



Learning Scotland



# HOP, SKIP and JUMP

Spring 2008

Tuesdays 03.45–04.00

*8 January to 11 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.

## Curriculum for Excellence

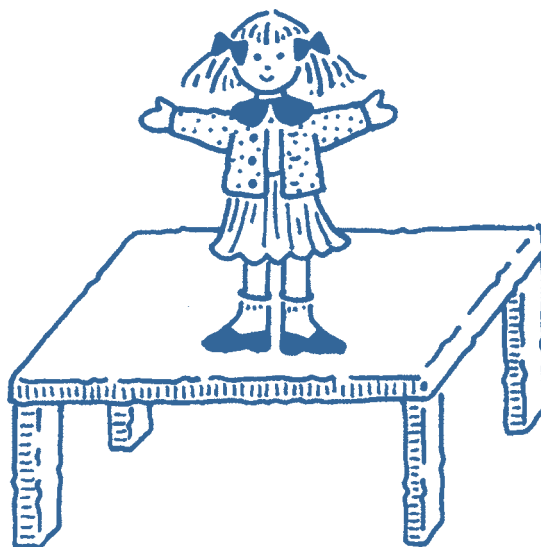
While notes for programmes conceived within the 5–14 framework have retained some of their original format, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors. Curriculum for Excellence places a strong emphasis on the development of literacy. Children listen and become motivated to communicate their feelings and needs through talking, writing and appropriate play-based activities. Hop, Skip and Jump actively promotes this opportunity to enhance children's enjoyment of their own and other cultures through language.

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# Hop, Skip and Jump

Spring 2008

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## Introduction

Welcome to the Spring 2008 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.

## 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:

*Pig Trouble* by Werner Farber (Puffin Books)

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

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

*Alex and the Baby* by Mary Dickinson (Walker Books)

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

*Paddiwak and Cosy* by Berlie Doherty (Hodder)

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

*Tattybogle* by Sandra Horn (Andersen Press)

*Frog is Frightened* by Max Velthuijs (Andersen Press)

*The Train Ride* by June Crebbin (Walker Books)

## Programme One **Pig Trouble**

—Transmission date 8 January 2008

### Story outline

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

### Warm-up box

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

### Story box

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

### Join-up box

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

## Follow-up suggestions in class

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

## P E LESSON

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

## Warm-up

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

## Main activity

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

## Climax

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

## Programme Two **Red fox on the move**

— Transmission date 15 January 2008

### Story outline

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

### Warm-up box

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

### Story box

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

## Join-up box

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

## Follow-up suggestions in class

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

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

## PE LESSON

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

## Warm-up

In twos, one behind the other, run fast.

Change over so the other person is leader.

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

## Main activity

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

## Climax

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



## Programme Three **The animals of Farthing Wood: fire**

— Transmission date 22 January 2008

### Story outline

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

### Warm-up box

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

### Story box

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

## Join-up box

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

## Follow-up suggestions in class

Which birds do you see in the garden or park?

Put a bird table outside your classroom.

How safe is your journey home from school?

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

## PE LESSON

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

## Warm-up

Standing – crouch and stand again and again.

Teachers should join in and gauge the number of repetitions.

## Main activity

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

## Climax

Lay out apparatus.

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

*or*

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

Encourage the less fit. Discuss diet where appropriate.

## Programme Four **Alex and the baby**

— Transmission date 29 January 2008

### Story outline

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

### Warm-up box

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

### Story box

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

### Join-up box

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

## Follow-up suggestions in class

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

## PE LESSON

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

## Warm-up

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

## Main activity

Working in twos:

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

## Climax

Combine the above to make a rhythmic dance.

