

BBC

Education Scotland



HOP, SKIP and JUMP

Spring 2002

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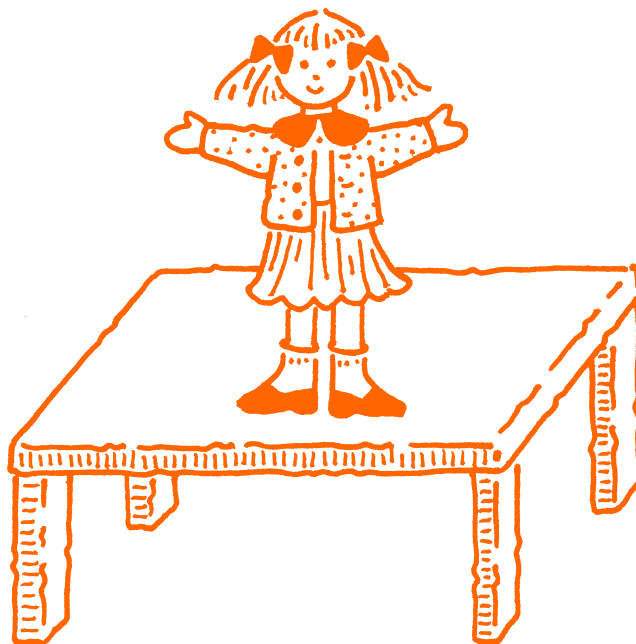
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Hop, Skip and Jump

Spring 2002

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Introduction

Welcome to the Spring 2002 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 Scottish music and by a variety of unusual and stimulating sounds.

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:

Frog and the Stranger by Max Velthuijs (Andersen Press)

Pig Trouble by Werner Farber (Puffin Books)

Monkey Puzzle by Julia Donaldson (Macmillan Children's Books)

The Thing that Bothered Farmer Brown by Teri Sloat (Orchard Books)

Red Fox on the Move by Hannah Giffard (Frances Lincoln)

Fire! from *The Animals of Farthing Wood* by Colin Dann (Red Fox)

Alex and the Baby by Mary Dickinson (Walker Books)

We're Going on a Bear Hunt by Michael Rosen (Walker Books)

Mac and the Big Feet by Frank Rodgers (Macdonald Young Books)

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

Programmes 1–10 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 – simple structuring in starting and finishing 	<p>Programme 1 skills</p> <ul style="list-style-type: none"> – kneeling using hands to flicker like flames – jump and crouch like whole body flames – run and throw to extinguish flames <p>Programme 1 extension</p> <ul style="list-style-type: none"> – use arms, legs, knees and elbows to lead flickering movements – on the spot and over the floor <p>Programme 4 skills</p> <ul style="list-style-type: none"> – swat flies with imaginary bat – sit on floor – fidget, touching floor with many body parts – take long step in different directions <p>Programme 4 extension</p> <ul style="list-style-type: none"> – try forehand and backhand – sit on floor – touch floor with toes then heels – whole class – take long steps forwards then backwards <p>Programme 5 skills</p> <ul style="list-style-type: none"> – run and freeze – three levels – fly over floor – swooping, hovering, darting and settling – chicken walk <p>Programme 5 extension</p> <ul style="list-style-type: none"> – freeze at one level – high, low, medium (teacher directs) – fly over and OFF the floor <p>Programme 6 skills</p> <ul style="list-style-type: none"> – creep over the floor – explore different levels – spin and hold/freeze – travel in twos – one behind the other, using feet only <p>Programme 6 extension</p> <ul style="list-style-type: none"> – creep over the floor at lowest level – set to rhythm – spin freely – finish when wished in control – travel any way – one behind the other <p>Programme 7 skills</p> <ul style="list-style-type: none"> – run on the spot then over the floor – lying, curl and stretch any way at all – crouch – bounce over the floor <p>Programme 7 extension</p> <ul style="list-style-type: none"> – run on spot as low as possible, then as far away from floor as possible – lie on back, bend knees in and out – crouch – bounce round in circle <p>Programme 8 skills</p> <ul style="list-style-type: none"> – make spooky faces in twos – throw flour at partner who jumps out of the way – shake and roll – join two movements together <p>Programme 8 extension</p> <ul style="list-style-type: none"> – jump out of the way with both feet together 	<p>All programmes develop the strands 'Listening in groups' and 'Listening for information, instructions and directions'</p> <p>Programmes 1,4,5,6,7 and 8 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. 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 – the ability to express own ideas in facial expression and movement

