

**BBC**

Education Scotland



# **HOP, SKIP and JUMP**

**Spring 2003**

Tuesdays 0350–0405

*14 January to 25 March*

BBC Radio 3 FM NT

90.2-92.4 MHz

These programmes are also available on cassette and may be purchased from  
BBC Educational Publishing tel: 0870 830 8000

Published at the request of the Educational Broadcasting Council for Scotland.

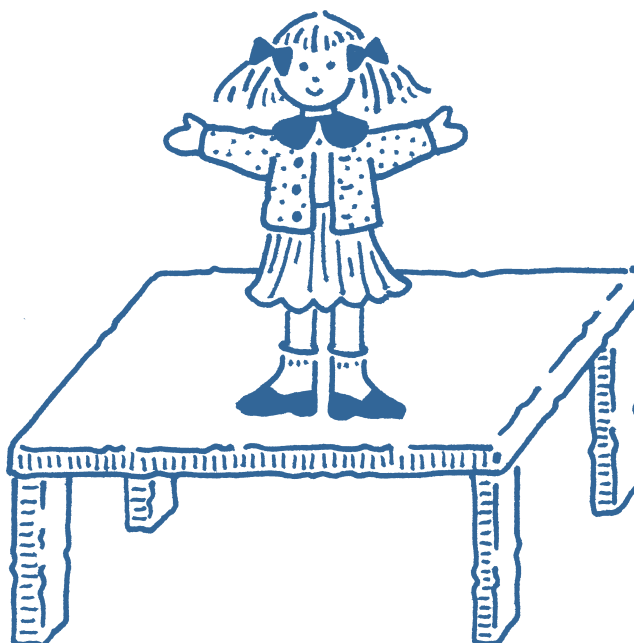
© This publication contains only BBC copyright material: its contents may be copied or reproduced for use in schools and colleges without further permission.

ISBN: 1 85069 502 4

# Hop, Skip and Jump

Spring 2003

Introduction	3
Forward plans	5
<b>Congratulations</b>	
Princess Primrose	8
Lazy Daisy	11
<b>Homes</b>	
Blue Rabbit and friends	14
Ridiculous	16
<b>Feelings</b>	
Paddiwak and Cosy	18
Is that what friends do?	21
<b>Adventures</b>	
Fidgety Fish	23
I don't want to have a bath	25
<b>Think positive</b>	
The very lazy ladybird	27
Giraffes can't dance	29



## Introduction

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

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

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

## The aims of the series

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

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

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

## How to use these notes

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

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

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

## Timing

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

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

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

## Bibliography

The programmes this term are based on the following books:

*Princess Primrose* by Vivian French (Walker Books)

*Lazy Daisy* by Rob Lewis (The Bodley Head)

*Blue Rabbit and friends* by Chris Wormell (Jonathan Cape)

*Ridiculous* by Michael Coleman, illustrated by Gwyneth Williamson (Magi)

*Paddiwak and Cosy* by Doherty Bartlett (Hodder)

*Is that what friends do?* by Marjorie Newman and Peter Bowman (Hutchinson)

*Fidgety Fish* by Ruth Galloway (Little Tiger Press)

*I don't want to have a bath* by Julie Sykes (Little Tiger Press)

*The very lazy ladybird* by Isobel Finn (Little Tiger Press)

*Giraffes can't dance* by Giles Andrea (Orchard 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><b>Using the body:</b></p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>– a range of different actions, with some control of body weight (single actions or a series of actions)</li> <li>– recall and repeat actions with a certain degree of accuracy</li> <li>– perform actions with developing control</li> <li>– moving in space (locomotion and spatial awareness)</li> <li>– jumping and landing with sensitivity</li> <li>– simple structuring in starting and finishing</li> <li>– body management</li> </ul>	<p><b>Programme 2: Skills</b></p> <ul style="list-style-type: none"> <li>– to develop kinaesthetic sense by bouncing, rolling, curling stretching and prowling like a cat</li> <li>– become aware of the quality of their movements through the performance of a simple dance using percussion</li> </ul> <p><b>Programme 3: Skills</b></p> <ul style="list-style-type: none"> <li>– awareness of body shape (long and thin, small and round, spiky or smooth)</li> <li>– co-operation with a partner</li> </ul> <p><b>Programme 4: Skills</b></p> <ul style="list-style-type: none"> <li>– use single actions or series of actions to respond to a task (moving and stopping in space, make shapes with the body, explore ways to travel)</li> <li>– recall and repeat these actions with a degree of accuracy</li> <li>– perform with a growing degree of control</li> </ul> <p><b>Programme 4: Extension</b></p> <ul style="list-style-type: none"> <li>– move close to and far away from the floor</li> <li>– create body shapes in a variety of levels (high and low)</li> <li>– change direction while travelling (free and teacher-led)</li> </ul> <p><b>Programme 5: Skills</b></p> <ul style="list-style-type: none"> <li>– jumping and landing</li> <li>– developing sensitivity (bend joints to prevent damage, think about noise reduction)</li> </ul> <p><b>Programme 6: Skills</b></p> <ul style="list-style-type: none"> <li>– body awareness and co-operation</li> </ul> <p><b>Programme 7: Skills</b></p> <ul style="list-style-type: none"> <li>– running, jumping and landing with emphasis on knee bends and foot landings</li> <li>– tumbling and leaping</li> <li>– rocking backwards and forwards</li> <li>– sharing space and taking turns (use of mats to ensure safety)</li> </ul> <p><b>Programme 7: Extension</b></p> <ul style="list-style-type: none"> <li>– explore different ways to roll over mats</li> </ul> <p><b>Programme 10: Skills</b></p> <ul style="list-style-type: none"> <li>– continue developing movement experience including circling body parts (wrists, elbows, arms), stretching and curling (slow, sustained movements), exploring different ways of travelling fast and slow</li> <li>– perform in own space and make good use of space</li> </ul> <p><b>Programme 10: extension</b></p> <ul style="list-style-type: none"> <li>– children should be encouraged to experiment with movements which suit music</li> </ul>	<p>All programmes develop the strands 'Listening in groups' and 'Listening for information, instructions and directions'</p> <p>Programmes 2, 3, 4, 5, 6, 7 and 10 all develop the strand 'Using the body'</p>	<p>The class teacher retains the scope and responsibility to choose the forms and criteria for assessment.</p> <p>However the use of the Hop, Skip and Jump programmes offers opportunities to focus on:</p> <ul style="list-style-type: none"> <li>– the ability to listen and respond</li> <li>– increase awareness of body out-of-breath and hot/sticky</li> <li>– increasing awareness of levels and different body parts</li> <li>– the ability to travel using levels</li> <li>– working co-operatively in terms of tasks set and in use of space</li> <li>– willingness to co-operate with partner</li> <li>– the ability to express own ideas in facial expression and movement</li> <li>– raised awareness of whole movement/dance from start to finish</li> <li>– realising the part they play in this complete movement experience</li> <li>– becoming more aware of others and their use of space</li> <li>– respond to others' movements</li> </ul> <p>(Continued on page 6)</p>

