

BBC

Education Scotland



HOP, SKIP and JUMP

Autumn 2004

Tuesdays 04.10–04.25

2 November to 30 November

BBC Radio 4 digital (terrestrial, cable, satellite)

These programmes may be purchased on cassette from

BBC Children's Learning, tel: 0870 830 8000

and are also available on demand on BBC Website
for seven days post-transmission

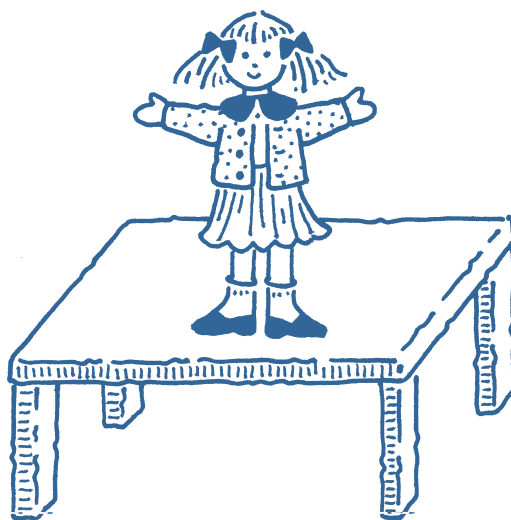
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Hop, Skip and Jump

Autumn 2004

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Introduction

Welcome to the Spring 2004 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:

Am I Really Different by Evelien Van Dort (Floris Books)

Little Copy Cub by Catherine and Laurence Anholt (Puffin)

Frog is Frog by Max Velthuijs (Andersen Press)

The Lighthouse Keeper's Cat by Ronda and David Armitage (Scholastic Children's Books)

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

All programmes Attainment outcome focus: PE – all strands English language – listening Level A/B

| 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 single actions or series of actions, with some control of body weight – recalling and repeating actions with a certain degree of accuracy – performing 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: Am I really different? skills</p> <ul style="list-style-type: none"> – run in and out, fast and slow – be aware of space and the need to share space with others – move over the floor on hands and feet – link actions together such as travelling along a bench and jumping on a mat <p>Programme Two: Little copy cub skills</p> <ul style="list-style-type: none"> – travel over the floor on hands and feet – develop further control of the body by demanding quality of copying – combine different ways of travelling over, under, through and along apparatus <p>Programme Three: Frog is frog skills</p> <ul style="list-style-type: none"> – perform a range of single actions or series of actions to respond to a task such as a s moving and stopping in space, making shapes with the body and exploring ways to travel – recall and repeat these action with some accuracy – perform with a growing degree of control <p>Programme Four: The lighthouse keeper's cat part 1 skills</p> <ul style="list-style-type: none"> – creeping and scurrying – cuning and stretching – tiptoeing and taking big steps – increase body awareness by developing control of simple movements <p>Programme Five: The lighthouse keeper's cat part 2 skills</p> <ul style="list-style-type: none"> – stretching, skipping and stomping – linking simple actions together, such as stalking, dancing and swooping | <p>All programmes develop the strands 'Listening in groups' and 'Listening for information, instructions and directions'</p> <p>All programmes develop the strand 'Using the body'</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"> – the ability to listen and respond – increasing awareness of body, being out of breath and hot and sticky – increasing awareness of levels of 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 a partner – the ability to express own ideas in facial expression and movement – raising awareness of whole movement or dance form start to finish – realising they part they play in this complete movement experience – becoming more aware of other and their use of space – response to others' movements – 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

All programmes 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> <ul style="list-style-type: none"> – a range of movements with simple structuring in starting and finishing – opportunities to create spatial patterns, floor and body patterns – tasks which facilitate the development of own ideas and offer chances to put them into practice <p>Co-operating, sharing, communicating and competing:</p> <p>Pupils will experience</p> <ul style="list-style-type: none"> – co-operating with others in sharing space – demonstrating their movements to others and responding in turn <p>Applying skills:</p> <p>Pupils will experience</p> <ul style="list-style-type: none"> – changes of direction, level and shape – stillness and change of speed – recall and repeat a range of movements with some accuracy | <p>Programme Three: Frog is frog skills</p> <ul style="list-style-type: none"> – creating a range of movements to match a variety of animals – developing awareness of starting and finishing – expressing own ideas about animals through simple sequences of movement <p>Programme Five: The lighthouse keeper's cat part 2 skills</p> <ul style="list-style-type: none"> – forming rhythmic patterns in response to a range of words – creating a happy and sad dance using music as a stimulus <p>Programme Four: The lighthouse keeper's cat part 1 skills</p> <ul style="list-style-type: none"> – working with others in pairs and in teams – developing the concept of 'taking turns' – responding appropriately to movements by partner <p>Programme One: Am I really different skills</p> <ul style="list-style-type: none"> – move over the floor on hands and feet with some accuracy – slither, stop and curl repeatedly – combine a range of movements such as travel and jump, climb on to a table and travel under it, bounce on a mat and fly off <p>Programme Two: Little copy cub skills</p> <ul style="list-style-type: none"> – travelling on hands and feet and stop in a bridge shape – focusing on quality in order to improve the accuracy of single actions – exploring different ways of travelling over, under, along and through a range of apparatus | <p>Programmes Three and Five develop the skills of creating and designing</p> <p>Programme Four develops the skill of co-operating, sharing, communicating and competing</p> <p>Programmes One and Two develop the strand 'Applying skills'</p> | |