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

Programmes 1–10 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 a movement/dance <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 – demonstrate their movements to others and respond likewise <p>Investigating and developing fitness</p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> – raised awareness of the body, being out-of-breath and feeling hot and sticky – pupils will experience puffing and panting 	<p>Programme 1 skills as for 'Using the body'</p> <p>Programme 5 skills as for 'Using the body'</p> <p>Programme 2 skills</p> <ul style="list-style-type: none"> – follow my leader-walking,skipping,hopping and jumping – follow my leader drawing floor patterns – travel and explore levels <p>Programme 2 extension</p> <ul style="list-style-type: none"> – hold shoulders of person in front or travel holding hands – make patterns simple e.g. round a hoop – experiment with body parts low, medium and high <p>Programme 7 skills as for 'Using the body'</p> <p>Programme 9 skills</p> <ul style="list-style-type: none"> – march on the spot, skip lightly, run and swing arms at side – bounce really high and lift knees really high <p>Programme 9 extension</p> <ul style="list-style-type: none"> – march in unison, in time to music – bounce and lift both feet off the floor for a second – listen and show that they understand and can use what has been heard 	<p>Programmes 1 and 5 develop the skills of creating and designing</p> <p>Programmes 2 and 6 develop the skills of 'Co-operating, sharing, communicating and competing'</p> <p>Programmes 7 and 9 develop the strand 'Investigating and developing fitness'</p>	<ul style="list-style-type: none"> – raise awareness of whole movement/dance from start to finish – realise the part they play in this complete movement experience – become more aware of others and their use of space – respond to others' movements – awareness of heartbeat racing – chest rising and falling

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

Programmes 1–10 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:</p> <ul style="list-style-type: none"> – changes of direction, level and shape – stillness and change of speed <p>Observing, reflecting, describing and responding Pupils will experience:</p> <ul style="list-style-type: none"> – travelling with light and heavy feet – jumping in time to music – dodging and darting around partner 	<p>Programme 3 skills</p> <ul style="list-style-type: none"> – bounce two feet to two feet – jump with wide shape <p>Programme 3 extension</p> <ul style="list-style-type: none"> – stand two feet together, crouch and stand up straight – jump legs apart and together in air – landing with feet together <p>Programme 10 skills</p> <ul style="list-style-type: none"> – run slowly and feel one foot and then the other – jump/hop, one foot to same foot – bounce two feet to two feet <p>Programme 10 extension</p> <ul style="list-style-type: none"> – stand two feet together, crouch and stand up straight – jump legs apart, together in air – two feet landing – have wide shaped partner moving to make it difficult for dodger 	<p>Programmes 3 and 10 develop the strand 'Applying skills'</p> <p>Programme 10 develops the strand 'Observing, reflecting, describing and responding'</p>	<ul style="list-style-type: none"> – further developing the awareness of absolute stillness and changes of speed – the weight factor- light and heavy, rhythm and working with a partner

Programme One **Frog and the stranger**

— Transmission date 8 January 2002

Story outline

Pig, Duck, Frog and Hare were four friends who lived in a wood. Rat came to live nearby — Pig and Duck were not pleased. However, Rat came to the rescue when Pig set his house on fire. When Rat decided to move house again, everyone was sorry to see him go.

Warm-up box

- ➔ Look around for big spaces.
- ➔ Find a big **space**.
- ➔ Creep on tiptoes.
- ➔ When the music stops – **crouch** down, be still.
- ➔ Creep in a different direction — **crouch** again.
- ➔ Find a new **space** with the music.
- ➔ Stand with one foot in front of the other.
- ➔ Push and pull with arms.
- ➔ Standing still again — put **one arm** up straight.
- ➔ Swing **arm down** and let it rock at side.
- ➔ Scamper around the room.
- ➔ Gather in centre of room and face out.
- ➔ Pause, scamper back to centre.
- ➔ Scamper out to edge of room.
- ➔ Sit down.

Story box

- ➔ Creep quietly.
- ➔ Crouch in a space.
- ➔ Leap with a stretch right up off the floor.
- ➔ Land and crouch down again — like flames.
- ➔ Settle down in a space.
- ➔ Stand up.
- ➔ Scamper — scurry back and throw.
- ➔ Stand still and catch breath.
- ➔ Walk with sad **slow** steps.
- ➔ Saw and hammer.

Join-up box

- First we'll be **leaping** flames — **jump** and **crouch**.
- Then **scamper**, collect water, **scurry back** and **throw**.
- Walk with sad **slow steps**.
- **Saw** and **hammer**.
- **Sit down** and rest.

Follow-up suggestions in class

- Talk about what makes a good friend.
- Could you make a house for Pig? Draw or build one.

P E LESSON

5–14 strands:	Using the body; Creating and designing
P E link with programme:	Fire
Aim:	Body management
Lesson emphasis:	Sensitivity

Warm-up

Kneeling, beat hands on floor all around body (pretend to put out flames).
Reach far away and near to your body (sometimes heavy, sometimes light).
On feet, do the same (use one foot or both — singly or together).