## 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><b>Creating and designing</b></p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>– a range of movements with simple structuring in starting and finishing a movement or dance</li> <li>– opportunities to create spatial patterns, floor and body patterns</li> <li>– tasks which facilitate the development of their own ideas and chances to put them into practice</li> </ul> <p><b>Co-operating, sharing, communicating and competing</b></p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>– co-operating with others in changing shape</li> <li>– demonstrate their movements to others and respond likewise</li> </ul>	<p><b>Programme 2: Skills</b></p> <ul style="list-style-type: none"> <li>– link actions using percussion so that a simple dance is created</li> </ul> <p><b>Programme 4: Skills</b></p> <ul style="list-style-type: none"> <li>– choosing a starting shape, a way of travelling, a pathway, a finishing shape</li> <li>– combine actions into a movement phrase with and without the use of movement or percussion</li> </ul> <p><b>Programme 6: Skills</b></p> <ul style="list-style-type: none"> <li>– combine a range of skills to create a simple dance</li> </ul> <p><b>Programme 8: Skills</b></p> <ul style="list-style-type: none"> <li>– exploring a variety of ways to travel (scurrying, tip-toes, stomping, wriggling, jumping) with emphasis on free choice</li> <li>– show, share and copy in co-operation with a partner</li> </ul> <p><b>Programme 8: Extension</b></p> <ul style="list-style-type: none"> <li>– link actions together, with partners either matching or mirroring</li> <li>– introduce speed, direction and effort into movements</li> </ul> <p><b>Programme 10: Skills</b></p> <ul style="list-style-type: none"> <li>– explore ways of travelling to fast music</li> <li>– spin around fast using different body parts</li> <li>– combine a fast travelling action with a fast spinning action</li> </ul> <p><b>Programme 5: Skills</b></p> <ul style="list-style-type: none"> <li>– demonstrate jumping over or travelling along mats, benches, tables etc</li> <li>– use observation to facilitate coaching of specific skills</li> </ul> <p><b>Programme 8: Skills</b></p> <ul style="list-style-type: none"> <li>– taking turns</li> <li>– copying the actions of a partner</li> </ul>	<p>Programmes 2, 4, 6, 8 and 10 develop the strand 'Creating and Designing'</p> <p>Programmes 5 and 8 develop the strand 'Co-operating, sharing communicating and competing'</p>	<p>(Continued from page 5)</p> <p>The class teacher retains the scope and responsibility to choose the forms and criteria for assessment. However the use of the Hop, Skip and Jump programmes offers opportunities to focus on:</p> <ul style="list-style-type: none"> <li>– awareness of heartbeat racing and chest rising and falling</li> <li>– further developing the awareness of absolute stillness and changes of speed</li> <li>– the weight factor: light and heavy, rhythm and working with a partner</li> </ul>

## 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><b>Investigating and developing fitness</b></p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>– raised awareness of the centre of the body, with particular emphasis on posture</li> <li>– raised awareness of the body being out of breath and feeling hot and sticky</li> <li>– puffing and panting and being aware of which parts of their bodies are working hard</li> </ul> <p><b>Applying skills</b></p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>– changes of direction, level and shape</li> <li>– stillness and change of speed</li> </ul> <p><b>Observing, reflecting, describing and responding</b></p> <p>Pupils will experience:</p> <ul style="list-style-type: none"> <li>– travelling with light and heavy feet</li> <li>– jumping in time to music</li> <li>– dodging and darting around partner</li> </ul>	<p><b>Programme 1: Skills</b></p> <ul style="list-style-type: none"> <li>– rush from one space to another</li> <li>– stretch into a wide balance (think of the centre of the body)</li> <li>– twist the body, using the spin at high, medium and low levels)</li> </ul> <p><b>Programme 3: Skills</b></p> <ul style="list-style-type: none"> <li>– use hands and feet to move over the floor</li> <li>– explore body shape and awareness of different parts of the body and how they can be used to create shape</li> <li>– emphasise stillness</li> </ul> <p><b>Programme 9: Skills</b></p> <ul style="list-style-type: none"> <li>– development of basic jumps with a focus on strength work</li> <li>– taking off and landing</li> </ul> <p><b>Programme 9: Extension</b></p> <ul style="list-style-type: none"> <li>– increase duration of activities</li> </ul> <p>(Care should be taken not to overdo jumping. Mats should be provided for easier landings.)</p> <p><b>Programme 7: Skills</b></p> <ul style="list-style-type: none"> <li>– explore changing the shape of the body (pencil shape, curl-up)</li> </ul> <p><b>Programme 8: Skills</b></p> <ul style="list-style-type: none"> <li>– show, share and copy the work of a partner</li> <li>– demonstrate to group or class</li> </ul>	<p>Programmes 1, 3, and 9 develop the strand 'Investigating and developing fitness'</p> <p>Programme 8 develops the strand 'Observing, reflecting, describing and responding'</p>	

# Programme One **Princess Primrose**

— Transmission date 14 January 2003

## Story outline

It's Princess Primrose's birthday. She is impatient to see her presents, rips the paper off them, but doesn't like them! She stamps all over the floor. However, she is not totally horrid, because she shares her cake at her birthday party.