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

## Programme Five **Lazy Daisy**

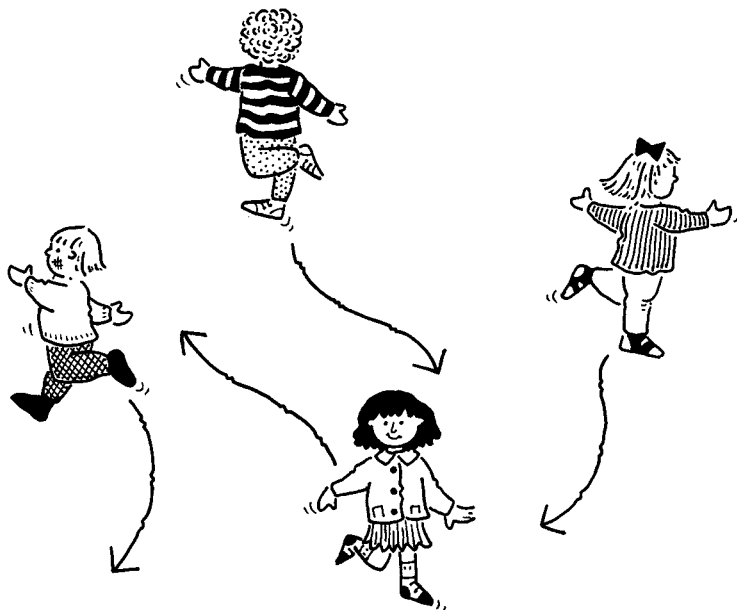
— Transmission date 5 February 2008

### 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, meow, 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

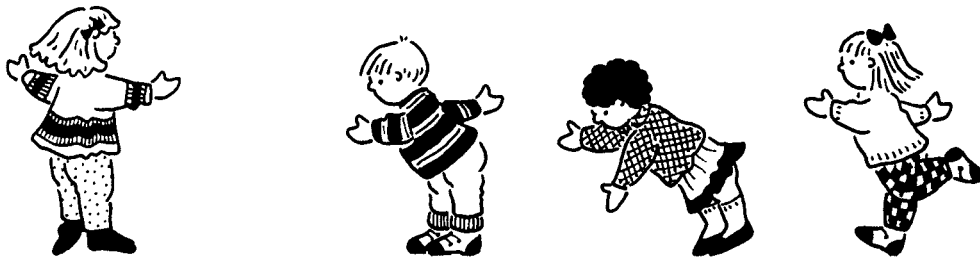
Prowl high and low; then fast and slow.

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 Six **Paddiwak and Cosy**

— Transmission date 12 February 2008

### 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?

## PE Lesson

5–14 Strands:	using the body, cooperating
PE 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

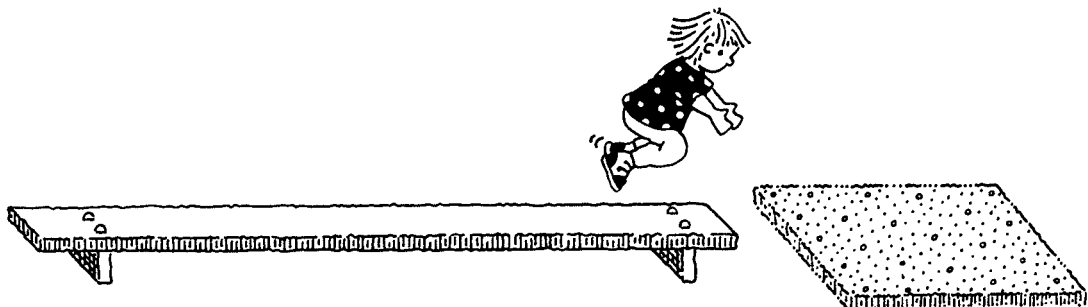
- 1 Travel over the floor jumping from one foot to land on the same foot. This is actually hopping, but children should work it out. Travel gently so that you can feel when you touch the floor and when you do not.
- 2 Hop on one foot then the other — skipping. Demand quality as in Activity 1.
- 3 Jump 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 Seven **Is that what friends do ?**

— Transmission date 19 February 2008

### 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.

## PE 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 Eight **Tattybogle**

— Transmission date 26 February 2008

### Story outline

Tattybogle is a scarecrow who loves to dance in the sunshine. In autumn a strong wind comes, whips off all his clothes, and blows him into the ground by the hedge. He remains a stick until the following spring, when he grows fresh leaves. How happy he feels then!

