

**BBC**

Education Scotland



# **HOP, SKIP and JUMP**

**Spring 2007**

Tuesdays 03.45–04.00

*9 January to 20 March*

BBC Radio 4 digital (terrestrial, cable, satellite)

Programmes in this series may be purchased on CD.

Contact BBC Schools Broadcast Recordings, telephone 08701 272 272.

They are also available on demand on the BBC website for seven days post-transmission.

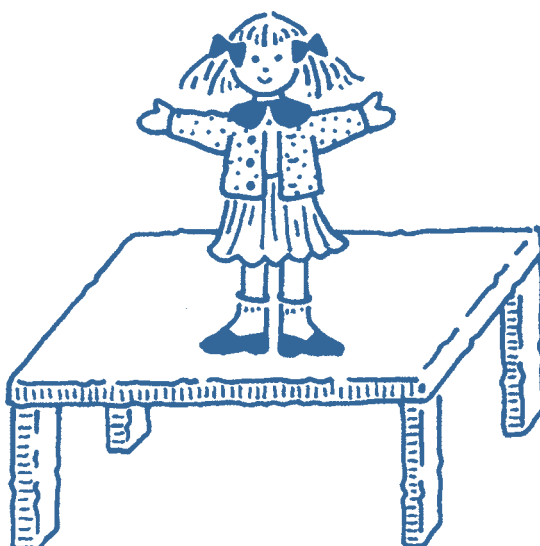
Published at the request of the Educational Broadcasting Council for Scotland.

© This publication contains copyright material: permission has been obtained for its contents to be copied or reproduced for use in schools and colleges.

# Hop, Skip and Jump

Spring 2007

Introduction	3
Forward plans	5
Programme One <b>What bear likes best</b>	8
Programme Two <b>Frog and the stranger</b>	11
Programme Three <b>Two left feet</b>	14
Programme Four <b>The thing that bothered Farmer Brown part 1</b>	17
Programme Five <b>The thing that bothered Farmer Brown part 2</b>	19
Programme Six <b>Nobody laughs at a lion</b>	21
Programme Seven <b>Fidgety fish</b>	24
Programme Eight <b>I don't want to have a bath</b>	26
Programme Nine <b>Princesses are not quitters part 1</b>	28
Programme Ten <b>Princesses are not quitters part 2</b>	31



## Introduction

Welcome to the Spring 2007 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:

*What bear likes best* by Alison Ritchie and Dubravka Kolanovic (Little Tiger Press)

*Frog and the Stranger* by Max Velthuijs (Andersen Press)

*Two left feet* by Adam Stower (Bloomsbury)

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

*Nobody laughs at a lion!* by Paul Bright, illustrated by Matt Buckingham (Little Tiger Press)

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

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

*Princesses are not quitters* by Kate Lum, illustrated by Susan Hellard (Bloomsbury)

## 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:</p> <ul style="list-style-type: none"> <li>– show an ability to engage in physical activity which raises the heart rate</li> <li>– sustain energetic activity for a period of time</li> <li>– be able to say how the body feels after such activity</li> <li>– describe some effects of exercise on the body</li> </ul> <p><b>Using the body</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>– perform a range of different actions, such as running stretching and balancing with some control of body weight</li> <li>– begin to combine and link simple actions together</li> <li>– be able to share space when performing actions</li> <li>– begin to show contrasting qualities in movement (fast/slow, light/heavy)</li> </ul>	<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><b>Programme 9: Princesses Are Not Quitters 1</b></p> <ul style="list-style-type: none"> <li>– jumping into all the spaces in the room. Rushing around room reaching high and low to collect fruit.</li> </ul> <p><b>Programme 10: Princesses Are Not Quitters 2</b></p> <ul style="list-style-type: none"> <li>– rushing around room on tiptoes. Stop and put hand on your tummy watching as it moves in and out as you breath. Awareness of how breathing changes before and after rushing around.</li> </ul> <p><b>Programme 3: Two Left Feet</b></p> <ul style="list-style-type: none"> <li>– stand on one leg and balance. Hop into the spaces, wiggle fingers, flap arms.</li> </ul> <p><b>Programme 5: The thing that bothered Farmer Brown 2</b></p> <ul style="list-style-type: none"> <li>– run and then freeze with your body at different levels.</li> </ul> <p><b>Programme 6: Nobody Laughs at a Lion</b></p> <ul style="list-style-type: none"> <li>– run into spaces then freeze, walk on hands and feet, stretch legs and take wide steps.</li> </ul> <p><b>Programme 7: Fidgety Fish</b></p> <ul style="list-style-type: none"> <li>– run, jump and leap around the room. Share spaces with others and wait your turn.</li> </ul>	<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><b>Investigating and developing fitness:</b></p> <ul style="list-style-type: none"> <li>– show an ability to sustain activity for short intervals and explain how the body feels as a result of exercise.</li> </ul> <p><b>Using the body:</b></p> <ul style="list-style-type: none"> <li>– be able to share space and show awareness of others.</li> <li>– show some control and body awareness in performing simple actions.</li> <li>– show contrasts in the quality of movement – fast/slow, strong/light, high/low.</li> </ul>

