

BBC

Education Scotland



HOP, SKIP and JUMP

Autumn 2006

Tuesdays 03.45–04.00

19 September to 17 October

BBC Radio 4 digital (terrestrial, cable, satellite)

Programmes in this series may be purchased on CD.
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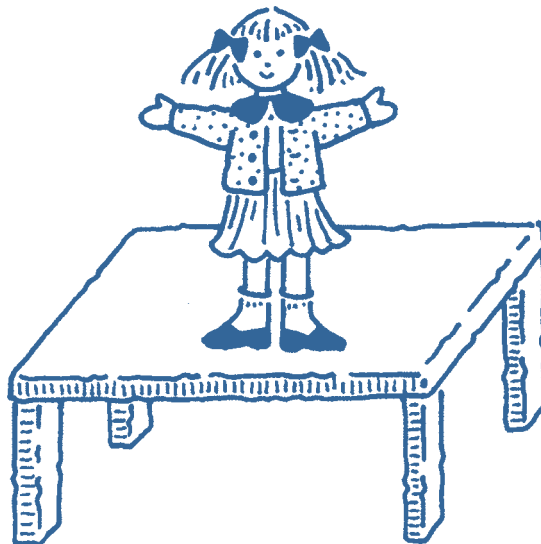
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Hop, Skip and Jump

Autumn 2006

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Introduction

Welcome to the Autumn 2006 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:

Mary Margaret's Tree by Blair Drawson (Groundwood)

The wishing moon, by Lesley Harker (Picture Ladybird)

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

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

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>Investigating and developing fitness</p> <p>Pupils will:</p> <ul style="list-style-type: none"> – show an ability to engage in physical activity which raises the heart rate – sustain energetic activity for a period of time – be able to say how the body feels after such activity – describe some effects of exercise on the body <p>Using the body</p> <p>Pupils will:</p> <ul style="list-style-type: none"> – perform a range of different actions, such as running stretching and balancing with some control of body weight – begin to combine and link simple actions together – be able to share space when performing actions – begin to show contrasting qualities in movement (fast/slow, light/heavy) 	<p>All programmes provide opportunities for the teacher to raise awareness of how the body feels after activity. The following programmes provide more specific opportunities.</p> <p>Programme 2: The Wishing Moon</p> <ul style="list-style-type: none"> – running with tiny steps, run and stand still, run taking long steps <p>Programme 5: Princess Lullaby 2</p> <ul style="list-style-type: none"> – bouncing like tiggeros around the room. Keep bouncing <p>Programme 1: Mary Margaret's Tree</p> <ul style="list-style-type: none"> – shrink fast, grow slowly. Climb the tree fast, crawl along the branches slowly <p>Programme 3: Brave Lion Scared Lion</p> <ul style="list-style-type: none"> – change direction and speed, respond quickly – travel on the floor; experiment with how many ways this can be done <p>Programme 4: Princess Lullaby 1</p> <ul style="list-style-type: none"> – develop body awareness through marching, stretching and skipping <p>Programme 5: Princess Lullaby 2</p> <ul style="list-style-type: none"> – awareness of body shape through animal movements. Slither like a snake, waddle like a penguin 	<p>All programmes develop the strands 'Listening in groups' and 'Listening for information, instructions and directions'</p>	<p>The Hop, Skip and Jump programmes offer opportunities for assessment over all the strands in Physical Education. The teacher decides which strands to focus on for assessment.</p> <p>Emphasis in the lessons should be on Using the Body, Applying skills and Co-operating, sharing, communicating and competing.</p> <p>Use observation and question and answer to assess the learning outcomes.</p> <p>Investigating and developing fitness:</p> <ul style="list-style-type: none"> – show an ability to sustain activity for short intervals and explain how the body feels as a result of exercise. <p>Using the body:</p> <ul style="list-style-type: none"> – be able to share space and show awareness of others. – show some control and body awareness in performing simple actions. – show contrasts in the quality of movement – fast/slow, strong/light, high/low.