Programme One **Am I really different?**

— Transmission date 2 November 2004

Story outline

There was once a ladybird who only had one spot. All the ladybirds who lived nearby, made fun of her. Even although other insects told her she looked grand, she felt unsure. A visit to wise old ladybird was the answer — all ladybirds are different!

Warm-up box

- ➔ Move into a big space.
- ➔ Stand still.
- ➔ **Walk** in and out of spaces.
- ➔ **Change direction as you walk** — look for spaces.
- ➔ Try **running** in and out of spaces.
- ➔ Up on toes, **run again**, sometimes fast, sometimes slowly.
- ➔ **Stop** and rest.
- ➔ **Sit** down.
- ➔ **Curl** into a ball — then **stretch** out.
- ➔ **Curl** and **stretch** lots of times.

Story box

- ➔ Pretend to **fly** — sometimes **high**, sometimes **low**.
- ➔ **Fly** again, **settle down low** at the end, without a sound.
- ➔ Starting low, **on your toes**, **climb** up high.
- ➔ Stay quite **still**.
- ➔ **Hide** under leaves by **crouching** with the music.
- ➔ **Fly excitedly** round the room.

Join-up box

- ➔ **Fly gently** around the room, sometimes high, sometimes low.
- ➔ **Climb** really high.
- ➔ **Walk** in and out of spaces.
- ➔ **Dive** under leaves to hide.
- ➔ **Repeat**.
- ➔ **Lie** down. Think how everyone is different.

Follow-up suggestions in class

Have you seen a ladybird? Where? When?

Look at the friend sitting near you. How are you different? Discuss.

P E LESSON

| | |
|--------------------------|--|
| 5–14 Strands: | Using the body. Applying skills |
| P E Link with programme: | Basic actions |
| Aim: | Body Awareness |
| Lesson emphasis: | Listening to and responding to instructions. |

Warm-up

Run in and out. STOP. Stay still .

Looking for spaces run again. Stop, still .

Run fast and slowly. STOP. Sit down.

Main activity

- 1 Move over the floor on hands and feet, as if climbing a tree. Stop and sit down.
- 2 Slither along the floor like a worm. Stop and curl up small. Try again and again.
- 3 Fly like a ladybird — sometimes up high, sometimes down low .

Climax

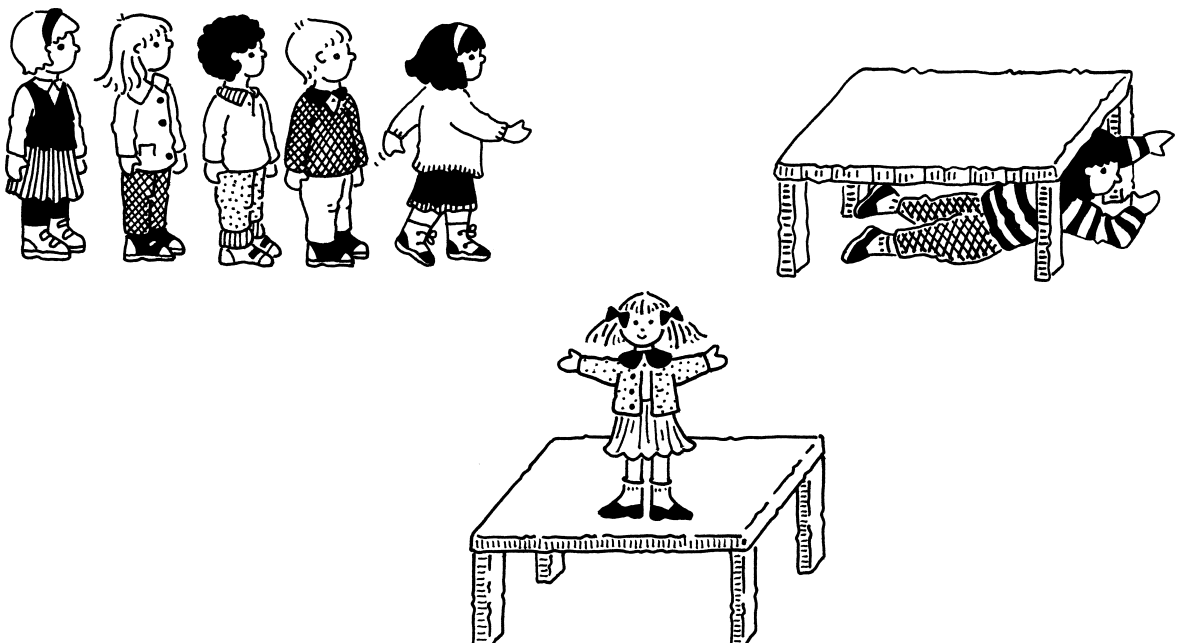
Divide the class into four groups.

