lullaby part I skills</p> <ul style="list-style-type: none"> – link actions using percussion so that a simple dance is created – combine actions into a movement phrase with the use of music – encourage self-expression in movement with reference to body shape reflecting mood, facial expression and imaginative responses to commands <p>Programme Four: Brave lion, scared lion skills</p> <ul style="list-style-type: none"> – combine a range of skills to create some mirroring and copying opportunities (choice is up to leader) – travelling on the floor in any chosen way — experiment with how many ways this can be done <p>Programme Five: The scarecrow's hat skills</p> <ul style="list-style-type: none"> – exploring a variety of ways to run, and building up to free expression when designing a 'scarecrow dance' – developing the use of music and rhythm to create mood <p>Programme Three: Oliver's wood skills</p> <ul style="list-style-type: none"> – run on tiptoes without touching until out of breath and sweating – repeat dance until exhausted and respond by 'taking a rest' 	<p>Programmes:</p> <ul style="list-style-type: none"> – Princess Lullaby, part I – Brave lion, scared lion – The scarecrow's hat <p>all develop the strand 'Creating and Designing'</p> <p>Programme:</p> <ul style="list-style-type: none"> – Oliver's wood <p>helps develop the strand 'Investigating and Developing Fitness'</p>	<p>(Continued from page 5)</p> <p>The class teacher retains the scope and responsibility to choose the forms and criteria for assessment. However the use of the Hop, Skip and Jump programmes offers opportunities to focus on:</p> <ul style="list-style-type: none"> – awareness of heartbeat racing and chest rising and falling – further developing the awareness of absolute stillness and changes of speed – the weight factor: light and heavy, rhythm and working with a partner

Forward plan Expressive Arts 5–14: Physical Education English Language 5–14

Programmes 1–5 Attainment outcome focus: PE – all strands English language – listening Level A

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
<p>Applying skills Pupils will experience: changes of direction, level and shape stillness and changes of speed playing simple games working co-operatively with others developing a simple dance incorporating a range of movements</p> <p>Observing, reflecting, describing and responding Pupils will experience: travelling with light and heavy feet jumping in time to music dodging and darting around partner mirroring and copying with accuracy and speed clapping hands and using simple percussion to create rhythm</p>	<p>Programme Two: Princess Lullaby part 2 skills – play a simple hopscotch arrangement practising bouncing, hopping and leaping in and out of hoops – explore changing direction on command, skipping using hoops</p> <p>Programme Three: Oliver’s wood skills – follow simple instructions – use percussion instruments to give a good rhythm</p> <p>Programme Five: The scarecrow’s hat skills – practise a variety of movements in order to create a ‘scarecrow dance’ – develop these movements in some way in order to make the dance more interesting to watch and to participate in</p> <p>Programme Four: Brave lion, scared lion skills – observe others and accurately representing movements and actions – copy a leader through a variety of skills, demonstrating the ability to mirror</p>	<p>Programmes: – Princess Lullaby, part 2 – Oliver’s wood – The scarecrow’s hat all develop the strand ‘Creating and Designing’</p> <p>Programme: – Brave lion, scared lion develops the strand ‘Observing, reflecting, describing and responding’</p>	

Programme One

Princess Lullaby and the magic word part one

— Transmission date 23 September 2003

Story outline

Princess Lullaby and her two brothers live with their mother, the Queen, and their father, the King. Early in the morning the children rush into their parents' room and jump about. The Queen is not happy about this, and calls for Nanny Twitchet. Nanny Twitchet promises to teach Princess Lullaby a magic word if she goes back to sleep each morning for a whole week. At first the magic word does not work for Princess Lullaby, and she stomps huffily around.

The story is continued next week.

Warm-up box

- ➔ Find a space.
- ➔ **Jump** around and **wave your arms** in your own space.
- ➔ **Sit** down and listen. Then **stand up**.
- ➔ Make a **strong shape**.
- ➔ Stay **steady** in your **strong shape**.
- ➔ **Jump** and **wave**, and then make a **strong shape**.
- ➔ **Sit** down and listen.