Main activity

- 1 Kneeling use hands to flicker like flames.
- 2 Jump and crouch like whole body flames.
- 3 Run and throw to extinguish flames — high, medium and low levels.

Climax

ANIMAL FIRE DANCE

Start in a circle formation, some children grouped in the middle, others outside ring.

All in the middle portray fire — flicker, flicker, flicker and rest.

Repeat.

Outer group scamper and throw.

Run out again.

Repeat.

FIRE IS OUT

Jump for joy and land — gently and silently.

Repeat above actions with control.

A rhythmic dance should result.

Repeat to perfection.

Demand quality !

Programme Two **Pig Trouble**

— Transmission date 15 January 2002

Story outline

Wild Pig, who lived in a wood, loved to play in mud. His friends did not. Pink Pig appeared one day and started to invade Wild Pig's space. Wild Pig chased Pink Pig and threw mud balls at her. However, instead of upsetting anyone, they had lots of fun.

Warm-up box

- ➔ Find a space.
- ➔ Run in and out of spaces.
- ➔ Plod.
- ➔ Do a **happy dance**.
- ➔ Skip from foot to foot.
- ➔ Turn and twirl.
- ➔ Sit down.

Story box

- ➔ Lie on backs and **roll** from side to side.
- ➔ Roll again but **plod** in mud when music changes.
- ➔ Sit down and **listen**.
- ➔ Find a **partner** to play follow my leader.
- ➔ **Decide** on leader.
- ➔ When **leader** stops, second person **freezes**.
- ➔ **Change places**.
- ➔ **Sit down** quietly beside partner.
- ➔ **Stand up**.
- ➔ **Run** and **jump** together with partner.
- ➔ Pretend to **wrestle** with partner.
- ➔ **Throw mud** at partner.
- ➔ Do **happy dance** with partner then **sink low**.

Join-up box

- ➔ First, **follow my leader** and **freeze**.
- ➔ Next, **run** and **jump** and **wrestle**.
- ➔ Finally do **happy dance** and **sink low**.
- ➔ **Lie down** now and think of your special friends.

Follow-up suggestions in class

- How do you make mud? Try it at home or at school.
- Talk about what makes you happy?

P E LESSON

5–14 strands:	Using the body; Co-operating and sharing; Developing fitness
P E link with programme:	Follow my leader
Aim:	Co-operation
Lesson emphasis:	Activity

Warm-up

In twos, one facing the other, one child tries to pull out a band tucked into the other's waistband. Change over. Keep changing over and repeating until children are out of breath.

Main activity

- 1 Using feet only (hopping, skipping jumping, walking and so on) follow my leader. (Children must *not* overtake – able children should be encouraged to plan sequences and perfect their timing.)
- 2 Follow my leader, this time running. Draw exact patterns on the floor (children should feel sticky and breathless).
- 3 On feet again. Travel, but explore levels on command STOP.

Climax

Using music with simple phrases, children should create a simple sequence with partner. This should include change of *direction*, *speed* and *levels*. (Allow children to demonstrate to others and take time to discuss.)

Programme Three **Monkey Puzzle**

— Transmission date 22 January 2002

Story outline

Little Monkey has lost his Mum. Butterfly takes him to see lots of different animals. Butterfly's children do not look like her, so she cannot understand why several animals she thinks are Little Monkey's Mum are not. Happily, however, they find Little Monkey's Dad. He takes him home to find his Mum .

Warm-up box

- ➔ **Look** around. Get ready to move.
- ➔ **Run** lightly on feet.
- ➔ **Stop** still, **crouch** low.
- ➔ **Stand** still.
- ➔ **Run** quietly on toes.
- ➔ **Crouch** low by yourself.
- ➔ **Stop**. Have a rest.
- ➔ **Skip** around room. **Stop freeze** in wide shape.
- ➔ **Skip** on spot with high knees. **Change** to wide shape.
- ➔ **Sit down** in a space.

Story box

- ➔ Take **big heavy stamping steps** lifting knees high.
- ➔ **Lie** down.
- ➔ **Lie** on your back, **pull** knees to chest and slowly **stretch**, long and thin.
- ➔ **Curl up** again.
- ➔ **Repeat** again and again.
- ➔ **Crawl** around the room.
- ➔ **Sit up**.
- ➔ **Swoop** through the trees.
- ➔ **Stand up** and put arms out at sides.
- ➔ **Run** quickly on tiptoes. **Lift** your arms high as you go.
- ➔ **Look** for big spaces.
- ➔ **Sit down**.
- ➔ **Curl up small** with hands and feet on floor.
- ➔ **Bounce** high across floor lifting your feet. Move your hands across the floor as you bounce.
- ➔ Find a partner. **Stand** together in a space.
- ➔ Look at partner, join hands , skip round and round together.