Group 1 should travel along a bench on their feet and jump on to a mat at the end.

Group 2 should climb on to a small table, then travel under it on their tummies, like worms.

Group 3 should fly round scattered hoops and suddenly settle in the middle of one.

Group 4 should bounce on to a mat, flap their wings like ladybirds and fly off again.



Programme Two **Little copy cub**

— Transmission date 9 November 2004

Story outline

Little Lion Cub lives in a big, busy jungle. He wants to be able to do all the things other people can do. He copies everyone he meets. Sometimes he is successful — but sometimes not!

Warm-up box

- ➔ Find a space.
- ➔ Stand still.
- ➔ Run with tiny quick steps.
- ➔ Find a space and lie down.
- ➔ Shake hands and feet in the air.
- ➔ On to hands and knees and crawl.

Story box

- ➔ Sit and listen.
- ➔ Curl up into a ball, then stretch and squeak.
- ➔ Stand up — scurry and scamper.
- ➔ Walk with heavy steps and wiggle.
- ➔ Sit down and listen.
- ➔ Stand up.
- ➔ Stand quite still.
- ➔ Bend over and touch toes. Repeat again and again.
- ➔ Sit down and listen.
- ➔ Lie down.
- ➔ Roll over on to tummy and back again. Repeat.
- ➔ Sit down and listen.
- ➔ Stand.
- ➔ Hop high.
- ➔ Sit down and rest.

Join-up box

- ➔ Curl up and stretch and squeak.
- ➔ Walk and wiggle.
- ➔ Bend and touch toes.
- ➔ Hop high.
- ➔ Lie down in space.

Follow-up suggestions in class

Which animal would you like to copy? Maybe you could try a few to warm you up the next time you go to the hall?

Does a member of your family ever copy things you say or do? Do you like this or not? Why?

PE LESSON

| | |
|-------------------------|--|
| 5–14 strands: | Using the body, applying skills |
| PE link with programme: | Knowing exactly what body parts are doing. Ability to copy |
| Aim: | Body management |
| Lesson emphasis: | Quality of copying |

Warm-up

Teacher chooses someone for a special reason. He or she stands in front of the class and hops, bounces, marches on spot. Class copies.

Make sure the children work hard and sweat.

Main activity

- 1 Travel over the floor on hands and feet. Stop in a bridge shape. Teacher chooses someone's bridge. Travel over floor again, and this time copy the chosen person's bridge. Try to make sure your bridge shape is exactly the same as the one you're copying.
Demand quality. Check that the position of the feet (together or apart) and the head (up or down) are the same.
- 2 Scamper all over the floor, looking for spaces. Teacher adopts a particular shape. On the command 'stop', the children copy the teacher's shape.
- 3 Find a partner. Stand one behind the other. Travel over the floor with the one behind copying the one in front. When the teacher says stop, one makes a bridge and the other goes through.

Climax

Divide the class into groups.

Have simple layouts of apparatus.

Each group should explore different ways of travelling over, under, along or through the apparatus.

One child from each group demonstrates one method, and the rest of the group copy.

Ask the children who they think are good at it, and why.

Groups should change round as directed by the teacher.

Ask the less able children to demonstrate the simple methods, to boost their confidence. Praise even the simplest skill if it's executed well.