## Warm-up box

- ➔ Find a space.
- ➔ Stretch tall, and walk tall around the room. Repeat.
- ➔ Sit down.
- ➔ Travel, moving low, close to the floor.
- ➔ Sit up.
- ➔ Stand up.
- ➔ Jump from space to space. Repeat lightly.
- ➔ Make three strong steady shapes.
- ➔ Jump from space to space, then make three strong shapes.
- ➔ Stand still.

## Story box

- ➔ Sit down, and listen carefully.
- ➔ Stand up.
- ➔ March from space to space. Repeat.
- ➔ Shut your eyes and listen. On the loud sound, open them and look.
- ➔ Rip the paper off the presents. Repeat.
- ➔ Stamp angrily around.
- ➔ Sit down, close your eyes, listen, then count to ten.
- ➔ Count to ten again.
- ➔ Make a hiding shape. Repeat.
- ➔ Rush from space to space.
- ➔ Stand still and listen.

## Join-up box

- Sit down, and listen.
- Go with a **partner** into a space.
- Child A – **hide** in a shape. Child B – close your eyes and **count** to ten. Repeat, vice versa.
- Child A – **hide** in a shape. Child B – close your eyes, **count** to ten, open your eyes, and **rush** from space to space. Repeat, vice versa.
- This may take a little while to organise!
- Lie down and have a rest. Think about Princess Primrose sharing her birthday cake.

## Follow-up suggestions in class

How old are you? Whose birthday comes next?

Who rips open letters and parcels? Who opens things carefully and slowly? What does that tell you?

## P E lesson 1

---

P E link with programme: investigating and developing fitness

---

Aim: awareness of the centre of the body

---

Lesson emphasis: posture

---

## Warm-up

Walk on your toes, reaching high, with a quoit on your head.

Lift up your head, tuck in your tummy and your bottom. Walk tall!

Less able children should walk with their hands by their sides.

## Main activity

- 1 Rush from one space to another, then stamp for four counts – rush, rush, rush and rush, and stamp, stamp, stamp and stamp.

Repeat until the children are exhausted.

- 2 Bounce lightly three times high, three times at a low level, to a count of 1, 2, 3, and 1, 2, 3. Then slowly stretch into a wide balance – think of the centre of the body. Roll and stand, ready to bounce again.
- 3 Pretend to hold a present. Rip off the paper and throw it in every direction – backwards over your head, fully extended; right round, twisting your body; through your legs to use your spine – at high, medium and low levels.

## Climax

Combine the three activities to form a rhythmic sequence.

You could use percussion sounds for this, or your own choice of music, or words, such as:

Rush, rush, rush and rush, stamp, two, three, four.

Bounce, two, three, and bounce two, three, and stretch two, three, four.

Roll and stand, and roll and stand. Roll and roll and roll and stand.

Scatter the paper, scatter the paper, scatter, scatter, scatter, scatter.

Walk tall, walk tall – who is the straightest of them all?

## Programme Two **Lazy Daisy**

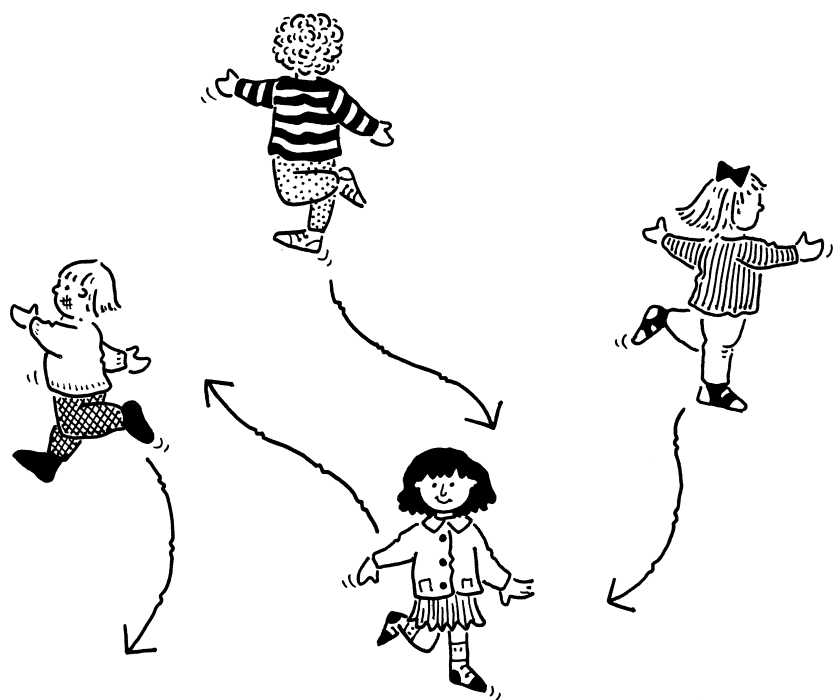
— Transmission date 21 January 2003

### Story outline

Daisy was a sea cat living on a ship. The Captain threatened to sell Daisy if she did not catch any rats. Although Daisy tried to be fierce, the rats laughed at her. One night during a storm Daisy ended up steering the ship because the cowardly rats had fled. The Captain agreed to keep Daisy after all.