Story box

- ➔ **Lie down** in your space, then **stretch** to wake up.
- ➔ Stand up, and **rush** from space to space.
- ➔ **Jump** and **wave** again.
- ➔ Sit down, then **think** very hard.
- ➔ **Write a magic word** in the air.
- ➔ **Rush** to a new space.
- ➔ Stand still, then **rip** open the envelope and **read** what is inside.
- ➔ **Think**.
- ➔ Make a **cross** face, and **stomp** from space to space.
- ➔ Change to **happy** faces.

Join-up box

- ↳ **Jump** and **wave**.
- ↳ **Think**.
- ↳ **Write**.
- ↳ **Rip** open the envelope.
- ↳ **Stomp**.
- ↳ **Sit** down and have a **rest**. **Listen** to the music.

Follow-up suggestions in class

- Who is or was your favourite princess in real life or in fairy tales?
- If you had the power of magic, what would you wish for?

P E LESSON I

5–14 strands:	Using the body, applying skills
P E link with programme:	Floor patterns, air patterns, magic word
Aim:	Body awareness
Lesson emphasis:	Rhythm

Warm-up

March on your own in straight pathways for eight counts, then sharply turn and march for eight counts.

Use Scottish country dance music or music with a strong regular beat.

Demand erect posture — head high, shoulders down, tummy and bottom pulled in and back straight.

Main activity

- 1 Slip in curved pathways over the floor for three to four minutes.
 - 2 Stand and stretch both arms from your hands on your shoulders straight up for eight counts or four counts and then straight down again.
 - 3 Girls — stand still. Boys — skip in and out of the girls.
- Observe the skipping and note the less able children. Change over roles several times.

Climax

The Grand old Duke of York

- 1 Get into two equal teams — Apples and Oranges.
- 2 Apples sit on one bench. Oranges sit facing Apples on a parallel bench.
- 3 Both teams sing 'The Grand Old Duke of York...' while Apple 1 and Orange 1 join hands, skip sideways down between the teams, and skip back up when the singers get to '...men.'
- 4 As the teams continue singing, Apple 1 and Orange 1 skip up and down again. When the singers reach the word '...again', Apple 1 and Orange 1 are ready to cast off.
- 5 All cast off, with the Apples behind Apple 1 and the Oranges behind Orange 1, round the back of the benches.
- 6 Apple 1 and Orange 1 make an arch with their arms as both teams continue singing 'And when they were up, they were up, And when...'. The two teams skip through the arch and back to the benches, couple by couple, holding hands.
- 7 The two teams sit still and straight on the last words of the song, '...they were neither up nor down'.

As the children get older and become more spatially aware, the benches will not be required. Initially they will help to keep you sane!

PE LESSON 2

P E strands:	Creating and designing
P E link with programme:	Moods
Aim:	To encourage self-expression
Lesson emphasis:	Awareness of qualitative actions

Warm-up

Skip for eight counts, stand still for eight, stamp for eight, stand still for eight.

Play Scottish country dance music and bring the children in by using the words 'Ready and'. Practise this in the classroom, getting the children to clap in time to the music. Practise saying '1, 2, 3, 4, 5, 6, ready and...' before going to the hall.

The children should progress to skipping for eight, standing for eight, and clapping for eight, then skipping for eight and clapping for eight.

Main activity

- 1 Stomp down into the floor, using your head, shoulders, arms and the top half of your body as well as your feet.

Use the rhythm 'Stomp, stomp, stomp, stomp, f-i-n-i-s-h low'. Encourage unhappy shapes and facial expressions.

- 2 Run lightly and happily, sometimes leaping into the air.

Use a handbell. Shake it gently for the running, and beat it against the other hand for the leaping.

- 3 Start curled up, with your hands at the centre of your body. Use your hands to cast a spell around you.

Encourage different actions and the levels high, medium, and low.

Climax

Stand in a big circle.



When you hear your teacher say 'Happy', run and jump.

When he or she says 'Huffy', stomp low to the floor.

When he or she says 'Magic', leap into the air, using your hands as you practised in the main activity 3.

Combine these movements to form a dance.

Play suitable music for this dance. Praise imaginative work and ask some of the children to demonstrate.