Join-up box

- ↳ First **stomp** like elephant.
- ↳ **Crawl** around the room.
- ↳ Next **tiptoe and swoop** like a parrot.
- ↳ Finally **find partner** and **skip** around room.
- ↳ **Lie down** in space.

Follow-up suggestions in class

- If you lost your Mum at the shops, what could you do to try to find her? Who would you ask to help you? Talk about what you could do.
- What do a butterfly's babies look like? Where would you find them? Draw a picture of a caterpillar.

P E LESSON

5-14 strand:	Applying skills
P E link with programme:	Movement Experience
Aim:	Body Management
Lesson emphasis:	Levels, variation in speed, stillness

Warm-up

Children should bounce over the floor forwards, backwards, sideways as the teacher commands. She may either say the word, point the direction or ask the children to follow a leader out in front. If there is enough time, she can try all three. Children should repeat until warmed up.

Main activity

- 1 Lie down. Pull knees up to chest and then slowly stretch making body long and thin. Repeat stretch in different directions .
- 2 Curl up small with feet and hands on the floor. Lean on hands and bounce feet off floor. Travel over floor, as you bunny jump.
- 3 Find partner. Skip round with partner. Try to skip at exactly the same time.

Climax

Arrange benches, mats and movement tables in simple layouts. Try to ensure that the children experience changes of level and shape, stillness, and changes of speed .

Programme Four

The thing that bothered Farmer Brown Part I

— Transmission date 29 January 2002

Story outline

Something is continually flying around annoying Farmer Brown and his animals. It's beside the animals, in the bedroom, in the horse's stall – everywhere. Nobody knows what it is – it's a mystery!

Warm-up box

- ➔ **Stand still.**
- ➔ **Stretch fingers** to ceiling then slowly **ripple** them **down** to the **floor**.
- ➔ **Look** for a space. With music **run** to it then **freeze** like statues.
- ➔ **Run** on toes then **freeze** like statues.
- ➔ **Skip** around room.
- ➔ **Skip** high and low.
- ➔ **Sit down** and listen.

Story box

- ➔ **Stand up.**
- ➔ Take **long slow heavy steps**.
- ➔ Try again — even **slower**.
- ➔ **Stay still, yawn** and **stretch**.
- ➔ **Sit down.**
- ➔ **Fidget** with small quick movements.
- ➔ **Fidget** again with other parts of your body.
- ➔ Pretend to **put pyjamas** on.
- ➔ **Stand still** and **listen**.
- ➔ **Swat** with big arm actions.
- ➔ **Repeat swatting** high, low, in front and behind.
- ➔ **Buzz around** the room.

Join-up box

- ➔ First take **long plodding steps**.
- ➔ Then **yawn** and **stretch**.
- ➔ Now **swat** and finally **buzz**.
- ➔ Repeat.
- ➔ **Sit down** and **think** about the mystery.

Follow-up suggestions in class

- Are there any mysteries which annoy you? Talk about them.
- What makes you angry? Compare your answers with others.

P E LESSON

5–14 strands:	Using the body
P E link with programme:	Story actions
Aim:	Body awareness
Lesson emphasis:	Creativity

Warm-up

Buzz over the floor – high, low, twisting and turning. Make your own sound.

Sit children down: allow them to observe others.

Repeat often – look for improvement in

- *levels*
- *use of all body parts*
- *use of space and speed.*

Main activity

- 1 Pretend to have a tennis racquet to swat flies. Use either hand. Use forehand, backhand, volley and smash.
- 2 Sit and fidget in your own space. How many body parts can you use?
- 3 Take long slow heavy steps. Step out in front, to each side, and round behind you.

Climax

Start in a random group in centre of room.

On a signal, buzz to any corner and back.

Repeat, going to the same corner and back.

Repeat, going to another corner and back.

Repeat, going to the third corner and back.

Repeat, going to the last corner and back.

Repeat.

Take four long heavy steps.

Put on pyjamas.

Take four long steps back to centre.

Lie down and curl up.

Programme Five

The thing that bothered Farmer Brown Part 2

— Transmission date 5 February 2002

Story outline

Farmer Brown swats so hard he disturbs the horse, the donkey, the doves, the cows, the dog and the cat. However, they discover the mystery flier is a mosquito – which can give a very bad bite. No wonder they all got so upset.

Warm-up box

- ➔ **Run** to a space.
- ➔ On the drum beat, **freeze** like a statue.
- ➔ **Repeat** but **run** in different directions.
- ➔ **Run**, then **freeze** on different body parts.
- ➔ **Travel** (without running) then **freeze**.
- ➔ **Sit down**.