### Warm-up

- Find a big space.
- Listen carefully.
- Go down on your **hands** and **knees**.
- Push your back **up high**.
- Lower it **down** again (keep arms straight).
- **Run** in and out, looking for spaces.
- Repeat **running** different ways.
- **Stop**. Put your **feet together**.
- **Bounce** in different directions.
- Stand still.
- **Run**, stand still, **bounce** on spot.
- Sit down and listen.



## Story box

- ↳ **Curl** up small then **stretch** like a cat.
- ↳ Stay still and listen.
- ↳ **Prowl** quietly on toes.
- ↳ Stand still and listen again.
- ↳ Pretend to shake off flour — first from hair then all the way down.
- ↳ **Brush** and **shake**.
- ↳ **Crouch** low and **pounce**.
- ↳ Sit down.
- ↳ Listen.
- ↳ **Roll** like waves — bodies long and thin.
- ↳ Sit up and listen.
- ↳ Stand up and **skip** with joy.

## Join-up box

- ↳ **Prowl**.
- ↳ **Pounce** to catch the rats.
- ↳ Lie down and **roll** like waves.
- ↳ Jump up to do happy **skipping**.
- ↳ Repeat.
- ↳ Lie down and relax.

## Follow-up suggestions in class

What do cats do? — They purr, scratch, climb, maiow, roll over, pounce, lick, prowl, scamper, curl up, stretch out etc.

What pet is your favourite? Why?

## PE Lesson

---

5-14 strand:	using the body, Creating and Designing
PE link with programme:	cat actions
Aim:	to develop kinaesthetic sense
Lesson emphasis:	to show quality

---

### Warm-up

Prowl high and low; then fast and slow.

Make sure the children use their hands and arms to explore personal space as well as general space.

Feel the space as they reach up into it with their feet.

### Main activity

- 1 Pounce and roll. Ensure the children look for spaces
- 2 Curl and stretch. Try to stretch in different directions, near and far away from the floor.
- 3 Prowl forwards, backwards and round, twisting and turning as you go.



### Climax

Using percussion, link the above actions so that a little simple dance is formed.

DEMAND QUALITY.

## Programme Three **Blue Rabbit and friends**

— Transmission date 28 January 2003

### Story outline

Blue Rabbit is looking for a new home. At the moment he lives in a huge, dark, scary cave. He meets other animals who are also looking for new homes. All the other animals find somewhere to live and although Blue Rabbit does not, he is happy to set off on a world-wide adventure instead.

### Warm-up box

- ➔ Find a big space.
- ➔ Warm up arms and legs — **shake** one **hand**, other **hand**: one **foot**, other **foot** — shake and shiver.
- ➔ **Creep** quietly taking slow, steady steps across the floor.
- ➔ Make sure you are in a space.
- ➔ **Jump** in own space — two feet to two feet or one to other — twist and twirl in own space.
- ➔ **Sit** down.

### Story box

- ➔ **Stand** up.
- ➔ **Creep** through scary forest, **step over** large rocks and **duck down** to prevent bumping head. Look around as you creep.
- ➔ **Dip** feet into cold water, then **pull out** quickly and **shake**, then dip other foot.
- ➔ Use arms to help balance.
- ➔ **Find** a partner.
- ➔ **Grow** and **shrink** with partner, always keeping joined by feet, hands, knees or elbows.
- ➔ **Sit** down and **listen**.
- ➔ Go down on to **hands** and **knees** and **sniff** all around — up high and down low.
- ➔ **Stand** and **jump** from foot to foot pretending to splash and paddle in puddle.
- ➔ **Listen** carefully.
- ➔ **Lie** down in space, **cycle** legs in air as if pedalling bike.
- ➔ **Stand** up.
- ➔ Pretend to **climb** on **bike** and hold handlebars. **Ride** around and **wave** to everyone.

### Join-up box

- ➔ **Creep** to meet partner.
- ➔ With **partner** make **big** and **small shapes**.
- ➔ Next **splash** in the pool and
- ➔ Finally **climb** on bikes and **pedal** off.

## Follow-up suggestions in class

- Dogs live in kennels. Where do the following animals live? Birds, rabbits, budgies, horses, cows, hamsters, crocodiles and goldfish. Can you think of any more?
- Where would you go for an adventure?

## P E LESSON

5–14 strands:	using the body. Investigating and developing fitness
P E link with programme:	body shape
Aim:	body awareness
Lesson emphasis:	cooperation with partner

## Warm-up

Move over the floor on hands and feet. Stop in big wide shape close to floor.

Skip lightly over floor and stop in small shape close to floor.

Change finishing position using levels high, medium and low, as children become more aware.

## Main activity

- 1 Roll over the floor in a long thin shape. Change direction but look for big spaces.
- 2 Travel over the floor like any animal you know and stop as they would stop.
- 3 Make a shape. Small and round; long and thin; spiky or smooth. On command do the opposite. A demonstration might be required.

## Climax

Find a partner.

### Partner dance

Start far away from partner. Travel over the floor to jingles of tambourine.

Join bodies with partner and hold still for count of three. Demand stillness.

Change shape with partner to beats on tambourine.

Travel fast over floor away from partner to jingles.

Repeat as often as wished.

## Programme Four **Ridiculous**

— Transmission date 4 February 2003

### Story Outline

Today's story is about a little tortoise called Shelley. Shelley doesn't want to go to sleep. She wants to find out what winter is all about. Shelley meets lots of animal friends who think it's ridiculous that a tortoise is out in winter. In the end Shelley realises that it is ridiculous to be out in the cold, wet, snow and wants so much to be back in her nice warm bed.

### Warm-up box

- ➔ Find a space.
- ➔ Hop around keeping in spaces.
- ➔ In your space, do **star jumps**.
- ➔ Bump your heels together making **side steps**.