Programme Two

Princess Lullaby and the magic word part two

— Transmission date 30 September 2003

Story outline

The Queen is in a good mood now, and takes Princess Lullaby and her brothers to the zoo. The zookeeper is very upset, because the tigers will not eat their healthy dinner. Princess Lullaby remembers the magic word 'Please', and she uses it and the tigers eat their food! Princess Lullaby feels happy and pleased.

Warm-up box

- Find a space.
- Jump around and wave your arms in your own space.
- Stretch up tall, and then jump and wave your arms.
- Sit down in your own space and listen.
- Stand up.
- Make a strong shape.
- Jump and wave, then make a strong shape.
- Sit down and listen.

Story box

- Lie down in your space, then stretch to wake up.
- Rush from one space to another. Repeat.
- Jump and wave again.
- Sit down.
- Jump up and zoom through the room.
- Zoom again in a rocket shape.
- Zoom once again.
- Sit down and listen.
- Stand up, and play hopscotch.
- Sit down, then think hard.
- Dance a happy dance.

Join-up box

- ↳ **Jump** and **wave**.
- ↳ **Zoom**.
- ↳ Dance a **happy dance**.
- ↳ **Sit** down and **lie** back on the floor. **Listen** to the music and **think** about the magic word 'please'.

Follow-up suggestions in class

- How many of you have been to the zoo? Which animals do you like best?
- A rocket 'zooms'. What sounds do a car, a bus, a train and a plane make when they are travelling along?

P E LESSON I

5–14 strands:	Using the body, applying the skills
P E link with programme:	Animal-type movements
Aim:	Body awareness
Lesson emphasis:	Awareness of different movement qualities

Warm-up

Bounce like the tigers. Bounce lightly over the floor, looking for spaces, then thump into the floor — but only for a short time, to protect the knees.

Ask the children how they feel after thumping — heavy, solid, sore, noisy.

Bounce lightly again. Listen as you move — there shouldn't be a sound.

Main activity

- 1 Slither like a snake, lying low and maintaining contact with the floor, keeping your arms, tummy and legs sticking to the floor as you move. Sometimes curl up and stretch out before you slither again.
- 2 Plod like an elephant on all fours, waving your trunk as you go. Take great care when you place your feet, just in case they slide in the mud. Thud along.
- 3 Waddle like a penguin. Turn your feet out and turn your hands out too.

Climax

Lead the children through this action poem.

I'm a pretty penguin, I'm so rare,
 I waddle here, I waddle there.
 Sometimes I splash into a puddle,
 My feet get all wet, I'm in a muddle.
 I shake, I shake, my head, my hands,
 Then jump for a fish which beside me lands:
 I snatch it, I eat it, and then I'm so tired,
 I join the pensioners – they've all retired –
 I fall asleep beside the pool,
 I don't make a sound 'cos I'm really cool.

Select some able children to demonstrate, so that the less able may observe skilled movement.

PE LESSON 2

5–14 strands:	Applying skills, using the body
PE link with programme:	Hopscotch
Aim:	To develop games skills
Lesson emphasis:	Footwork

Warm-up

Bounce, hop, and leap — develop fine basic jumps.

Main activity

- 1 Rush forward, change direction on command, and rush back to your original spot.
 The children should be encouraged to lower their base, and widen their base, with one foot in front of the other, ready to push off to start running.
- 2 Take a hoop. Run round it, then jump inside it.
- 3 Skip using the hoop.

Climax

Get into groups. Make a hopscotch arrangement with hoops and bounce, hop and leap into and out of them.

Allow the children to be as creative as possible within the hopscotch arrangement of the hoops.

Programme Three **Oliver's Wood**

— Transmission date 7 October 2003

Story outline

Oliver the owl and his friends the hedgehogs, badgers, and bats play all night and sleep all day. One day Oliver decides to stay up late and not to go to sleep at all during the day. The daytime animals do not know him and he feels quite lonely. He eventually falls fast asleep. His friends wake him up later, and he is really excited – he wants to tell them about all his adventures during the day.

Warm-up box

- ➔ Find a space.
- ➔ Stop and stay still.
- ➔ Run on your tiptoes, **find a space**, and stay very **still**.
- ➔ **Bounce** on the spot, with your feet together, then stay **still**.
- ➔ **Bounce** around the room.
- ➔ Sit down in a space and **listen**.