Programme Three **Frog is frog**

— Transmission date 16 November 2004

Story outline

Although Frog feels happy that he is a lovely green colour, and can jump and swim, he is disappointed that he cannot fly like duck or make things like rat and pig . He could not read like hare. However he decided that he was lucky to be as he was .

Warm-up box

- ➔ **Scurry** over the floor on all fours.
- ➔ **Go** when music plays, **stop** when it **stops**.
- ➔ **Repeat**.
- ➔ **Skip** around the room , with music.
- ➔ **Skip** in time to music.
- ➔ **Sit** down.

Story box

- ➔ **Lie** down.
- ➔ **Swim** like a frog.
- ➔ Stop and start with music
- ➔ **Sit** up and listen.
- ➔ Bend your knees, ready to **explode**.
- ➔ **Go (boing-boing)** in different directions **exploding** over floor.
- ➔ **Stop** in a space.
- ➔ Try to **fly** — flap your wings, run, and jump.
- ➔ **Stand** still.
- ➔ Bend knees ready to **jump**.
- ➔ **Jump** and **land** softly.
- ➔ Kneel down on the floor.
- ➔ **Make things** as you kneel — **shape** them with hands.
- ➔ Make **stirring** movements all around your body — high, low, fast, slow.
- ➔ **Rest** and listen.
- ➔ Jump up and do **frog leaps**.

Join-up box

- ➔ Do froggy **swimming**.
- ➔ **Kneel** and **stir**.
- ➔ **Flap** and **fly**.
- ➔ Do great, big **froggy leaps**.
- ➔ **Repeat**.
- ➔ **Lie** down and rest. Think about all the talented creatures we heard about today.

Follow-up suggestions in class

What are baby frogs called? Discuss other animal babies.

Can you help the teacher to bake or shape something with your hands?

PE Lesson

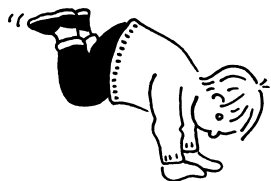
| | |
|-------------------------|--|
| 5–14 Strands: | Using the body, Creating and Designing |
| PE Link with programme: | Frog actions |
| Aim: | Body management |
| Lesson emphasis: | Observing others and copying |

Warm-up

Run in and out like little tadpoles.

Try again without a sound.

Main activity



- 1 Move over the floor, just like a frog.
- 2 Choose any animal you wish and move just like that.
- 3 Half the class sit; the others move. Then change over. Then all have another attempt.



Climax

Animal capers

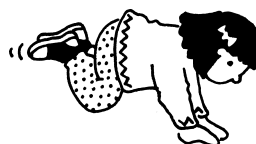
Divide the class into four groups

Allow the children free practice in four corners.

Groups should choose someone from their group to show the rest of class what they have been doing.

All of the class should copy the more able children.

Ask the children why the selected few were chosen.



Programme Two **The lighthouse keeper's cat** Part I

— Transmission date 23 November 2004

Story outline

Mr Grinling was a lighthouse keeper. He lived with his wife and Hamish the cat in a little white cottage. Hamish showed visitors round the lighthouse and he dug the garden, but he did not catch mice. Mr and Mrs Grinling planned to starve Hamish, to make him so hungry that he would have to hunt for mice. Hamish was so upset when he overheard this plan that he decided to leave home. He found a new cosy home, but he jumped on to the worktop there, so he was shooed away from this house too. Poor Hamish!

The story is continued next week.

Warm-up box

- ➔ Find a space.
- ➔ Creep over the floor on your **hands and feet**, like a cat.
- ➔ Stop and stay quite still. **Listen**.
- ➔ Scurry across the floor on your **hands and feet**.
- ➔ Repeat **creeping** and **scurrying** on **hands and feet**, twice.
- ➔ Stop. Sit down and **listen**.

Story box

- ➔ Dig the garden and **throw** the earth **over your shoulder**.
- ➔ Curl up into a little ball shape to sleep, then **stretch out** as you wake up.
- ➔ Relax and **listen**.
- ➔ Tiptoe over the floor and **nibble**.
- ➔ Gently **sit** down and **listen**.
- ➔ Get up on to your feet and take **large sad heavy steps**.
- ➔ **Stand** quite still.
- ➔ Find a partner. **Stand** close together and **listen**.
- ➔ Say 'moo'.
- ➔ Take your partner's hand, say 'moo'. Then **run away together**.
- ➔ **Stop** and **sit** down with your partner. Decide who is the dog and who is the cat. Now **stand** up.
- ➔ **Dogs – chase cats**.
- ➔ **Stop**, and **sit** down.
- ➔ **Lie** on the floor in the same direction as your partner, then **roll over** in the same direction at the same time.
- ➔ Move a little way away from your partner, **lie** down in your space, and **roll towards** and **away from** your partner.