### Story Box

- ➔ Get on to hands and knees and **crawl slowly and carefully** around the room.
- ➔ Stand up and **stomp** feet on floor.
- ➔ Run **lightly** on tip-toes in good spaces then **shake** all over.
- ➔ Find a partner.
- ➔ Stand one behind the other, follow the leader and **bounce** with two feet together all around the room.
- ➔ Change places and **repeat**.
- ➔ find a **space**
- ➔ **Stand up** in your space. **Flap your arms** out to your sides, high and low, like a bird.
- ➔ **Sit down** and **listen**.
- ➔ **Lie** on your tummy. **Slither** and **slide** quickly around the room. **Lift up your head** to look for spaces.
- ➔ **Sit down**.

### Join-up Box

- ➔ **Crawl** on hands and knees.
- ➔ **Stand up** and **stomp**.
- ➔ Then **run** and **shake**.
- ➔ Find a partner.
- ➔ **Bounce** together around the room.
- ➔ On your own, **move down** on to the floor.
- ➔ **Slither** and **slide** quickly on your tummy around the room.
- ➔ **Lie down** and **rest**.

## P E LESSON

---

5-14 strands:	using the body, creating and designing.
P E link with programme:	moving in space
Aim:	locomotion and spatial awareness
Lesson emphasis:	ways of travelling

---

### Warm-up

Moving around freely

On command, stop. Make a wide shape, a thin shape, a small shape.

Make shapes using a combination of body parts (hands and one foot, one hand and two feet, one hand and one foot).

### Main activity

- 1 Move in a variety of different pathways around the room. Use zig-zag, forward, backwards, sideways, spiral and diagonal movements.
- 2 Use a variety of travelling steps including crawling, hopping and jumping.

### Climax

Choose a starting **shape**.

Choose a way of **travelling**.

Choose a **pathway**.

Choose a finishing **shape**.

Combine the above actions into a movement phrase.

**Use music with simple phrases or percussion.**

# Programme Five **Paddiwak and Cosy**

— Transmission date 11 February 2003

## Story outline

A little girl called Sally has a cat named Paddiwak. One day Sally brings home a new cat, much to the annoyance of Paddiwak. He is so angry he storms out into the garden. Once outside it's cold and wet, so Paddiwak has no choice but to come back inside and find a warm spot to snuggle up in. To his surprise the new cat is already there — so they cuddle down and fall fast asleep.

## Warm-up box

- ➔ Find a big space.
- ➔ Sit in your own space.
- ➔ Stretch one arm right down to fingertips.
- ➔ Stretch other arm.
- ➔ Lean on **hands** and **knees**.
- ➔ Arch your **back**.
- ➔ Run lightly and quickly.
- ➔ **Jumping** — bend knees ready to jump  
— bend knees on landing.
- ➔ Sit down and listen carefully.

## Story box

- ➔ Lie on back **curled up** ready to stretch arms and legs.
- ➔ Lift **faces** to the sun.
- ➔ Roll over slowly.
- ➔ Sit quietly and **listen**.
- ➔ Find a **partner** — one to be Paddiwak, other the new cat.
- ➔ **Paddiwak** goes on **hands** and **knees**, walk round box, sniffing.
- ➔ **New cat curls up** but on change of music **pops up**.
- ➔ Change over.
- ➔ Repeat walking and sniffing and curl and pop up.
- ➔ Pretend to be **angry**.
- ➔ Crouch on **hands** and **knees**.
- ➔ With **angry faces**, **arch** back and **hiss**.
- ➔ Show sharp **claws**.
- ➔ Escape through cat flap and **run around**.
- ➔ Sit down and **listen**.

- ↳ **Crawl** close to **floor**.
- ↳ **Stretch** out sharp claws ready to **jump** high into apple tree — bend knees to get ready and land.
- ↳ **Sit** down and **listen**.
- ↳ **Tiptoe** to find airing cupboard.
- ↳ **Curl up** and go to sleep.

## Join-up box

- ↳ First **stretch** and **roll**.
- ↳ **Arch** back and **hiss** angrily.
- ↳ Then **crawl** close to the floor.
- ↳ **Jump** into tree.
- ↳ Finally **tiptoe** to cupboard and **curl up** to sleep.
- ↳ **Lie** still and **relax** on floor.

## Follow-up suggestions in class

- Who has a cat in your class? What is its name and why?
- Action words. How many action words do you know?

## P E Lesson

5–14 Strands:	using the body, cooperating
P E link with programme:	jumping and landing
Aim:	sensitivity
Lesson emphasis:	landings

## Warm-up

Travel over the floor using as many different parts of your feet as you can. Change speed. Change direction.