Story box

- ➔ **Curl up** very small, then slowly **stretch** on to your feet.
Ensure that the children stretch through the body, from fingertips to toes.
- ➔ **Relax**.
- ➔ **Curl up** again on to a different part of your body, and **relax**.
- ➔ **Stretch** and **curl** twice, in different directions.
- ➔ **Relax** and **sit** down.
- ➔ **Move** on your **hands and feet**, keeping close to the floor.
- ➔ **Stand up**, and **find a space**.
- ➔ **Listen** and make **jaggy, spiky shapes**.
- ➔ **Relax**.
- ➔ **Flap your arms** and **whizz** from space to space, then **stop** and **balance** with at least one foot in the air. Repeat.
- ➔ **Relax** and **sit** down and **listen**.
- ➔ **Stand up**.
- ➔ Make **bunny jumps** into spaces.
- ➔ **Flutter** gently, **swooping** up and down.
- ➔ **Stop** and **sit** down.
- ➔ **Shout** 'Wake up, Oliver!'
- ➔ **Sit** down.

Join-up box

- ➔ **Curl up** small, and slowly **stretch**.
- ➔ **Move** on your **hands and feet**, close to the ground.
- ➔ **Make three spiky shapes**.
- ➔ **Whizz** like a bat, and **balance** with one foot in the air. **Repeat**.
- ➔ **Lie down** in a space and **stretch** out. Close your eyes and pretend to sleep like Oliver and his friends.

Follow-up suggestions in class

- Make a class list of all the creatures that come out at night.
- Owls, bats and butterflies fly. Which other creatures fly? (Wasps, seagulls, robins, swans, dragonflies, and so on.)

P E LESSON I

5–14 strands:	Using the body, applying skills, investigating and developing fitness
P E link with programme:	Actions of animals
Aim:	Body management
Lesson emphasis:	Responding to commands

Warm-up

Run on your tiptoes into spaces without touching any one else. Then stop and stay still.

Keep the children repeating this until they are sweating.

Move over the floor on your hands and feet looking for spaces and stop when your teacher says 'Stop'. (If you lower your voice, the children will hear the command more readily and should respond more quickly!)

Main activity

- 1 Flutter in and out, and up and down. When your teacher says 'Settle!', stay still, down near the floor — absolutely still!
- 2 Move over the floor on your hands and feet like a badger, as fast as you can, looking for spaces. Stop when your teacher say 'Stop'.
- 3 Flap your arms and whizz from space to space like a bat. Stop still with at least one foot in the air.

Climax

Animal dance

- 1 Get into three groups — Butterflies, Badgers and Bats.
- 2 The teacher calls out 'Butterflies' or 'Badgers' or 'Bats'. When their group is called, Butterflies should flutter, Badgers should move on hands and feet, Bats should flap their arms and whizz, then balance with one foot in the air.

Use percussion instruments to give the dance a good rhythm.

Repeat the dance until the children are physically exhausted. The command 'sit and rest' should make them all sit quietly on the floor!

To vary the dance, call out 'Choose'. Then each child can choose which of the three animals he or she wants to be and can move accordingly.

P E. LESSON 2

5-14 strands:	Using the body, applying skills
P E link with programme:	Actions of animals
Aim:	Body management
Lesson emphasis:	Awareness of hands and feet

Warm-up

Move over the floor on your hands and feet. Stop in a bridge shape.

Choose an able child to demonstrate this position. Bridge shapes may be tummy to the ceiling or back to the ceiling.

Move over the floor again on your hands and feet, this time moving forwards, backwards, or sideways. Stop on 'Stay still'.

Main activity

- 1 Crouch and stand, keeping your back straight. Bend your knees until your hips touch your heels. Repeat, ensuring that you adopt good posture.
- 2 Bunny jump over the floor.
- 3 Bounce over the floor. When your teacher says, 'Stop', make three spiky shapes. Start to bounce again when your teacher says, 'Off you go again'.



Climax

Get into four groups.

Group 1: Bunny jump from side to side along a bench.

Group 2: Bounce on to a mat, make three spiky shapes, and bounce back to your place.