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

**Programmes 1–10** (continued) Attainment outcome focus: PE – all strands English language – listening Level A

Strands	Pupil experience: what pupils should learn	Resources	Assessment
<p><b>Applying skills</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>– use single actions or a series of single actions appropriate to simple given tasks</li> <li>– recall and repeat with some accuracy single actions or a series of single actions</li> <li>– 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</li> </ul> <p><b>Creating and designing</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>– create simple actions and sequences in response to given tasks</li> <li>– express ideas and feelings through simple sequences of movements</li> <li>– show simple structuring in starting and finishing</li> </ul> <p><b>Co-operating, sharing, communicating and competing</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>– co-operate with others in sharing space and equipment</li> <li>– show their movement ideas to others and respond to simple movement signals given by others</li> <li>– share ideas and work co-operatively with a partner and in small groups to fulfil tasks</li> <li>– participate in simple competitive situations</li> </ul>	<p><b>Programme 1: What Bear Likes Best</b></p> <ul style="list-style-type: none"> <li>– make a sequence using different stretches. Repeat the sequence. Shake your shoulders and your bottom.</li> </ul> <p><b>Programme 2: Frog and the Stranger</b></p> <ul style="list-style-type: none"> <li>– kneeling down, use hands to flicker like flames. Jump then crouch and make your body like the flames.</li> </ul> <p><b>Programme 5:</b> <b>The thing that bothered Farmer Brown 1</b></p> <ul style="list-style-type: none"> <li>– run into spaces then freeze like statues. Take long, slow steps then stay still, yawn and stretch.</li> </ul> <p><b>Programme 5:</b> <b>The thing that bothered Farmer Brown 2</b></p> <ul style="list-style-type: none"> <li>– create a sequence of three snaps and three stamps. Snap at different levels then repeat the sequence as you travel around the room.</li> </ul> <p><b>Programme 6: Nobody laughs at a Lion</b></p> <ul style="list-style-type: none"> <li>– try moving in different ways, wearing heavy shoes, walking through syrup. Now listen to the music and think how you should move to that type of music.</li> <li>– lead with different parts of your body, how does this change the way you move around?</li> </ul> <p><b>Programme 9: Princesses Are Not Quitters 1</b></p> <ul style="list-style-type: none"> <li>– can you create different ways of jumping in, around and over the equipment?</li> </ul> <p><b>Programme 10: Princesses Are Not Quitters 2</b></p> <ul style="list-style-type: none"> <li>– find a partner, face each other and take hands. Now can you both create a happy dance?</li> </ul> <p><b>Programme 2: Frog and The Stranger</b></p> <ul style="list-style-type: none"> <li>– animal fire dance. Whole class dance with different groups. Flicker like the fire then scamper. Groups take turns running in and out of the circle.</li> </ul> <p><b>Programme 7: Fidgety Fish</b></p> <ul style="list-style-type: none"> <li>– with a partner touch hands together and make different starfish shapes.</li> <li>– in groups take turns to find different ways of travelling, rolling and jumping over benches and mats.</li> </ul> <p><b>Programme 8: I don't want to have a bath</b></p> <ul style="list-style-type: none"> <li>– find a partner and wriggle together high and low. Follow and copy your partner's elephant stomp. Now follow another partner.</li> </ul>		<p><b>Applying skills:</b></p> <ul style="list-style-type: none"> <li>– link basic actions in response to a simple task. Recall and repeat simple sequences of movement.</li> <li>– further develop the awareness of absolute stillness and changes of speed.</li> </ul> <p><b>Creating and designing:</b></p> <ul style="list-style-type: none"> <li>– show moods and feeling to portray characters and stories.</li> <li>– show a start and finish position in simple sequences.</li> </ul> <p><b>Co-operating, sharing, communicating and competing:</b></p> <ul style="list-style-type: none"> <li>– observe and react to partner or opponent's movements.</li> <li>– show matching and following</li> <li>– share space and equipment with others</li> </ul>