- Sit up and listen.
- Put your **two hands** and your **two feet** on the floor.
- Scurry over the floor, then leap up high.

Join-up box

- First **dig** and **throw**. **Curl up** and **stretch**. **Tiptoe** and **nibble**. Take **big sad heavy steps**.
- Rest. **Lie** down on the floor, **stretch** out and think about all the interesting things Hamish has been up to.

Follow-up suggestions in class

- Do you have a pet in your home? What is his or her name?
- Does your dad or your mum dig the garden? Do you help? What kind of vegetables do you grow?

P E LESSON I

| | |
|--------------------------|--|
| 5–14 strands: | Using the body, cooperating and sharing, competing |
| P E link with programme: | Actions from the programme |
| Aim: | Body management — footwork |
| Lesson emphasis: | Basic games skills |

Warm-up

Curl up and stretch out, reach and nibble. Reach in all different directions, stretching as far as you can. Tuck up into a little ball shape in between.

Main activity

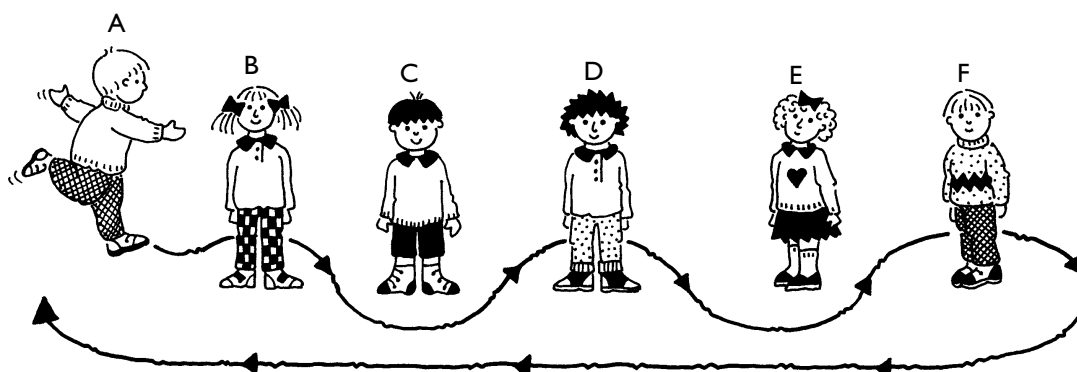
Partner work

- 1 Dog — put a band in the back of your shorts. Cat — run after Dog and try to catch the band. Dog — swerve, varying direction suddenly in order to lose Cat. Change over when the band is caught, or when your teacher says so.
- 2 Face your partner. Cat — try to get the band out of Dog's shorts. This time the activity is on the spot, dodging one another as in netball or basketball marking.
- 3 Face your partner. Cat — try to stand on Dog's toes, and Dog — try to stand on Cat's toes! React to one another, jumping and moving your feet out of the way.

Climax

Team races

- 1 Each team member has to complete a shuttle run.



Child A runs in and out and back to his or her own space. Child B then runs round Child A, and in and out.

The fastest team wins.

- 2 Two teams sit facing each other, with their feet touching. The members of each team are numbered 1, 2, 3, 4, 5, and so on. When your teacher calls out, '3', Number 3 from each team must run to the top of the line, over the legs, round the back of your own team and back to your own place.

Give points to the successful challenger each time. The team with the most points wins.

- 3 Arrange three hoops at the end of your team. Then the first member of your team runs up, places a different body part in each hoop, and returns to his/her place. The other team members have their turns, and the first team to finish wins the race.

P E LESSON 2

| | |
|--------------------------|--|
| 5–14 strands: | Using the body, applying skills |
| P E link with programme: | Skipping |
| Aim: | To ensure that all children are taught how to skip |
| Lesson emphasis: | Differentiation |

Warm-up

Hop all over the floor on either foot. Hop on your favourite foot. Hop on the other foot.

Observe the children closely. Limit the numbers to ease your observation. Note any children who have problems with this.

Main activity

- 1 Hop, leaning forwards against a wall.

Since you have taken away the balance problems, all the children will be able to do this. The able children will become bored, so set them a challenge — to see how many hops they can do before you say, 'Stop!'

- 2 Find a partner, and play trains. Hop together.