Group 3: Bounce in and out of hoops, without touching them.

Group 4: Bunny jump over canes or ropes on the floor.



Programme Four **Brave lion, scared lion**

—Transmission date 14 October 2003

Story outline

Jake and Jasper are twin lion cubs. Jake thinks he is a very brave lion, and Jasper thinks he is a very timid lion. However, one day when they are playing by the river, timid Jasper has to rescue Jake. Mum is very proud of Jasper.

Warm-up box

- ➔ Find a space.
- ➔ Skip around the room, without bumping into anyone else.
- ➔ Skip again, more quietly, on your toes, lifting up your knees.
- ➔ Stop.
- ➔ Stamp your feet as fast as you can on the spot.
- ➔ Stamp again, then stay as **still** as a **statue**.
- ➔ Skip, and then **stamp**.
- ➔ Sit down in a space and **listen**.

Story box

- ➔ Stand up, with **both feet** on the floor, then **pat two** knees, or **two** elbows, or **two** shoulders, or **two** hands.
- ➔ Stand still.
- ➔ March, then **stand still**, and **beat** your **chest** with your **fists**.
- ➔ Stop and **listen**.
- ➔ Creep quietly, then **curl up** suddenly.
- ➔ Stop and **stand up**, then **find a friend** and **sit** beside him/her, and **listen**.
- ➔ Stand up, face your partner, decide who is going to move and who will copy, then **make a shape** which your partner will copy.
- ➔ **Change over**, **make a shape** which your partner will copy.
- ➔ **Repeat**, making another **shape**, then **change over** and repeat.
- ➔ Sit down and rest.
- ➔ Stand up, in a good space, then **shiver** and **shake**.
- ➔ Shiver and **shake**, then **jump forward**.
- ➔ Sit down and listen.
- ➔ Stand up, then **take really long steps**.
- ➔ Stop.
- ➔ Make even **longer steps**.
- ➔ Sit down.

Join-up box

- ➔ Walk strongly and bravely, then **beat** your **chest**.
- ➔ Creep quietly and **curl up**.
- ➔ Shiver and **shake**.
- ➔ Take **long steps**.
- ➔ Sit down, then **lie** on your back and **hug** your **knees** to your chest, then slowly **stretch out**.

Follow-up suggestions in class

- Discuss what makes you frightened.
- When you go out to play, what advice does your mum give you?

P E LESSON I

5–14 strands:	Using body, observing, reflecting, refining, responding
P E link with programme:	Mirroring
Aim:	Improving listening skills
Lesson emphasis:	Observing others and copying

Warm-up

Copy what your teacher does.

- 1 Bounce on the spot.
- 2 Bounce — legs apart, then together.
- 3 Hop on one foot, then on the other.
- 4 Skip.
- 5 Bounce with your legs crossed, then legs open.

Use rhythmic music to get the children really working hard.

Now use your arms too.

- 1 Touch your shoulders as you bounce.
- 2 Move your arms from shoulder height to down as you bounce with your legs apart then together.
- 3 Put your hand on your head as you hop.
- 4 Swing your hands forwards and backwards at your sides as you skip.
- 5 Cross and open your arms as you move your legs.

Main activity

- 1 Each child should work with a partner. Child A skips over the floor, with child B skipping behind child A. Lead this activity, telling the children when to swap roles. Repeat as often as you wish.

- 2 Child A marches over the floor and child B marches behind child A. Then they swap roles. Ask the children to change direction and speed, or use percussion instruments to guide the children. The children must stop when you clap your hands or beat a tambourine.
- 3 Child A joins hands with child B and they bounce together to the same rhythm, then stay still. Give simple instructions such as 'Bounce, bounce, bounce, and freeze!' or allow the children to be creative and to learn from observing others. An extremely simple idea can be very well done. Praise good pair work.

Climax

- 1 Get into five groups.
- 2 Wait while the teacher chooses one pupil as the leader.
- 3 Copy the leader through a variety of skills as practised in the lesson.

P E LESSON 2

5–14 strands:	Using the body, creating and designing
P E link with programme:	Movement qualities
Aim:	Awareness of feet
Lesson emphasis:	Opposites

Warm-up

Tiptoe all over the floor. Stop still. Stamp all over the floor.