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

**Programmes 1–10** (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"> <li>– observe simple actions, describe some features of these and offer some personal response at a simple level.</li> <li>– 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</li> </ul>	<p><b>Programme 1: What Bear Likes Best</b></p> <ul style="list-style-type: none"> <li>– whole class in a circle. One person shows stretching sequence. Rest of class now copy the sequence and say what they liked and why.</li> </ul> <p><b>Programme 3: Two Left Feet</b></p> <ul style="list-style-type: none"> <li>– half the class make favourite statue; others observe. Which statues did you like best and why?</li> </ul> <p><b>Programme 4: The thing that bothered Farmer Brown I</b></p> <ul style="list-style-type: none"> <li>– buzz all over the floor — high, low, twisting and turning. Other children observe. Repeat often; ask children to look for different speeds, levels and use of different body parts.</li> </ul>		<p>Observing, describing and responding</p> <ul style="list-style-type: none"> <li>– use question and answer to show an understanding of the body and the contrasting qualities of movement.</li> </ul>

## Programme One **What bear likes best**

— Transmission date 9 January 2007

### Story outline

There are lots of things that Bear likes to do, such as lying on his favourite hill top, digging holes, splashing in water, scratching his back against a tree trunk and swinging between branches. He's disappointed that all his friends are busy, because the one thing he likes to do best of all is to play with them.

### Warm-up box

- ➔ Find a space.
- ➔ Kick legs out to the left and right.
- ➔ Stand with feet apart and **shake** shoulders.
- ➔ **Shake** shoulders and bottom.
- ➔ Sit down and listen.

### Story box

- ➔ Curl up as small as possible.
- ➔ Roll on to back, then on to front, rolling over and over.
- ➔ Stand up.
- ➔ **Reach** down to the ground and **dig** a hole.
- ➔ Repeat **digging**.
- ➔ Kick legs out to the left and right, **splashing** in the water.
- ➔ Repeat **splashing** in the water.
- ➔ **Shake** off water.
- ➔ Sit down and listen.
- ➔ **Leap** from one stepping stone to another.
- ➔ Repeat **leaps**.
- ➔ **Shake** shoulders and bottom.
- ➔ Sit down and listen.
- ➔ Stand up.
- ➔ **Reach up** one hand then the other to **swing** round the room.
- ➔ Sit on floor and listen.
- ➔ Stand up and take little bear **skips** around the room.
- ➔ **Skip** happily around the room.

## Join-up box

- ➔ Stand up.
- ➔ Dig with hands.
- ➔ Splash and kick in the water.
- ➔ Leap between stepping stones.
- ➔ Shake shoulders to scratch back.
- ➔ Swing in and out of good spaces.

## Follow-up suggestions in class

- What are your favourite activities at school, with your parents, with your brothers or sisters, with your friends?
- What games do you enjoy playing that involve a lot of exercise? When do you get out of breath when you are playing with your friends?
- What are the best clothes to wear when you are running around, playing games and doing sports and why?

## PE LESSON

5–14 strands:	Using the body; Applying skills; Creating and designing.
PE Link with programme:	Reaching and stretching.
Aim:	Body awareness
Lesson emphasis:	Stretching, copying, responding to signals given by others.

## Warm-up

Play 'Tunnel Tag' to warm up muscles. When someone is caught they must stand with their legs apart so that another pupil can free them by crawling through their legs.

Gather the whole class into a big circle, with everyone holding hands. Ask each person to step in a few paces to make a small circle, then slowly see how big the circle can become with everyone stretching out their arms, but still holding hands. You can stand in the centre of the circle and pretend to blow up a big balloon. Each time you puff, the class takes another step outwards.

Ask the pupils to identify which parts of their body had to stretch the most.

Sing 'Heads and Shoulders, Knees and Toes' using the actions to increase flexibility.

## Main activity

Keep the class in a circle. Stretch up right arm, fingers pointing to the ceiling, then left arm. Stretch both arms out to the sides for balance, then tap toes, first right foot then left — out in front, to the side and behind.