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

Programmes 1–5 (*continued*) 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:</p> <ul style="list-style-type: none"> – use single actions or a series of single actions appropriate to simple given tasks – recall and repeat with some accuracy single actions or a series of single actions – repeat appropriately a range of movement skills in response to simple given tasks, e.g. Perform a low shape, a travelling skill and finish with a fast spin <p>Creating and designing Pupils will:</p> <ul style="list-style-type: none"> – create simple actions and sequences in response to given tasks – express ideas and feelings through simple sequences of movements – show simple structuring in starting and finishing <p>Co-operating, sharing, communicating and competing Pupils will:</p> <ul style="list-style-type: none"> – co-operate with others in sharing space and equipment – show their movement ideas to others and respond to simple movement signals given by others – share ideas and work co-operatively with a partner and in small groups to fulfil tasks – participate in simple competitive situations 	<p>Programme 1: Mary Margaret's Tree – link together the movements to shrink, grow, fly like an eagle then shrink again</p> <p>Programme 2: The Wishing Moon – form a rhythmic sequence using percussion and different body shapes</p> <p>Programme 5: Princess Lullaby 2 – create a simple hopscotch sequence by bouncing, hopping and leaping in and out of hoops</p> <p>Programme 1: Mary Margaret's Tree – work in groups. Make up a simple dance. Use the main activities learned today in your dance</p> <p>Programme 4: Princess Lullaby 1 – link actions to create a simple dance. – combine actions into a movement phase with the use of music – encourage changes in body shape and facial expressions to reflect mood</p> <p>Programme 3: Brave Lion Scared Lion – combine a range of skills to create matching and mirroring opportunities. (Follow the leader) – observe others and copy a variety of bouncing, hopping and skipping skills</p> <p>Programme 5: Princess Lullaby 2 – co-operate with a partner or small group to create a hopscotch game with hoops</p>		<p>Applying skills:</p> <ul style="list-style-type: none"> – link basic actions in response to a simple task. Recall and repeat simple sequences of movement. – further develop the awareness of absolute stillness and changes of speed. <p>Creating and designing:</p> <ul style="list-style-type: none"> – show moods and feeling to portray characters and stories. – show a start and finish position in simple sequences. <p>Co-operating, sharing, communicating and competing:</p> <ul style="list-style-type: none"> – observe and react to partner or opponent's movements. – show matching and following – share space and equipment with others

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

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

Strands	Pupil experience: what pupils should learn	Resources	Assessment
<p>Observing, reflecting, describing and responding</p> <p>Pupils will:</p> <ul style="list-style-type: none"> – observe simple actions, describe some features of these and offer some personal response at a simple level. – progress to the above with given criteria e.g. look for the spins and jumps in your partner's sequence. Pick your favourite one and tell them why you like it 	<p>Programme 3: Brave Lion Scared Lion</p> <ul style="list-style-type: none"> – follow the leader. Observe the leaders actions. Tell them which movements you liked best. <p>Programme 5: Princess Lullaby 2</p> <ul style="list-style-type: none"> – look for specific jumps, hops and balances in your partners sequence 		<p>Observing, describing and responding</p> <ul style="list-style-type: none"> – use question and answer to show an understanding of the body and the contrasting qualities of movement.

Programme One **Mary Margaret's tree**

— Transmission date 19 September 2006

Story outline

Mary Margaret was a little girl who planted a tree. As it grew, she became smaller. She enjoyed sitting in the tree and even enjoyed a little ride on a leaf, landing quietly and falling asleep. When she woke up, leaves and roots were growing from her!

Warm-up box

- ➔ Find a space.
- ➔ Sink down low, then grow taller. Repeat.
- ➔ Find a space, then sink and grow.
- ➔ Flap your arms like wings and find a space.
- ➔ Fly around the room, swooping low and soaring high.
- ➔ Sit down.

Story box

- ➔ Dig a hole.
- ➔ Shrink fast and grow slowly. Shrink slowly and grow fast.
- ➔ Crouch down low, then grow high and wide like a tree, and wave your branches.
- ➔ Climb up the tree fast, and along the branches slowly.
- ➔ Sit down.
- ➔ Choose a spot for building a nest, and gather twigs and bring them to the nest, hither and thither.
- ➔ Stop still.
- ➔ Eggs hatching – pop with different body parts.
- ➔ Stand still.
- ➔ Dart in and out.
- ➔ Sit down.
- ➔ Whoosh across the floor.
- ➔ Stop still and listen.