## Main activity

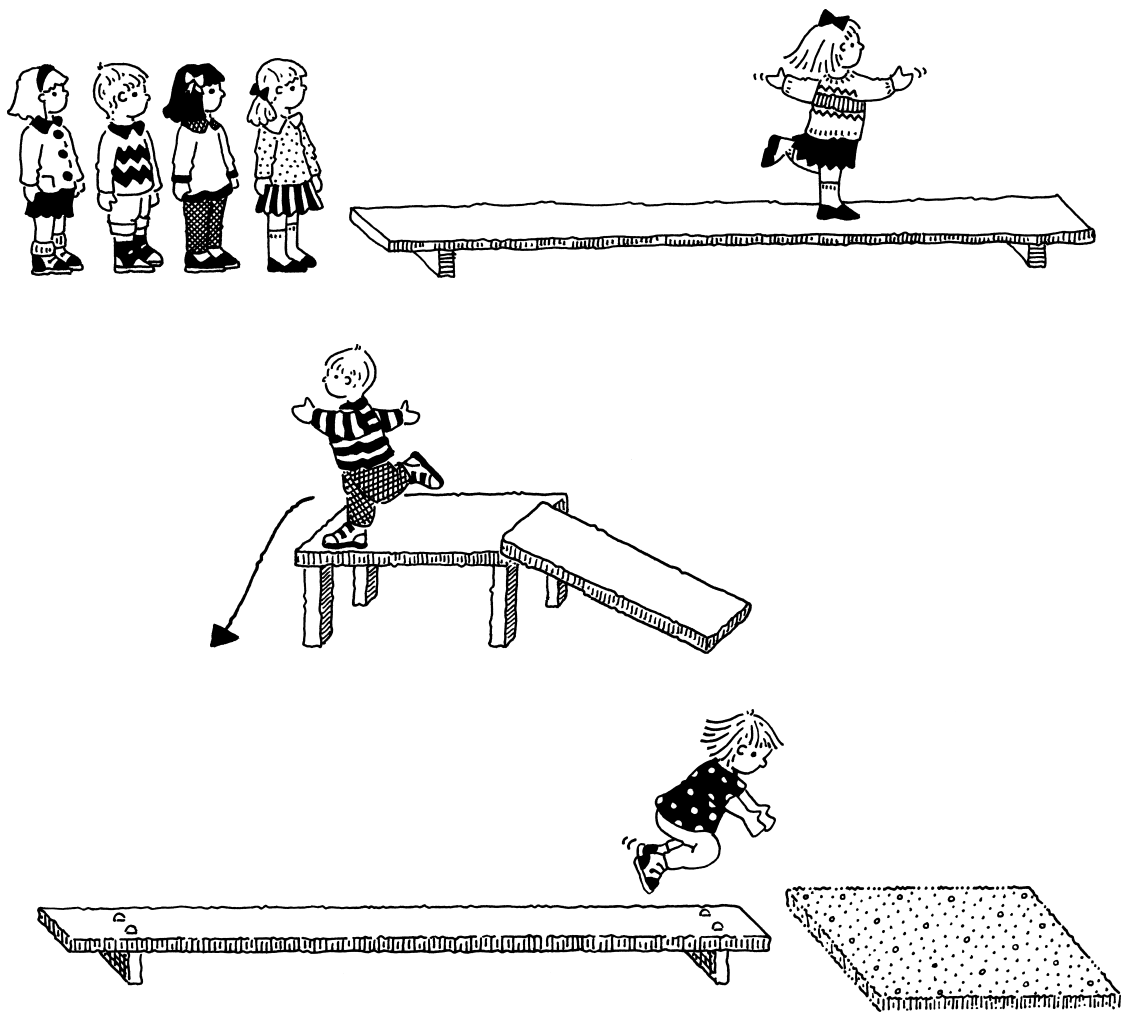
- 1 Travel over the floor jumping from one foot to land on the same foot. This is actually hopping, but children should work it out. Travel gently so that you can feel when you touch the floor and when you do not.
- 2 Hop on one foot then the other — skipping. Demand quality as in Activity 1.
- 3 Jump from two feet to land on two feet. Hold the weight back letting the body down gently. Bend all joints to prevent damage and noise!

## Climax

Lay all the equipment over the floor. Allow children to jump over or travel along mats, benches, tables etc.

*Allow half the class to take part and the other half to observe.*

Ask the children: Who is best at landing? Why is he or she best? How can we get better? Coach them. Demand quality.



# Programme Six **Is that what friends do ?**

— Transmission date 25 February 2003

## Story outline

Elephant is very clumsy. He tries all the activities that Monkey does with little success. However Elephant and Monkey are firm friends when they dance together.

## Warm-up box

- ➔ Find a big space.
- ➔ Travel over the **floor** on hands and feet — **pushing back up** high as you can.
- ➔ Stop. Lie on **back**. **Shake hands** and **feet** into air.
- ➔ Join two movements together. **Travel** and **lie** and **shake**.
- ➔ Repeat.
- ➔ Scamper to space, **stop** and **freeze**.
- ➔ Repeat.

## Story box

- ➔ Plod like a sad elephant. Take **big heavy steps** and **swing** one **arm** (your trunk).
- ➔ Sit down again and **listen**.
- ➔ Make yourself strong.
- ➔ **Squeeze** in different directions.
- ➔ Look for good spaces and **skip around** the room.
- ➔ Sit and **listen**.
- ➔ Pretend to **toss and catch** eggs in a pan.
- ➔ **Stand** up and imagine you are **climbing** a tree.
- ➔ **Reach** and **pull** with arms and legs.
- ➔ **Jump** and **land, tuck** self into small shape, but stay on feet.
- ➔ Repeat.
- ➔ Sit and **listen**.
- ➔ **Stand** and find a partner to dance with.
- ➔ Happy **dancing**.
- ➔ Sit down beside partner and **listen**.
- ➔ **Smile**.

## Join-up box

- ➔ First **plod** like a sad elephant.
- ➔ Then **skip** around room.
- ➔ After that **stretch** high to **climb trees**.
- ➔ Find partner and **dance** together.

## Follow-up suggestions in class

- When do you get or give a hug? Discuss.
- Why do you want to have a friend? Draw your friend for your teacher.

## P E LESSON

5–14 strands:	using the body. Creating and designing
P E Link with programme:	a friendly dance
Aim:	body awareness
Lesson emphasis:	cooperation

## Warm-up

Travel over the floor on hands and feet. Stop on signal from teacher, then push back up to ceiling and down again — like angry and happy cats. Smile and glower appropriately.

Find a partner. Join hands and skip anywhere in room holding partner's hand. Give him or her time to corner!

## Main activity

- 1 Face partner. Imagine you are stuck in door frame. Try to squeeze in the same direction as your partner. As you go say *squeeeeeeze!*  
Do as many different ones as you can but make sure they are good.  
Teacher, demonstrate any couple in unison.
- 2 Skip anywhere in room with partner. Stop and do a jumping sequence with partner. Repeat and perfect.
- 3 Face partner. Clap partner's hands, own hands, shoulders, knees, toes. Practise a sequence.