Story box

- ➔ Fly like a dove – **curl up** when music stops.
- ➔ **Flap arms** as you fly.
- ➔ **Move** like a cow – **moo** as you go.
- ➔ **Sit down** in a space and **listen**.
- ➔ **Snap your fingers**.
- ➔ **Stand up**, put hands on floor – **kick out backwards** with feet – keep arms straight.
- ➔ **Move like chickens** – hands on waist, elbows out. **Pull elbows back and forward** like wings. **Stick chin out** – **lift** one knee, step on to toes. **Step on to heel** of other foot.
- ➔ **Sit down** in space.
- ➔ **Clap** hands or other body part.
- ➔ **Repeat** varying body parts or using air around body.
- ➔ **Sit down**.

Join-up box

- ➔ First **fly** then **curl up**.
- ➔ Then **plod** and **moo**.
- ➔ **Clap** air or body part.
- ➔ **Sit down** on hearing hum.
- ➔ Repeat.
- ➔ Lie back and listen to music.

Follow-up suggestions in class

- Horse — neighs
- Dove — coos
- Cow — moos
- Hen — clucks
- Dog — barks
- Cat — miaows
- Mosquito — buzzes

P E LESSON

5–14 strands:	Using the body; Creating and designing
P E link with programme:	Basic actions
Aim:	To create a little dance
Lesson emphasis:	Quality of movement

Warm-up

Snap, snap, snap – stamp, stamp, stamp. Travel over the floor and repeat. (Children must snap fingers at three different levels and then repeat at the same levels.)

Change travel – on feet or tummies or backs.

Main activity

- 1 Run and freeze three times. Demand three levels and children will really attempt to give them. (Run may be forwards, backwards or sideways.)
- 2 Fly, swooping and hovering, then darting and settling. Demonstrate with able children to improve quality of others
- 3 Chicken walk. Repeat story activity – again, demonstration by teacher or child will improve quality. Praise the children!

Climax

The three main activities should be combined to form a rhythmic dance. Percussion or voice sounds should be used to accompany movement. By using a circle formation, moving towards and away from the centre, observation may be easier for teacher.

Programme Six **Red fox on the move**

— Transmission date 12 February 2002

Story outline

One day the teeth of a bulldozer crashed through the home of Red fox and his family. Having crossed a freezing river and been terrified by a hissing snake and a terrifying owl, they found a new home on a barge. As it was heading for the city, they were glad to escape to a lovely sandy hole found by one of the cubs.

Warm-up box

- ➔ Look around to **find a big space**.
- ➔ Travel on **hands** and **feet** – look for spaces.
- ➔ **Repeat**, but when the music stops, make **high bridges**.
- ➔ Lie down on floor – long and thin.
- ➔ **Roll** over sideways.
- ➔ Sit up and listen.

Story box

- ➔ Up you get – **run** fast and look for spaces.
- ➔ Sit down and listen.
- ➔ Get on to knees and **swim** with arms only.
- ➔ Sit back on heels and listen.
- ➔ Stand up: **find a partner**.
- ➔ Stand one behind the other.
- ➔ Hold on to partner's waist in front of you.
- ➔ **Follow the leader** – take **little steps**.
- ➔ Change over when the music pauses.
- ➔ Move away from partner into a space.
- ➔ Lie down and **slither** like a snake.
- ➔ Lie still and listen.
- ➔ Stand up.
- ➔ Pretend to **fly** like an owl.
- ➔ Sit down and listen.
- ➔ Jump up, and **creep** as if you are in a dark tunnel.
- ➔ Get ready to **look for** your same **partner**.
- ➔ Join hands and do some **happy skipping**.
- ➔ Sit down and get breath back.

Join-up box

- On tummies, **slither and slide**, jump up ready to **fly** and **swoop**.
- Next, **creep** through the darkness, **find a partner** and **skip** happily.
- **Lie down** and rest
- Listen hard – you might hear the birds sing

Follow-up suggestions in class

Name as many different homes as you can – caravan, tent, igloo, den, hutch, cage, kennel, castle, monastery, hospital and so on. Talk about who lives in which home.

Join up different animals to the names of their babies – *fox* and *cub*, *dog* and *puppy*, *cat* and *kitten*, and so on.

P E LESSON

5–14 strands:	Using the body; Co-operating.
Aim:	Sensitivity
P E link with programme:	Locomotion
Lesson emphasis:	Partner work

Warm-up

In twos, one behind the other, run fast.

Change over so the other person is leader.