Join-up box

- ➔ Shrink and grow, then fly like an eagle.
- ➔ Shrink and grow again, then fly, swooping over the floor.
- ➔ Shrink and grow.
- ➔ Sink down and close your eyes, imagining the roots and shoots growing from Mary Margaret's body.

Follow-up suggestions in class

How many birds can you name?

Have you ever planted anything? Put some seeds in a jar and watch the roots and shoots grow.

PE LESSON I

5–14 strands:	Using the body, applying skills
PE link with programme:	Activities related to actions of trees, leaves and birds
Aim:	Body management
Lesson emphasis:	Reacting to sounds

Warm-up

Pretend that you are seeds, spinning and landing. Another gust – and take off again! Repeat with the help of percussion instruments – jingles for whirling, silence for landing and staying still.

Main activity

- 1 Swoop down low, then soar up high.
Make sure that the children can feel the difference – use jingles, silence, jingles.
- 2 Curl up small. Pop out from eggs, one body part at a time, for example, elbow, hand, other hand, foot.
Use tambourine beats to help the children with this.
- 3 Boys – stay still in wide tree shapes, waving branches. Girls – dart in and out.
Repeat, with girls as tree shapes, and boys darting in and out.

Climax

Work in groups. Make up a simple dance, combining the main activities.
Ensure good quality of movement. Keep the percussion simple.

PE LESSON 2

5–14 strands:	Applying skills
PE link with programme:	Flight-related activities
Aim:	Body management
Lesson emphasis:	Flight

Warm-up

Stand up. Flap your arms around your body, at your sides, above your head, in front of you, and so on.

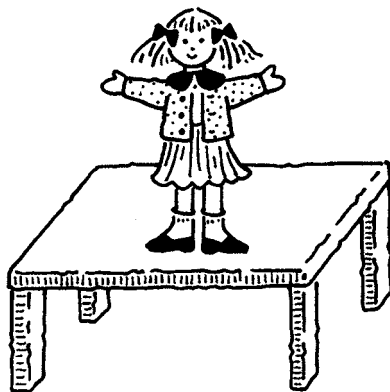
Main activity

- 1 Jump and land on the same spot, two feet to two feet, going down really low and springing up again.
- 2 Stand, and swing, swing, swing your arms, to take you into flight.
- 3 Jump in whatever way you like.

Allow the children to watch one another. Encourage constructive criticism.

Climax

Arrange some apparatus.
Jump on to the apparatus. Remain still. Jump off.



Programme Two **The wishing moon**

— Transmission date 26 September 2006

Story outline

Persephone Brown is a little girl who is tired of being small. A special wishing moon granted her wish to be big, but that was even worse!

Warm-up box

- ➔ Find a space.
- ➔ Run with tiny quiet steps, then **stop** suddenly.
- ➔ Run and **stop** still.
- ➔ Take **noisy, giant steps**.
- ➔ Run quietly with little steps, change to **long noisy steps**.
- ➔ Stop and sit down.

Story box

- ➔ Stand up and **find a space**.
- ➔ **Move over the floor** keeping close to it – slide, wriggle, shuffle, or roll.
- ➔ **Stop** and listen.
- ➔ **Move** with different body parts **on the floor**.
- ➔ **Curl up**, then **stretch** slowly into a tall wide shape. **Curl up** small again.
- ➔ **Stretch**, then **curl up**.
- ➔ Sit down.
- ➔ **Stand up**, **push** slowly, then **relax**.
- ➔ **Push** and **relax**.
- ➔ Sit down. Give yourself a **hug**. Repeat.
- ➔ Stand up.
- ➔ Make yourself very big, then **whoosh** down small.
- ➔ **Whoosh** again, and **drop** gently on to the floor.
- ➔ Sit still.

Join-up box

- ➔ **Run** with quiet little steps, and **stop**.
- ➔ Take **long heavy steps** and stop.
- ➔ **Curl up**, then **stretch** into a big fat shape.
- ➔ **Burst**, twist and turn, and **curl down** with a whoosh.
- ➔ Relax and think about the music.