### Warm-up box

- ➔ Find a space.
- ➔ Skip around the room.
- ➔ Stop, stay still.
- ➔ Skip again, with your knees up high.
- ➔ Crouch and spring up, like a frog.
- ➔ Spring like frogs, with your hands up high.
- ➔ Sit down and listen.

### Story box

- ➔ Lie on your back, hug your knees and rock forwards and backwards.
- ➔ Tuck your knees right up, rock and finish standing.
- ➔ Fly, then stop still and straight.
- ➔ Sit down and listen, then stand up.
- ➔ Float and sink like snowflakes.
- ➔ Lie down and roll sideways.
- ➔ Tuck up small, then stretch and grow.
- ➔ Stamp your feet down to splash in the puddles.
- ➔ Shake off the water and listen.
- ➔ Skip.
- ➔ Sit down.

## Join-up box

- ➔ Fly and stop.
- ➔ Float and sink.
- ➔ Roll away!
- ➔ Slowly stretch and grow.
- ➔ Skip.
- ➔ Repeat flying and stopping, floating and sinking, rolling, stretching and growing, and skipping.
- ➔ Lie down and relax.

## Follow-up suggestions in class

- ‘Tattycogle’ is the Scots word for a scarecrow. Do your parents ever call you by a different name from the one they gave you?
- What do you think you could make out of sticks of wood? Maybe you could bring in some small branches to school and try making things.

## P E LESSON I

5–14 strands:	Using the body, applying skills
P E link with programme:	Actions of scarecrow
Aim:	Body management
Lesson emphasis:	Use of back

## Warm-up

Be a scarecrow stuck in the mud, and blowing in the wind — swaying, twisting, bending forwards, backwards, sideways, arching backwards, high and low. Stop when you are really tired, then start again.

## Main activity

- 1 Spring like a frog — be-doink, be-doink, be-doink! Try three forwards springs, three sideways, three backwards, then three sideways.

Do this as a class activity. Observe the more able and the less able children.

- 2 Start crouching down. The sun comes out, so grow, stretch, and twirl in the sun.
- 3 Skip around the room, like a scarecrow. It rains. As your clothes get drookit, hang heavy and limp close to the floor. Repeat.

## Climax

### Frog dance

- 1 Get into three groups – *Frogs*, *Sunny group*, and *Rainy group*.
- 2 Frogs — start the dance: spring over the floor, in and out of the Sunny and Rainy groups.  
Sunny group — crouch down.  
Rainy group — stand still.
- 3 Sunny group — grow, stretch and twirl.  
Frogs — hide.  
Rainy group — stand still.
- 4 Rainy group — dance gently around the Frogs and the Sunny group, then touch them gently.  
Frogs and Sunny group — become drookit and heavy and move close to the floor.
- 5 On a given signal:  
Sunny group — grow, stretch and twirl.  
Frogs and Rainy group — stretch out in the sunshine at different levels and in different directions.

Repeat as desired. Use percussion or simple music to help the children with this dance.

Let the children swap groups, so that they can try out all the roles.

## P E LESSON 2

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5–14 strands:	Investigating and developing fitness
P E link with programme:	Actions in the scarecrow story
Aim:	Maintaining mobility
Lesson emphasis:	Use of back

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### Warm-up

Crouch down, then stand up.

Continue this as long as the children are able to keep going.

### Main activity

- 1 Lie down. Hug your knees, and rock and roll backwards and forwards.
- 2 Using your arms, fly and whirl all over the floor until you are completely out of breath. Then repeat!
- 3 Rush over to an imaginary puddle on the floor. Stamp your feet to splash everyone, then splash with your hands, beating them on the floor.