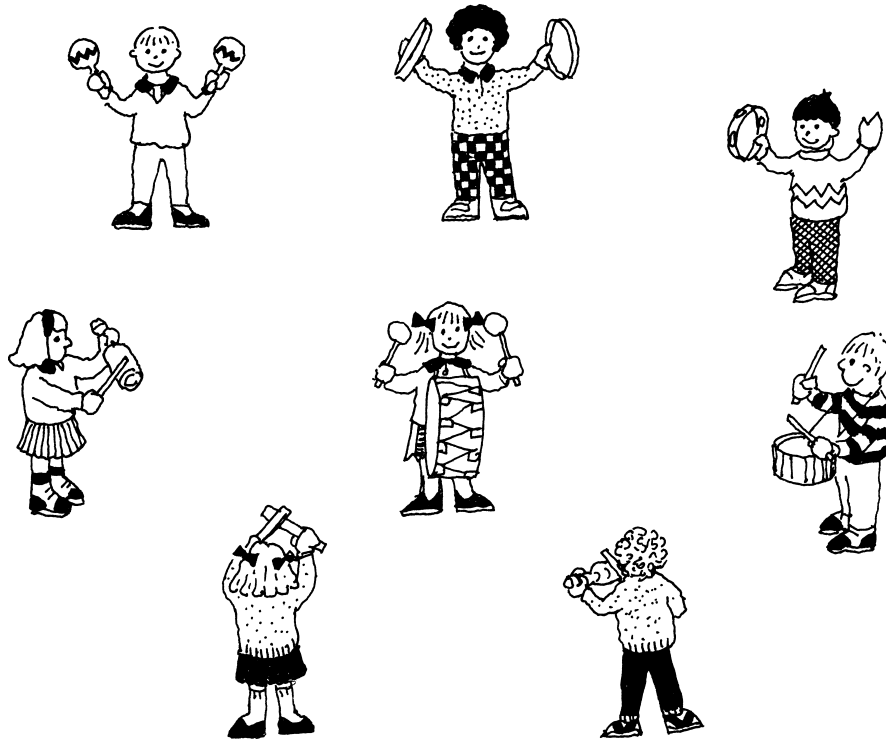
Using your feet in any way at all, travel in twos.

Main activity

- 1 Creep all over the floor as gently as possible. Explore different levels – high, medium and low.
- 2 Spin and hold (on feet or on bottom). Keep total control as you slow down and stop.
- 3 Repeat the warm-up activity by choosing a form of travelling in twos. Work with your partner to get it perfect.

Climax

Using voice sounds, percussion or music, the teacher should create a *simple* sequence and lead children through it slowly and carefully, so that careful, accurate, qualitative movement will occur. The content of the movement should be based on the main activity.



Programme Seven **The animals of Farthing Wood : Fire**

— Transmission date 26 February 2002

Story outline

On their journey to the safety of White Deer Park the animals twice encountered fire. By helping each other they eventually overcame this danger. They were also helped by the coming of thunder and the welcome rain.

Warm-up box

- ➔ Take **tiny** little very **fast steps**, all over the floor.
- ➔ Get down on the floor now.
- ➔ **Lie flat on your tummy.**
- ➔ **Wriggle** over the floor – use your elbows and knees to push – and **slither.**
- ➔ **Jump up** and **stretch** your arms out to the side.
- ➔ **Run** over the floor, **swooping** high and low.
- ➔ Sit down in a space.

Story box

- ➔ Jump up, with your arms out at your sides, and **swoop** like a bird.
- ➔ **Run** in and out, taking **tiny** frightened **steps.**
- ➔ Change direction as you run.
- ➔ Stay still.
- ➔ Go down close to the floor and **slither on your tummy.**
- ➔ Use elbows and knees to push you along.
- ➔ **Find a partner** and stand one in front of the other.
- ➔ **Follow my leader** – follow the kestrel, swooping, diving and soaring.
- ➔ **Change over.**
- ➔ Sit down and rest.
- ➔ Stand ready to **sink slowly** from feet to knees to bottom, then lie on one side.
- ➔ Lie still and listen
- ➔ Get into a **crouching** position – **jump** right off the floor and stretch your whole body through to your arms and fingertips – then land again.
- ➔ Sit down and listen.

Join-up box

- ➔ First **soar** and **fly**
- ➔ then **scamper** in all directions
- ➔ then **leap** like **flames** into the air.

Follow-up suggestions in class

Which birds do you see in the garden or park?

Put a bird table outside your classroom.

How safe is your journey home from school?

Who helps you get home safely? How do you travel?

P E LESSON

5–14 strands:	Using the body; Investigate and Develop Fitness
P E link with programme:	Activity
Aim:	Fitness awareness
Lesson emphasis:	Mobility

Warm-up

Standing – crouch and stand again and again.

Teachers should join in and gauge the number of repetitions.

Main activity

- 1 Run on the spot. Then run over the floor, in and out.
Repeat until the children are totally out of breath.
Time and repeat – look for improvement.
- 2 Lie down. Curl and stretch, any way at all.
Observe fingertips and toes – DEMAND QUALITY
– accept only *real s-t-r-e-t-c-h-i-n-g*.
- 3 Crouch. Bounce over the floor. Sit tall to rest.
- 4 Repeat.