Follow-up suggestions in class

Can you think of things which curl up small and then stretch out? (A cat, a flower, a dog, a crisp bag, and so on.)

What makes you sad and what makes you happy?

PE LESSON I

PE link with programme:	Using the body
Aim:	Body management
Lesson emphasis:	Reacting to a signal or a tambourine

Warm-up

Run with tiny steps to the jingling of a tambourine.

Then run in little phrases in different directions.

Then take noisy giant steps to the beating of a tambourine, and change to tiny steps with the jingling.

Main activity

- 1 Move over the floor keeping close to it, then suddenly roll to a balance.
- 2 Shuffle on your feet. At a given signal, slowly stretch to a big wide shape.
- 3 Whoosh; then change direction and drop down gently to stillness.

Encourage the children to pause after the whoosh, then turn to face a different wall and sink down.

Climax

1 Get into four groups, one in each corner of the room:

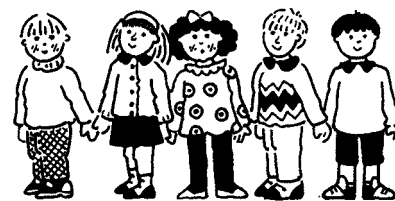
Group 1



Group 2



Group 3



Group 4

2 Combine the main activities to form a rhythmic sequence, using a tambourine and/or other percussion instruments. For example:

Group 1 – move to centre.

Group 2 – move to centre.

Group 3 – move to centre.

Group 4 – move to centre.

All the groups – return to your original places at the same time.

Groups 1 and 2 – change places.

Groups 3 and 4 – change places.

All the groups – whoosh, and drop down gently to stillness.

If the groups take turns, you can observe and assess the children's physical needs.

PE LESSON 2

PE link with programme: Large and small

Aim: Improving ball-handling skills

Lesson emphasis: Developing accuracy, through using the right size of equipment for each child

Warm-up

Place a large hoop in each corner of the room and put an assortment of sizes of hoops, balls, beanbags and quoits in each one.

Play with the hoops, balls and so on.

Observe the success of the children during a free play session. Remember that larger balls are much easier to handle, so if necessary suggest a larger ball to a less able child.

Main activity

- 1 Find a partner. Child A – sit down and face Child B, with your legs wide apart. Roll a ball between Child B's legs.
Child B – roll it back to Child A.
- 2 Find a partner. Child A – kick a ball gently to Child B. Child B – stop the ball by trapping it under your foot. Then return the ball to Child A.
- 3 Find a partner. Child A – bounce a ball to Child B. Child B – catch it, and bounce it back to Child A. Repeat, just throwing and catching.

You will be able to observe these activities more easily if you arrange the children in two lines, facing one another.

Climax

Ball practice

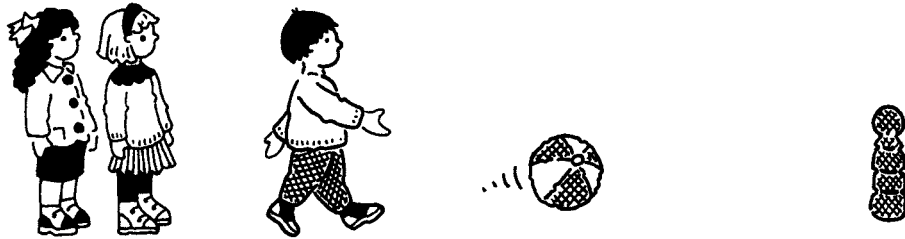
Set up apparatus for ball practice. More able children should be given small balls and small targets, less able children should be given big soft cuddly balls or beanbags and large targets.

The activities must be within the abilities of the children. Take time to assess each child, and see if the tasks are too difficult or too easy for him/her.

Get into four groups.