Ask the class what other parts of the body can stretch — you can make wide faces, spread fingers, tilt the head to one side to stretch the neck, touch your toes, stick out your tongue...

Remaining in a circle, ask one person to show a short sequence consisting of a few clear stretches, one after the other, making sure they are big and well defined. Everyone else must copy and follow this person's lead. You might like to demonstrate yourself first.

## Climax

Play 'Guess the Leader'. Ask for a volunteer to stand with their back to the class whilst the rest decide who the leader of the stretches will be. Once decided, the volunteer stands in the middle of the circle and tries to guess who the leader is. They have three guesses.

## Cool down

Everyone lies down on the floor with their eyes closed, not opening them until they are tapped on the toe. Tap one pupil on the toes, this pupil then chooses another and taps them on the toes before going to line up at the door. Continue with one pupil selecting another. The objective is to do this as quietly as possible. The final person should be surprised that they are last!

## Programme Two **Frog and the stranger**

— Transmission date 16 January 2007

### 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 Three **Two left feet**

— Transmission date 23 January 2007

### Story outline

Rufus is a monster who loves to dance, only he's not very good at it. Every evening Rufus and his monster friends dance at a disco. Each monster has their own special way of dancing, for example flapping, flying, fluttering or twisting the night away. Unfortunately Rufus has two left feet and it's not until he meets Maddie who has two right feet that he finds the perfect dancing partner. And one night, to everyone's amazement, they win a dancing competition.

### Warm-up box

- ➔ Find a space.
- ➔ Stand on one leg, **stretch** out arms to balance.
- ➔ **Hop** on the spot.
- ➔ **Bend** knees and **twist** bottom from side to side.

### Story box

- ➔ **Hop** to the left, right, forwards and backwards.
- ➔ **Hop** on the other leg, left, right, forwards and backwards.
- ➔ Hold out hands and **spread** fingers wide.
- ➔ **Wiggle** fingers.
- ➔ **Flap** arms up and down.
- ➔ Repeat **flapping**.
- ➔ **Fly** and **flutter** around the room.
- ➔ **Swing** bottom side to side, **twist** low and high.
- ➔ **Walk** round in circles, and **collapse** onto floor.
- ➔ **Jump** to feet and **find a partner**.
- ➔ **Stand face to face** with partner.
- ➔ **Skip** round one way with partner, then the other.

### Join-up box

- ➔ **Hop** left, right, forwards and backwards.
- ➔ **Wiggle** long fingers.
- ➔ **Flap** arms up and down.
- ➔ **Fly** and flutter around the room.
- ➔ **Twist** from side to side.
- ➔ **Find a partner**.
- ➔ **Skip** round one way with partner and then the other.

## Follow-up suggestions in class

- Rufus and Maddie became the best dancers and won the competition because they helped each other. Encourage the class to think about the times when they work in pairs or small groups.
- What things are easier when you have someone to help you?
- What things can you do that would help someone else out?
- Make a list at the beginning of the week of things that pupils would like to do that would help someone else. Look at the list at the end of the week to see what has been achieved and praise efforts.

## P E LESSON

5–14 strands:	Using the body; Co-operating, sharing, communicating and competing
P E Link with programme:	Balancing & co-operating
Aim:	Find different ways to balance and develop communication skills.
Lesson emphasis:	Listening, responding, co-operating and observing.

## Equipment

Beanbags

## Warm-up

A good warm-up for this lesson is to play musical statues. Play some music that is fast and energetic and instruct the children to skip around the room. When you stop the music, they should freeze as still as a statue. Inspect the statues to check they are not moving.

Each pupil tries to balance a beanbag on different parts of the body. For example, on the top of the head, on a knee, a shoulder, elbow, on their back as they lean forward.

## Main activity

Space the beanbags on the floor around the room and instruct the children to move in and out of good spaces between them. When you call out a body part they must find a beanbag as quickly as possible and hold a still pose with that part of the body touching the beanbag. Give a signal such as 'go' or bang a drum to get them moving again. Encourage fast moving and still poses.

Play 'People to People'. Everyone stands with a partner and waits for you to call out two body parts, for example, head to head, elbow to knee, hand to shoulder. Each pair must negotiate a still statue with these body parts touching. Ask for three or four versions, then call out 'People to People' — on this command, everyone finds a new partner.