Climax

Lay out apparatus.

Either divide class into groups and select simple vigorous tasks to be repeated,

or

allow children time to explore apparatus then set up an assault course and ‘time’ their individual efforts.

Encourage the less fit. Discuss diet where appropriate.

Programme Eight **Alex and the baby**

— Transmission date 5 March 2002

Story outline

Alex's mum was babysitting and Alex had to help. It was hard work keeping the baby happy. They needed a rest when the baby went home.

Warm-up box

- ➔ Find a big space.
- ➔ Stand up tall then sink down slowly until curled up small.
- ➔ On hands and feet or hands and knees crawl slowly round room.
- ➔ Stand up – take small shaky steps – change to running.
- ➔ Use all space.
- ➔ Sit down.

Story box

- ➔ Stand up.
- ➔ Shake bodies – change to curl and roll with change of music.
- ➔ Find a partner – A is a currant who rolls, B is Mum who sweeps.
- ➔ Change over.
- ➔ Sit with partner and listen.
- ➔ Make ghostly faces at each other.
- ➔ Use hands to make spooky shapes.
- ➔ Rush around. Stop and look.
- ➔ Change direction and look again.
- ➔ Look high and low.
- ➔ March like soldiers. Beat drums.

Join-up box

- ➔ First shake and roll.
- ➔ Next sit up and make spooky faces.
- ➔ Then run around and look.
- ➔ Finally march proudly and beat drums.
- ➔ Lie down, curl up and breathe deeply.

Follow-up suggestions in class

- Do you ever help to babysit? Tell everyone about it.
- In the classroom march together like soldiers. Beat your table, clap your hands, stamp your feet. If you do this daily, skills in listening, rhythm and fitness will improve.

PE LESSON

5–14 strands:	Using the body; Creating and designing
PE link with programme:	Basic actions
Aim:	Co-operation
Lesson emphasis:	Creativity

Warm-up

March like soldiers. Give children a steady rhythm, and a regular count 1–2–3–4–5–6–7–8. Repeat again and again, asking the children to change direction on a particular number.

Main activity

Working in twos:

- 1 Sit facing each other, taking turns to make spooky faces to each other. The one not making the faces should try to copy them.
- 2 Both standing, one throws flour and the other jumps out of the way. On landing, adopt a scary position.
- 3 Shake and roll. Try to join the two movements smoothly together. Coach each other.

Climax

Combine the above to make a rhythmic dance.

By drawing out a shape on the floor, spatial awareness may be improved.

Programme Nine **We're going on a bear hunt**

— Transmission date 12 March 2002

Story outline

One beautiful day a family go on a bear hunt. They have to travel through difficult countryside but manage not to be too scared because they are together. Eventually they see a bear in a dark cave, but manage to get home safe and sound.

Warm-up box

- ➔ **Find** a big space.
- ➔ **March** on the spot.
- ➔ **Swing** your arms. **March** forwards and backwards.
- ➔ **Skip** lightly all over the room. Keep away from other people.
- ➔ **Stop**. Look around.
- ➔ **Skip** on toes. **Lift your knees** really high.
- ➔ **Stand** still.
- ➔ **Sit down** in a space.

Story box

- ➔ **Run** lightly on your toes. **Swish your arms** from side to side.
- ➔ **Bounce** really high.
- ➔ Keeping your feet together, **bounce** through water with your knees high.
- ➔ **Sit down** in a space.
- ➔ Take **big giant steps** lifting your knees right up to chin.
- ➔ **Sit down** in a space and **listen**.
- ➔ **Stand up**.
- ➔ **Curl up small** and **creep low** through trees taking quiet tiptoe steps.
- ➔ **Stand up** and look around.
- ➔ Find a partner. **Stand** one behind the other with a little space between.
- ➔ **Twirl** around the room stretching high and low as you go.
- ➔ **Watch** and **copy** leader.
- ➔ Stop twirling and **slowly sink** to the floor with your partner.
- ➔ With your partner, **tiptoe** round room.
- ➔ When you hear the bear **run round and round** room until out of cave.
- ➔ **Sit down** in a space.

Join-up box

- First **tiptoe** with your partner then **run** twirling and turning.
- Then **creep low** on your own.
- After that take **giant steps** then **bounce** high.
- Finally **run lightly** and finish by **curling up small** in a space.
- **Lie down** in a space and **stretch out**. Close your eyes.

Follow-up suggestions in class

- What things are you afraid of? How do you feel safe afterwards?
- Draw a picture of the big bear. Remember the goggly eyes, furry ears and wet nose.

P E LESSON

5–14 strand:	Investigate and develop fitness
P E link with programme:	Movement experience
Aim:	Body management
Lesson emphasis:	Being able to say how the body feels after activity

Warm-up

Ask the children to skip lightly then heavily. Tell them when to change over.