## Climax

Ask the children to combine above skills to form a simple dance. To help them give them a piece of familiar music. Play it in the classroom previously, to make it really familiar. Alternatively, you could play simple percussive sounds.

# Programme Seven **Fidgety Fish**

— Transmission date 4 March 2003

## Story outline

Fidgety Fish just can't keep still. He wriggles and squiggles until his mummy suggests that he goes out into the sea and tires himself out, but 'watch out for big fish', she warns. Fidgety Fish loves swimming in the sea and meets lots of sea creatures. Suddenly he gets trapped in Big Fish's mouth, until Big Fish does an enormous burp and whoosh — out shoots Fidgety Fish straight back home safely.

## Warm-up box

- ➔ Find a **space**.
- ➔ **Dart** around with small **quick** steps, change direction, look for **spaces**.
- ➔ On your tummy, **wriggle** close to the floor. Use hands to help you **wriggle**.
- ➔ **Bounce**, feet together, around the room as **high** as possible.
- ➔ Sit down in a **space** and listen.

## Story box

- ➔ **Stand up**.
- ➔ Make big circles with arms, like swimming **forwards** and **backwards** on the spot.
- ➔ **Stop**.
- ➔ Swim around the room **high** and **low**.
- ➔ **Leap run** and **leap** as high as possible. **Repeat**.
- ➔ Sit down and **listen**.
- ➔ Find a partner.
- ➔ Touch hands with partner, slowly make a **star shape**.
- ➔ Lie down on side next to partner. Lift leg **high** and **snap** it down.
- ➔ Curl on to back and **pull** knees into tummy. **Roll** over sideways on to knees and then back
- ➔ **Stand still** and **listen**.

## Join-up box

- ➔ **Tumbling sideways**, find a partner.
- ➔ **Stretch** into star shapes.
- ➔ On your own, **run and leap**.
- ➔ **Swim** around the room.
- ➔ Repeat.
- ➔ Curl up on back ready to tumble again. **Tumbling**.
- ➔ Find a partner. Make star fish **shapes**.
- ➔ Run and leap as individuals.
- ➔ **Swim** around the room.
- ➔ **Lie down** and rest.

## P E LESSON

5-14 strands;	using the body, applying skills
P E link with programme;	basic actions
Aim;	body management
Lesson emphasis;	tumbling and leaping (jumping and landing)

## Warm-up

Run around, jumping and landing.  
 Turn and move in a new direction (on command).  
 Run, jump and land

## Main activity

On a mat (for safety!)

- 1 Curl up knees to chest. Can children rock forwards and backwards?
- 2 Get children to change body shape to long and thin, feet and hands together, moving from one side of the mat to the other in a pencil roll, rocking and rolling in a pencil shape

## Climax

Work in small groups.

- 1 Take out benches to add to mats.
- 2 Leap, jump, land then rock or roll along mat to finish.
- 3 Children should be encouraged to share space, wait for their turn and finish on their feet

## Programme Eight **I don't want to have a bath**

—Transmission date 11 March 2003

### Story outline

Little Tiger doesn't want to have a bath. When his mum shouts him for his bath he runs off into the jungle. He meets and plays with all his animal friends and each time his mum shouts 'bath-time' he runs off again until there is no one left to play with. Peacock refuses to play with Little Tiger because he's too dirty. Little Tiger is sad and wanders off down to the river where he sees his reflection and realises just how dirty he is. He leans too close and falls in with a splash. He begins to bath and realises that it is fun after all.

### Warm-up box

- ➔ Find a **space**.
- ➔ Run **lightly** on toes in and out of spaces.
- ➔ Stand **still**.
- ➔ Stretch **high** with the music.
- ➔ Move down **low** and **curl** when music changes.
- ➔ Get down on hands and knees and **crawl** around the room.
- ➔ **Shake** arms a little.
- ➔ **Stop** and **sit down**.

### Story box

- ➔ **Stand up**.
- ➔ **Scurry** around the room taking **little** steps. When music stops **freeze** and roar.
- ➔ **Swing** arms from side to side.
- ➔ **Find** a partner.
- ➔ Holding hands, **wriggle** together **high** and **low**.
- ➔ Follow your partner in an elephant stomp. **Wave** arm out in front like a trunk.
- ➔ **Change** partner and go on another elephant stomp.
- ➔ **Sit down** and **listen**.
- ➔ Lie down **long** and **thin**, and roll over the floor.
- ➔ Sit up.
- ➔ **Stand up**. **Walk** on toes proudly like a peacock with arms out like feather tail.
- ➔ Using arms and legs, **jump** and **splash** around the room.
- ➔ **Sit down** in a **space**.

## Join-up box

- ↳ **Scurry, freeze and roar.**
- ↳ **Swing** arms like monkeys.
- ↳ Find a partner and **wriggle** together holding hands.
- ↳ Elephant **stomp** with partner.
- ↳ **Stop and jump** and **splash** on your own.
- ↳ Lie down in a **space** and rest.

## P E LESSON

5-14 strands:	creating and designing/cooperating, sharing, responding and observing
P E link with programme:	creating/designing using programme actions
Aim:	cooperation
Lesson emphasis:	partner work

## Warm-up

Travel around following leader.

On command, stop and change leader.

Stand and face partner, and choose number 1 or 2.

On command do the following. Jump over your partner, go under, around, close to and far away.

## Main activity

- 1 One partner chooses action (swinging arms, stomping or wriggling). Other partner copies. Change over and repeat.
- 2 Go back to first partner. Choose a travelling action (scurrying, walking on toes, stomping, wriggling or jumping). Other partner copies. Change over and repeat.

## Climax

Show, share and copy partner's work.

If time allows, each pair can demonstrate to the class.