## Climax

Play a version of 'People to People' where everyone has to balance on one foot whilst creating the still statue. Ask half the class to make their favourite statue and the rest of the class to observe how still each pair can be, then swap over statues and viewers.

**Cool down**

Everyone stands in their own space and stretches as high as they can towards the ceiling. They then bring their arms down very slowly, all the way to touch the floor. Do this three times requesting each time that the movement is even more slow and precise than the last time.

## Programme Four

# The thing that bothered Farmer Brown Part I

—Transmission date 30 January 2007

### 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 6 February 2007

**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 onto toes. **Step onto 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 **Nobody laughs at a lion!**

—Transmission date 20 February 2007

### Story outline

Pa Lion liked to boast that he was king of the jungle and that he was the best at everything. In the story he shows off to Ma Lion trying to prove that he is the best at running fast, climbing trees, creeping through long grass and using his strength to push down small trees. Cheetah, Monkey, Snake and Elephant laugh at Pa Lion trying to do the things they are actually best at. This makes him angry. Eventually though, Pa Lion finds out what no one else can do as well as he can — roar!

### Warm-up box

- ➔ Find a space.
- ➔ Run between one good space and another.
- ➔ Freeze on the spot.
- ➔ Run between good spaces.
- ➔ Tiptoe very quietly.
- ➔ Reach down, place hands on the floor and take slow heavy steps.
- ➔ Sit down.

### Story box

- ➔ Stand up.
- ➔ Run between good spaces.
- ➔ Freeze.
- ➔ Run with big wide steps, **stretching** out legs.
- ➔ Creep slowly and quietly.
- ➔ Repeat **creeping**.
- ➔ Slither arm from side to side and **hiss** like a snake.
- ➔ Walk on hands and feet taking big, heavy, slow steps.
- ➔ Roar like a lion.
- ➔ Turn and face someone near and **roar** together.
- ➔ Stand up.

### Join-up box

- ➔ Run in and out of good spaces.
- ➔ Run with big wide steps.
- ➔ Tiptoe softly.
- ➔ Slither arm from side to side and **hiss** like a snake.
- ➔ Walk on hands and feet, taking **slow, heavy steps**.

## Follow-up suggestions in class

- Can you think of other animals you know about and say what they are best at?
- Create a zoo collage made up of paintings or drawings of the animals that individual pupils like the most and use captions that express their knowledge of the way that animal moves.
- With the whole class in a circle play a memory and movement exercise. The story starts, 'When I went to the zoo I saw...' Go round the circle with each pupil adding a new animal and showing a movement to represent what that animal is best at. Encourage the children to use sounds too. After the pupil demonstrates the action, everyone else copies. Ask each new child to remember the sequence that's come before him or her and following this, to add their animal.

## P E LESSON

5–14 strands:	Applying skills; Creating and designing.
P E Link with programme:	Varying the quality of movement.
Aim:	Explore contrasting movements.
Lesson emphasis:	Responding imaginatively.

## Warm-up

Ask the class to remember the different ways the animals moved in the story and to show them on the spot. Next ask them what other animals they can think of and how they move. Take suggestions and ask everyone to try out the new animals.

## Main activity

Explore different ways to move — first line the class up at one end of the room. Ask them to move from one end to the other in different ways, for example,

- wearing heavy shoes
- on tiptoes very quietly
- as though in a walking race
- walking through syrup
- across hot stones.

Alternatively play contrasting pieces of music and ask for interpretations. 'What kind of movement does this music suggest?'

Ask the pupils to stand in their own space whilst you demonstrate how to move if a certain part of your body is leading. For example, if your nose leads then walk as though there is a string attached to your nose pulling you along. Also try leading with hands, forehead and bottom to go backwards. The children then move in and out of good spaces discovering how this focus changes the way they move their whole body.

## Climax

Play Grandmother's footsteps. One pupil stands with their back to the rest of the class. The class must creep towards the Grandmother, but freeze when she turns around. If she catches anyone moving they must return to the start. Add an extra rule — that the children must move in one of the ways they have tried earlier in the lesson.

## Cool down

The pupils stand in a circle with you in the middle. Turn yourself on the spot to face and make eye contact with each individual. As you do they must copy the movement you make. Start by stamping your feet, when you have progressed all the way round, change your movement to clapping your hands, the next time rubbing hands together and finally fold your arms.