Keep the skipping going until they are out of breath. Stop it and ask them to take big slow breaths, then repeat the skipping. Then the children sit down. Ask them how they feel (but do this without wasting valuable activity time).

Main activity

- 1 March on spot looking straight forward.
- 2 March forward for eight steps then backwards for eight. The teacher should lead the timing.
- 3 March on the spot for eight steps while turning right round. The teacher should demonstrate this.
- 4 Take big steps over the floor lifting the knees as high as possible.
- 5 Travel over the floor staying as close to the floor as possible.
- 6 Find a partner. Stand one behind the other. Twirl around the room high and low as your partner does.

Climax

Divide the children into four groups, Twirlers, Bouncers, Giant Steps and Tiptoe-ers. Give each each of them a simple travelling rhythm as follows.

- Twirl and twirl and twirl and freeze. Repeat three times.
- Bounce, bounce, bounce fast. Repeat four times.
- Take a huge S-T-E-P. Repeat six times.
- Tiptoe, tiptoe, fast and light. Pause and hold position. Repeat eight times.

Children travel into the centre and out again, or cross over to the diagonal corner if this can be arranged without descent into chaos. The exercise can be repeated, and changed in complexity, to suit the abilities of the class. Keep going until the children are exhausted.

Programme Ten **Mac and the big feet**

— Transmission date 19 March 2002

Story outline

Mac the Mouse was invited by his cousins to visit the city. Big animals were always getting in their way in the city, in the pool and on the dance floor. However they still had lots of fun and they celebrated by sharing Mac's cake .

Warm-up box

- ➔ **Find** a big space.
- ➔ **Run** in and out of spaces with light feet.
- ➔ Pretend your **feet are heavy**.
- ➔ **Stamp** around the space with big, heavy feet.
- ➔ With your feet together, **jump** in time to the music.
- ➔ **Sit down**.

Story box

- ➔ **Stand up**.
- ➔ **Rush around** and pack case.
- ➔ **Stretch** up high and down low.
- ➔ **Push** everything into case.
- ➔ **Find a partner**.
- ➔ If crowd, **stretch arms** in a big, wide shape. Slowly **stamp feet**.
If Mac, **dart and dodge**.
- ➔ **Change places** with partner.
- ➔ **Sit down** and listen.
- ➔ **Shake hands** and give partner a **hug**.
- ➔ **Stand up** with partner, one behind the other.
- ➔ **Follow and copy** partner.
- ➔ **Change over**.
- ➔ Pull on bathing costume.
- ➔ Go **down on tummy** in space of your own.
- ➔ Start **swimming**. Stretch arms and kick legs.
- ➔ **Look** for spaces.
- ➔ Give yourself a **quick shake** to dry off.
- ➔ **Run** for your lives.
- ➔ **Sit down** and listen.
- ➔ **Jump up, climb** and **shout** 'excuse me'.
- ➔ **Skip** to find partner. Join hands and **dance**.

Join-up box

- ➔ First **pack clothes**. Reach high and low to get them.
- ➔ Meet partner. **Follow-my-leader**.
- ➔ **Dive** and **swim**.
- ➔ **Climb** up pole.
- ➔ **Shout** 'excuse me'
- ➔ Finally **dance** a happy dance with partner

Follow-up suggestions in class

- Do you have any cousins? What do you do when you get together? Draw a picture of your favourite activity.
- When do you have to say excuse me? Remember to say excuse me if you want to speak in your group.

P E LESSON

5-14 strands:	Applying skills; Observing and responding
P E Link with programme:	Movement experiences
Aim:	Body management
Lesson emphasis:	Awareness of heavy/light feet, rhythmic movement, dodging, darting

Warm-up

Travel with heavy feet and with light feet. Travel 'heavy' backwards and 'light' forwards. Then travel 'heavy' sideways one way with big steps and run with tiny little steps to the other side. Make sure the top half of the body changes from heavy to light too. The teacher should demonstrate the use of arms and head .

Main activity

- 1 Ask the children to find a partner and do the following.

Run slowly. Feel one foot hit the ground, then the other. Try to dodge others as you go, increasing speed but still feeling feet on the floor. Start some distance from partner. Run straight towards partner, slow down, face each other then dodge each other.

Allow two able children to demonstrate this to the class.
- 2 Hop close to the floor, then as far away from the floor as you can. Count eight hops near the floor, then eight far away. Follow the leader, copying eight hops on one foot then eight on the other.

Bounce one behind the other, feet apart then together. Copy partner then change over.

Climax

Make up a partner dance, using hops and bounces. Any repetitive music may be used (some children will listen and use it, others will ignore it). Demonstrate the effort you want to see, as well as technique. Ask children to comment on timing when appropriate. Encourage positive comment on heavy and light quality of movement as well.