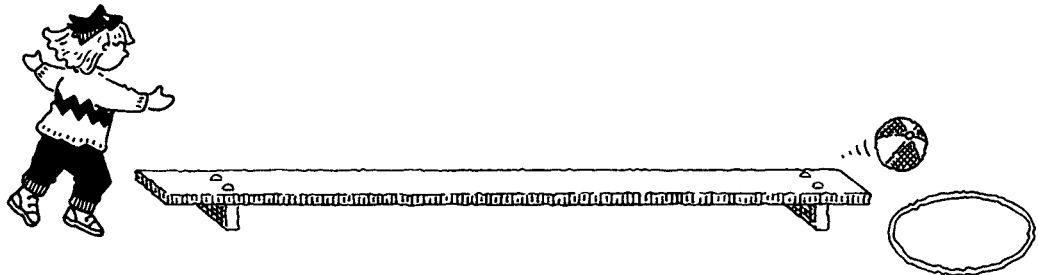
Group 1

Roll or kick a ball at a skittle.



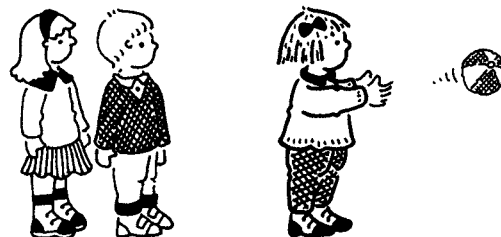
Group 2

Gently roll a ball along a bench so that it falls into a hoop at the end of the bench.



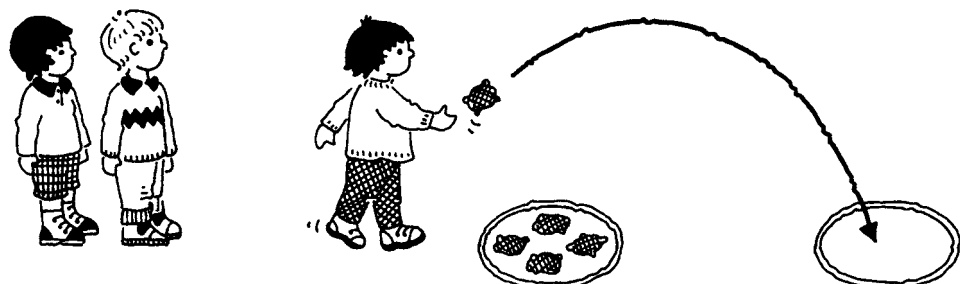
Group 3

Throw a ball at a target on the wall.



Group 4

Throw beanbags from one hoop to another.



Programme Three **Brave Lion, Scared Lion**

—Transmission date 3 October 2006

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?

PE LESSON I

5–14 strands:	Using body, observing, reflecting, refining, responding
PE 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.

PE LESSON 2

5–14 strands:	Using the body, creating and designing
PE 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 Four

Princess Lullaby and the magic word part one

— Transmission date 10 October 2006

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?

PE LESSON I

5–14 strands:	Using the body, applying skills
PE 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

PE strands:	Creating and designing
PE 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.

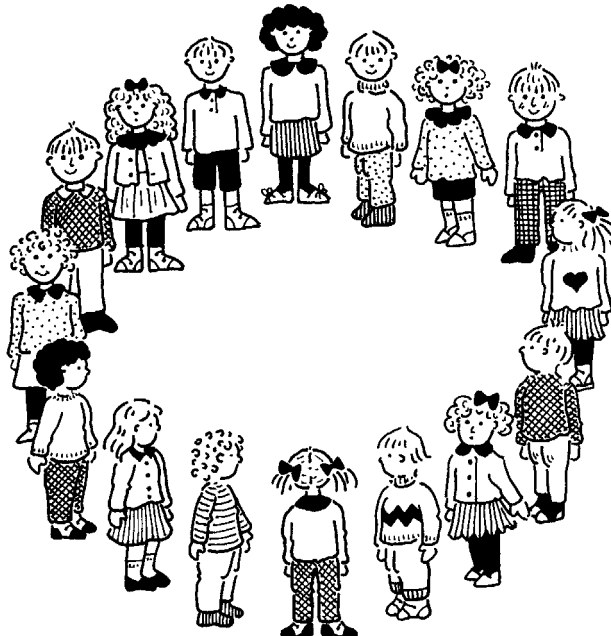
Use a handbell. Shake it gently for the running, and beat it against the other hand for the leaping.

- 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 Five

Princess Lullaby and the magic word part two

— Transmission date 17 October 2006

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?

PE LESSON I

5–14 strands:	Using the body, applying the skills
PE 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 encourage 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.