Ask the children to listen to the different amount of noise they make.

Repeat the tiptoeing, changing from straight-line floor patterns to curvy, bendy ones.

Main activity

- 1 Run fast, then slowly. Gradually change from one to the other, then suddenly run fast and suddenly run slowly. Lead this activity by calling out to the children.
- 2 Bounce, keeping your feet together. Then bounce with your feet close to the floor. Bounce again, with one high bounce sometimes. Lead this by saying 'Low, low, low and high... and still.' Repeat again and again.
- 3 Travel over the floor on your feet in any way that you wish. At a given signal, lie down and make your feet the highest part of your body. How many ways can you do this?

Climax

Use a tambourine to lead the children's activities.

- 1 Run to the jingle of the tambourine.
- 2 Bounce high when the teacher claps the tambourine high and low when the teacher claps the tambourine low.
- 3 When the tambourine is placed on the floor, get your body on to the floor, with your feet high in the air.

Repeat as often as required.

Programme Five **The scarecrow's hat**

—Transmission date 21 October 2003

Story outline

A scarecrow stood stiff and still in the middle of a cornfield. He longed to move. Many animal friends swapped things that they had, to get things that they wanted. Scarecrow ended up with an old walking stick that he could lean on. He had swapped his old battered hat for it. Find out why.

Warm-up box

- ➔ Find a space.
- ➔ Stretch high.
- ➔ Stretch and sway.
- ➔ Stretch out your other leg, and **curl up** small again.
- ➔ Walk.
- ➔ Skip.

Story box

- ➔ **Stand stiffly**, arms outstretched like a scarecrow.
- ➔ Walk stiffly.
- ➔ Sit down.
- ➔ Stand up.
- ➔ **Bend arms** to make wings. **Lean over**. **Bob head** back and forward. Do **chicken walk**.
- ➔ Fly and **swoop**.
- ➔ Sit down and listen.
- ➔ Stand up.
- ➔ **Pull** three feathers and tie them together — **count** 1, 2, 3, tie.
- ➔ Pretend to **be a donkey**. **Stretch out** one arm as a tail.
- ➔ Use the other to **flick away** flies.
- ➔ Sit down and **listen**.

Join-up box

- ➔ **Stand** stiffly, arms out, and sway.
- ➔ **Walk** like a chicken.
- ➔ Fly like a jackdaw, **swoop** to pick up twigs.
- ➔ **Flick** away flies.
- ➔ Pretend to be scarecrow **leaning** on stick.
- ➔ Repeat.
- ➔ **Lie down** on floor and **relax**.

Follow-up suggestions in class

What do you think you could swap for something else? Would mum or dad or gran allow it?

Have you seen a scarecrow in a field? Why is he there? What else do farmers use to do this?

PE LESSON

5–14 strands:	Using the body, applying skills
PE link with programme:	Animal movements
Aim:	Spatial awareness
Lesson emphasis:	Use of words 'over, under, through, along, on top of'

Warm-up

Run over the floor **backwards**. Look over your shoulder so as not to bump into anyone.

Run sideways.

Run round and round.

Run in and out.

Run anywhere, in lots of different directions.