The rhythm of the movement will be transferred to a less able child when he or she leans on his or her partner's shoulders. Again extend the more able child by asking for six hops on one foot and six on the other.

- 3 Explore combinations of hopping and skipping.

Climax

Create sequences of hopping and skipping, using nursery rhymes as a rhythmical stimulus.

Programme Three **The lighthouse keeper's cat** Part 2

— Transmission date 30 November 2004

Story outline

As Hamish walked down the road, he played lots of games with a tabby kitten, made lots of faces, danced around, kicked up his legs, and slithered across the floor — all to draw attention to himself and to prove how clever he was. The neighbourhood cats did not like Hamish and so they chased him up a tree. This is where he found Mrs Grinling's star-gazy pie, and that tempted him to go home again.

Hamish taught the mice to be quiet when visitors came, while the Grinlings thought that Hamish was catching them. So everyone was happy in the end.

Warm-up box

- ➔ Stalk like proud cats, with heads high, **looking for spaces**.
- ➔ Stalk again, changing direction.
- ➔ **Curl up** small on the floor, **stretch** out one leg, and **curl up** small again.
- ➔ **Stretch** out your other leg, and **curl up** small again.
- ➔ **Repeat** with one arm, and then the other arm.
- ➔ **Sit up and listen**.

Story box

- ➔ Jump up on to your toes, and **shadow box**.
- ➔ **Sit down and listen**.
- ➔ Try to make a few different **funny faces**. **Repeat** with the music.
- ➔ Jump up and **dance** all over the floor.
- ➔ **Stop and lie down**.
- ➔ Lift up your feet one at a time and **shake** them. Shake your hands. **Repeat** with the music.
- ➔ **Sit up**, then **lie** on your tummy.
- ➔ **Slither** over the floor.
- ➔ Turn over on to your back and **listen**.
- ➔ **Wiggle** your nose.
- ➔ **Stand up**.
- ➔ **Climb up** a tree.
- ➔ **Cycle** round the room, **looking into corners**, and **stopping** to take something out of a bicycle basket.
- ➔ **Stand still and listen**.
- ➔ **Swoop** and **squawk** like seagulls.
- ➔ **Sit down and listen**.

Join-up box

- ➔ Stalk like proud cats.
- ➔ Make funny faces.
- ➔ Dance to Scottish music.
- ➔ Squawk and swoop.
- ➔ Lie down on the floor and **think** of Hamish, the clever cat.

Follow-up suggestions in class

- When do you have a happy face and when do you have a sad face?
- Have you ever spent a lot of time away from home? Can you remember how you felt when you finally got home?

PE LESSON I

| | |
|-------------------------|--|
| 5–14 strands: | Using the body, creating and designing |
| PE link with programme: | Action words 'stalk', 'shake', 'swoop', 'scramble' and 'stretch' |
| Aim: | To make children aware of alliteration in a practical way |
| Lesson emphasis: | Flow |

Warm-up

Stretch slowly, and sink silently. Change speed and emphasis within phrases of movement.

Main activity

- 1 Lie on your back and shake your feet in the air. Sometimes shake them close to the floor, sometimes high up in the air.
- 2 Stagger over the floor as the birds do in the breeze, and then suddenly swoop down low. Then stay still and silent, just as a bird of prey might stay.
- 3 Stalk with your head high, then stagger, when the teacher tells you to do so.

Climax

Form rhythmic patterns, using words as a stimulus.

Here is an example:

Stagger and shake, stagger and shake, stagger and shake;
 Swoop and swoop and swoop;
 Sink and stretch, sink and stretch, sink and stretch;
 Swoop and swoop and swoop.

PE LESSON 2

| | |
|-------------------------|--|
| 5–14 strands: | Using the body, creating and designing |
| PE link with programme: | Emotions |
| Aim: | Awareness of facial expressions |
| Lesson emphasis: | Happy and sad |

Warm-up

Skip lightly, then stomp heavily all over the floor.

Main activity

- 1 Skip freely, smiling as you go. As you skip, feel free to shake hands with your friends, or to show pleasure at seeing them in any other way.
- 2 Stomp anywhere in the room, glowering at everyone that you meet. Take zigzag pathways, using your elbows to accentuate the movements. Freeze in a jaggy shape at any level you choose.
- 3 Choose a position close to the floor. Make three different faces in different directions.

Climax

Create a happy and sad dance. Decide which activity you would like to have first, second, and so on.

Make up the dance using the children's choice of order of movements. Provide suitable music as a stimulus.