## Programme Seven **Fidgety Fish**

— Transmission date 27 February 2007

### 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 6 March 2007

### 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 wash 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/co-operating, sharing, responding and observing
P E link with programme:	Creating/designing using programme actions
Aim:	Co-operation
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 **Princesses are not quitters** Part I

—Transmission date 13 March 2007

### Story outline

Three princesses lived in a palace by the sea. One day, when they were sitting in the garden watching their servants working, they decided this looked much more fun than being princesses. The three sisters told Mrs Blue the housekeeper to give them a list of all the jobs the servants did around the palace. The princesses are surprised to find the work so tiring but manage to get the list of tasks done, unaware that there are more jobs to come.

### Warm-up box

- ➔ Find a space.
- ➔ Curl up as tiny as possible.
- ➔ Roll on to back and stretch as wide or as long as possible.
- ➔ Stand up.
- ➔ Jump around room, legs together.
- ➔ Stand still and listen.
- ➔ With feet on floor stretch high above head with one arm then stretch high with other arm.
- ➔ Stand still and listen.

### Story box

- ➔ Jumping legs together.
- ➔ Jump land with squishy knees.
- ➔ Sit down and listen.
- ➔ Stand up. Climb using arms and legs. When music changes reach high to dust corners.
- ➔ Stand still and listen.
- ➔ Painting a giant wall. Wide, high and low movements with arms and body.
- ➔ Repeat above with brush in each hand this time.
- ➔ Stand still and listen.
- ➔ Slow steady walking carrying water. When music changes wash like the dogs.
- ➔ Shake water off body and sit down.
- ➔ Running; reaching high and low.
- ➔ Repeat running as fast as possible with no bumping into anyone.
- ➔ Sit down and listen.

## Join-up box

- ➔ **Stand up. Jumping**, legs together land on squishy knees.
- ➔ **Climbing ladders, reaching above head to dust corners.**
- ➔ Painting wall **stretching high and low** with arms and body.
- ➔ **Slow steady walking** then washing.
- ➔ **Running** and reaching high and low to collect fruit.
- ➔ **Lie down on your back.**

## Follow-up suggestions in class

- Think about all the jobs you do to help at home or in the classroom.
- Find a partner and tell them which are your favourite ones. Tell them why you like them so much. Are there any jobs that you find quite tricky? Do you still try or are you a quitter?
- Do you think you would like to be a princess, a prince or a servant?
- Draw a picture of you doing your favourite job.

## P E LESSON

5–14 Strands:	Using the body, Creating and designing, Co-operating, sharing, communicating and competing.
P E link with programme:	Good technique when jumping, landing and stretching
Aim:	To create different jumps, stretches and travelling movements across, along, over, and off equipment
Lesson emphasis:	Jumping, travelling and observing ideas of others.

## Equipment

Any or all of these and similar items:

benches, mats, hoops, spots, ropes, cones, mini hurdles

## Warm-up

Moving around room travelling in different ways. The teacher should choose the actions initially, then children should use their own ideas. Possible actions include hopping, skipping, rushing, tiptoes, stamping and creeping.

## Main activity

Place different equipment stations around the room. Split the children into groups.

At each station children should create different ways of jumping and travelling over, along, across and off the apparatus or obstacles. They should stretch their whole body to emphasise different body shapes

Each group has five minutes at each station before moving on. (Extend this if time allows.)

Examples of station layouts might include the following.

- **Spots on ground.** (Hop, jump two feet to two feet, one foot to the other etc.)
- **Benches and mats.** (Bunny jump across or along bench. Hop along, jump off or over, slide along, roll off etc.)
- **Skipping ropes spread out on floor.** (Children run around and try to find different ways of jumping over the ropes. Make different shapes in the air, such as spiky, round, wide etc.)
- **Skittles with cones, ropes, poles etc just above the ground.** (Children run and jump over the cones and mini hurdles.)

## Cool down

Lie on your back and close your eyes. Curl your legs into your body as tightly as you can and cuddle your knees. Now stretch out your legs again and make your body as long and thin as you can.

Now lie on your tummy. Can you make wide, thin and round shapes with your body?

## Programme Ten **Princesses are not quitters** Part 2

—Transmission date 20 March 2007

### Story outline

In the final part of our 'Princesses Are Not Quitters' story we join the princesses as they continue to be servants for the day. In today's story the princesses still have to make bread, collect eggs and scrub the pots. The princesses are so tired, their hands and bodies hurt from all their hard work and yet they still do not quit. They decide that servants work too hard, so they make some new rules, which mean the palace servants have much more free time and lots more fun!