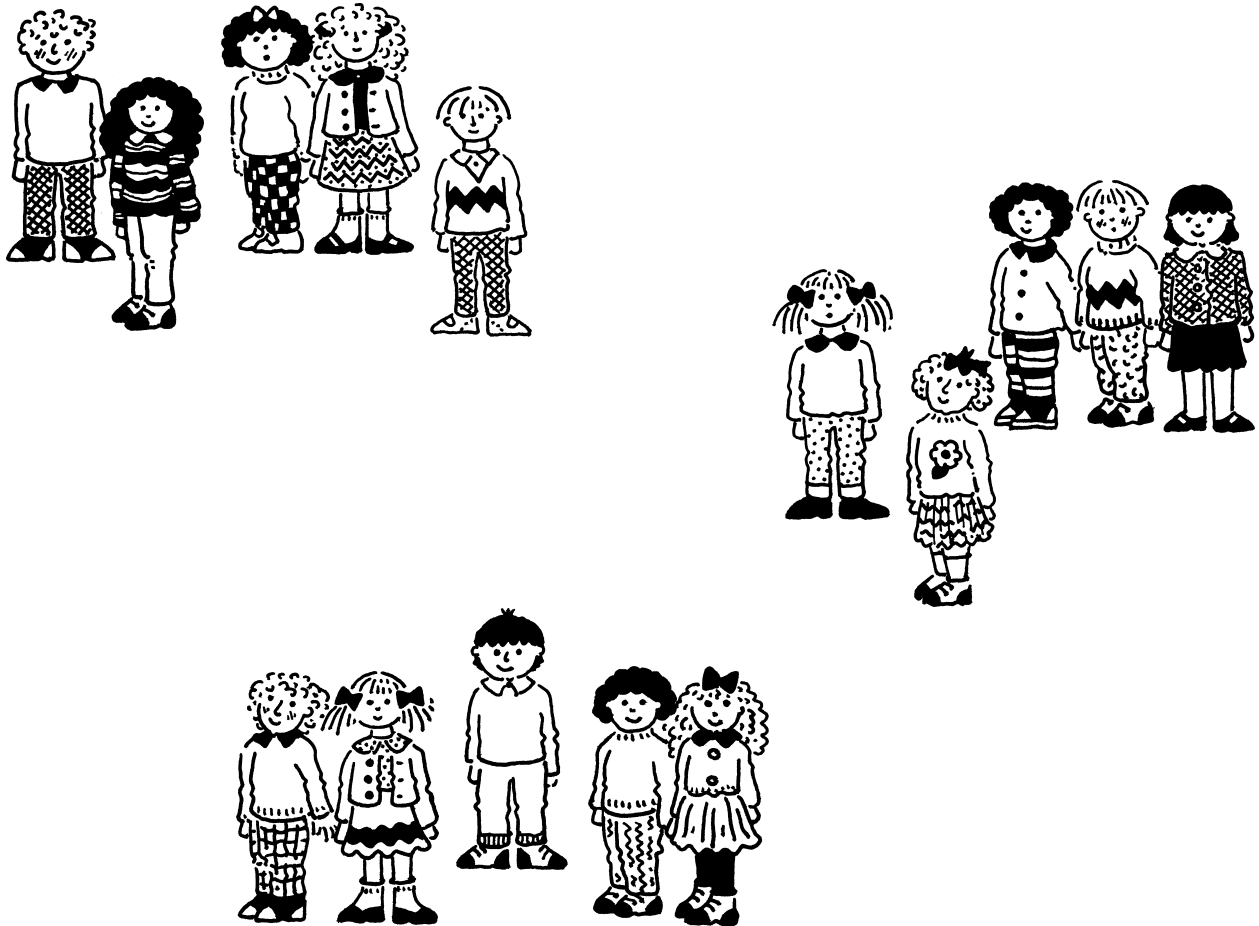
Main activity

- 1 Tiptoe along lines on the floor. Run along trying to stay on lines. If there are no lines children may use ropes.
- 2 Try to make an upside-down scarecrow shape, by putting hands on the floor. Allow the children to explore being upside down. Strong straight arms are essential.
- 3 Lay a rope on the floor. Hop over it from side to side.

Climax

Scarecrow dance

Allow children to choose which they want to be — scarecrow, jackdaw or sheep. Hopefully this will divide the class into three fairly equally sized groups. Allow the children free expression through movement. Ensure that the groups of children are well spaced out.



Two groups should stay still and one should move around. Observe who are the good leaders as you go through the following sequence.

- 1 Scarecrows and sheep stay still, jackdaws fly **round the outside** of the other groups.
- 2 Sheep and jackdaws stay still, scarecrows move **round the outside** of the other groups.
- 3 Jackdaws and scarecrows stay still, sheep move **round the outside** of the other groups.

This may be repeated with the children moving in and out of the other groups, under the scarecrow's arms and through the sheep's legs.

Children can then progress to having two groups moving and one standing still, and to developing their animal or scarecrow movements. Animal sounds are great fun (if the staff can cope with the noise). Eventually, try all three groups moving together then returning to their starting points. Music and rhythms can be added at any point selected by the teacher.