# Programme Nine **The very lazy ladybird**

—Transmission date 18 March 2003

## Story outline

Today's story is about a very lazy ladybird who liked to sleep all day and all night and so never learned to fly. One day Lazy Ladybird decided she would like to sleep somewhere different for a change. She tried the kangaroo's pouch, the tiger's back and many other animals before hopping onto an elephant's trunk, but just at that moment the elephant sneezed and poor old lazy ladybird had to fly at last.

## Warm-up

- ➔ Find a **space**.
- ➔ Lie down on side and **curl** up into a ball. Then stretch out long and thin, then curl and stretch again. Repeat.
- ➔ Stand up and **plod** using **slow** steady steps (heavy plodding).
- ➔ Place hands on hips and **shake** hips from side to side.
- ➔ Sit down.

## Story box

- ➔ Lie down and **curl** up tight. **Stretch** out arms and legs, **roll** over and **curl** up tight again (slow and sleepy).
- ➔ **Sit up and listen.**
- ➔ **Stand** with feet together. **Jump** or **bounce** around room. (Use cones to help. Take off from two feet and land on two feet.)
- ➔ **Sit and listen.**
- ➔ Use arms to **snap** like a crocodile, **shake** hips like tail swishing, **snap** and **shake** to the music
- ➔ Find a **partner**.
- ➔ Choose to be a monkey or a tree.
- ➔ Trees stand **still, straight** and **tall**.
- ➔ Monkeys move **around** and **under** the trees swinging arms.
- ➔ Change places. Monkeys become trees, trees become monkeys. **Repeat**.
- ➔ Sit down and listen.
- ➔ Choose bear or tortoise. **Plod** and **scratch** like a bear or **crawl** very **slowly** like a tortoise.
- ➔ **Stop** and listen.
- ➔ Fly around using arms, with music.
- ➔ **Sit down and listen.**

## Join-up Box

- **Bound** around like a kangaroo.
- **Snap** and **shake** like a crocodile.
- Choose to **plod** like a bear or **crawl** like a tortoise.
- Fly around like a lazy ladybird.

## P E LESSON

5-14 strands:	investigating and developing fitness, using the body
P E link with programme:	jumping action of story characters
Aim:	development of basic jumps
Lesson emphasis:	taking off and landing

## Warm-up

Using any piece of music, move around on the floor.

When the music stops, or on command, choose a part of the body and shake (hand, foot, head, hips, and so on).

Introduce moving in personal space (high, low, near, far, to the side).

## Main activity

- 1 Jump and land in a variety of directions. (Jump forward, back and sideways. Jump individually or with a partner. Take off from two feet and land on two feet.)
- 2 Try jumping in different ways: take off from one foot and land on two, take off and land on the same foot (hop), take off on two feet and land on one (balance), jump from one foot to the other (leap).

## Climax

In groups of three or four, taking turns and moving around stations, do the following.

- Group 1: canes and skittles; run and jump-walk to the end of the line.
- Group 2: bunny jumps along bench.
- Group 3: bunny jumps sideways over bench.
- Group 4: hopscotch using hoops.
- Group 5: moving over and under canes and skittles.



# Programme Ten **Giraffes can't dance**

— Transmission date 25 March 2003

## Story outline

Gerald was a tall giraffe who couldn't dance. Every year in Africa the animals held a jungle dance. Gerald went along but was always sad because he couldn't dance. The other animals waltzed and cha-cha'd and tangoed and did rock'n'roll. Gerald really wanted to dance but the other animals laughed at him. On the way home Gerald met a little cricket who told him that sometimes you need a different song to dance to. He played his violin and Gerald began to dance. Gerald was the best dancer ever.

## Warm-up

- ➔ Find a **space**.
- ➔ **Swing** arms all around, up and down, side to side.
- ➔ **Sway** body from side to side, moving hips.
- ➔ **Creep** on tip-toes **slowly** and **quietly**.
- ➔ **Run** and **leap** high in air.
- ➔ **Sit down**.

## Story box

- ➔ **Stand up** with legs apart and **stretch** neck, move around with **wobbly** legs, **drop** to the floor.
- ➔ **Sit up** and listen.
- ➔ **Stand up**, **swing** arms, **move** from foot to foot like a chimpanzee.
- ➔ **Find** a partner.
- ➔ Face your partner and join right hands. **Shake hands**. **Move hips** and **wave** other arm in the air. Drop hands and **spin** around.
- ➔ Rejoin hands. **Repeat** whole action. Rock'n'roll.
- ➔ **Creep** sadly around the room.
- ➔ **Sit down** and listen.
- ➔ **Stand up** in a good space.
- ➔ With one foot at a time, **draw circles** on floor. **Sway** from side to side then **run and leap**.

## Join-up Box

- ➔ Walk and **stretch** like a giraffe with **wobbly** legs.
- ➔ **Rock** and **roll** with partner.
- ➔ Creep sadly.
- ➔ Gerald the giraffe's dance — **circles, sways, runs** and **leaps**.

## PE LESSON

---

5-14 stands:	using the body, applying skills, creating and designing
PE link with programme:	continue development of movement experience
Aim:	Body management
Lesson emphasis:	moving fast, moving slow

---

### Warm-up

Circle various parts of the body such as hips, ankles, knees, head and shoulders.

Stretch and curl.

Travel around making large and small circles.

### Main activity

Choose appropriate music

- 1 Stretch and curl slowly with whole body or individual body parts.
- 2 Sway in different directions very slowly, high and low.
- 3 How can you travel to fast music (skip, jump, leap, hop but no running). Always stay in good spaces.
- 4 On the spot, spin around fast on different body parts such as tummy, feet, back and bottom.

### Climax

Children should combine a fast travelling action and a fast spinning action.

Combine travel — spin — stop.

Combine stretching, curling and swaying in different directions.