### Warm-up box

- ➔ With the music **find a space**.
- ➔ **Stretch arms as wide then as high as possible**.
- ➔ **Stand still** and listen.
- ➔ **Walking with high knees** around room.
- ➔ **Stand still** and listen.
- ➔ **Rush** around room **on tiptoes**. **Head up** look where you are going.
- ➔ **Stand still and listen**.
- ➔ **Breathing** in and out, **hand on tummy**.
- ➔ **Sit down** and listen.

### Story box

- ➔ **Kneel down to scrub pots**. When music changes, **pick up buckets and throw out water**. (Repeat.)
- ➔ **Kneeling**, pull, stretch and roll dough. **Stretch arms high and wide**.
- ➔ **Stand up**. **Rush** around room collecting eggs. **On tiptoes head up**.
- ➔ **Sit down**.
- ➔ **Walk** around room. When music changes, **blow** out candles. (Repeat.)
- ➔ **Stand still** and listen.
- ➔ **Climbing stairs slowly, high knees**.
- ➔ Repeat **climbing**; use **arms** to help balance. **Crumple** on floor when music stops.
- ➔ **Lie very still**.
- ➔ **Stand up**. **Find a partner**.
- ➔ **Face partner, take hands** and **dance** a happy dance.
- ➔ **Sit down** and have a rest.

## Join-up box

- ➔ On knees scrub pots, throw away water.
- ➔ Kneeling, pull, stretch and roll dough.
- ➔ Rushing on tiptoes, head up.
- ➔ Walking and blowing out candles.
- ➔ Climbing stairs slowly with high knees.
- ➔ Find a partner, face each other and dance a happy dance.

## Follow-up suggestions in class

- Draw a picture of you and your partner doing your happy dance.
- What is your favourite song to dance to? Think about your favourite music, is it fast or slow?
- What type of animals do you think would move to fast rushing music? What about slow plodding music? What type of animals can you think of that would move slowly?

## P E LESSON

5–14 Strands:	Using the body, Investigating and developing fitness, Co-operating, sharing, communicating and competing.
P E link with programme:	Moving quickly to collect objects, breath awareness.
Aim:	Working as a team to collect objects.
Lesson emphasis:	Ready position when waiting, head up when running, collect object with accuracy and speed.

## Equipment

Hoops, small cones or markers, bean bags and balls (for 'eggs'). If there are not enough balls use bean bags or a mixture of any small equipment.

## Warm-up

### Beanbag relays

Arrange children in teams. One person runs round cone then passes the bean bag to the next person in the team. Vary the relays in different ways, such as running a slalom in and out of cones, running and placing a bean bag in a hoop for the next person to retrieve and bring back, sliding the bean bag back to the team, balancing the bean bag on the head when running and so on.

## Main activity

### Steal the eggs

Split the children into four teams (more if you have a large class and space allows). Teams stand in the corners of the room, in a line facing the centre, with one hoop at the side of the team.

In middle of hall are hoops with lots of 'eggs' in them. On the command 'go', one child from each team runs in, steals one egg from the hoop and returns it to the hoop beside their team. Then the next person in the team does the same. When no eggs are left in the middle of hall, the team with most eggs in their hoop is the winner. You can also play the game in reverse. Give every team the same number of eggs in their team hoop and the first team to empty their hoop is the winner.

### Teaching points

When waiting, children should be on their toes ready to run when it is their turn. When running they should look ahead, and they should keep their head up when collecting equipment from hoop.

If space permits and the class are able, the following changes to the game are great fun.

- Start the game as before, but when teacher calls 'steal' on your turn, you can now steal from other teams' hoops rather than just from the middle of the hall.
- If the teacher calls 'everybody steal', all the children run around at same time stealing eggs from any hoop they like. (This can be quite chaotic, but if done safely with a good class it can be fantastic fun and the children love it.)
- Always remind children that they can only ever return one thing at a time before they try to steal again. They do try to take more!
- This game also gives the children a good chance to practise counting, as they need to count how many pieces of equipment are in their hoop each time.

## Cool down

After rushing around during last game, children should lie down, put their hand on their chest and feel their heart beating. They will feel their heart slowing down as they lie still and take deep breaths.

Try sitting, standing, lying and so on while balancing bean bags on different parts of the body.