### Climax

- 1 All — fly and whirl around the room.
- 2 As you become exhausted, find a space and lie down. Rock and roll gently at first, then roll up on to your feet.
- 3 Splash in the puddles with your feet and then with your hands.

## Programme Nine **Frog is frightened**

— Transmission date 4 March 2008

### Story outline

Frog was frightened one night because he thought he heard a ghost under his bed, so he ran to Duck's house. But Frog and Duck were frightened when they heard scratching on Duck's roof, so they went to Pig's house. Frog, Duck and Pig were frightened when they heard Hare knocking on Pig's door. And Hare said that he was sometimes frightened too – everyone is frightened sometime!

### Warm-up box

- ➔ Find a space.
- ➔ Jump like a frog. Start crouched down, ready to spring up.
- ➔ Frog jump to a space, then stretch out on the floor.
- ➔ Lie still.
- ➔ Roll over sideways. Keep stretched out.
- ➔ Stop and sit up.

### Story box

- ➔ Stand up.
- ➔ Run, looking for spaces, and changing direction as you go.
- ➔ Sit down and listen.
- ➔ Stand up and sway in the wind.
- ➔ Stand still and listen.
- ➔ Curl up small.
- ➔ Roll over sideways. Stay tucked up small.
- ➔ Lie still and listen.
- ➔ Crouch down, then reach your hands forward on the floor, and spring your feet in to meet your hands.
- ➔ Do bunny jumps.
- ➔ Rest.
- ➔ Make twisted shapes.
- ➔ Find a partner.
- ➔ Join both hands with your partner, and skip.
- ➔ Sit down and rest.

## Join-up box

- ➔ Run.
- ➔ Sway in the wind.
- ➔ Do **bunny jumps** into a space.
- ➔ Find your partner.
- ➔ Skip.
- ➔ Repeat the sequence.
- ➔ Lie down and relax.

## Follow-up suggestions in class

- What makes you frightened?
- When you are frightened, who do you run to, and why?

## PE LESSON I

5–14 strands:	Using the body, applying skills, investigating and developing fitness
PE link with programme:	Bunny jumps, frog jumps
Aim:	Body awareness
Lesson emphasis:	Transfer of weight

## Warm-up

Rush from space to space.

Try to get the children to feel when one foot leaves the ground and the other lands.

Slow down the rush until the children are actually stepping from one foot on to the other: make them reach for a spot, so that they have to leave the ground.

Rush again really fast. Repeat at least three more times.

## Main activity

- 1 Transfer your weight from your feet to your hands.

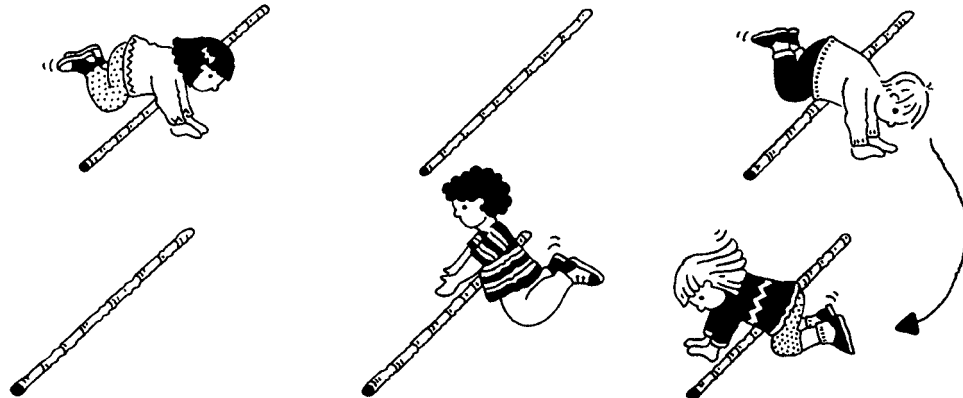
The children should feel the transference by moving their hands and feet closer together — from a bridge position — and by leaning their weight over their shoulders.

You will readily see the children who are fulfilling the task — their faces will be red!

- 2 Bunny jump forwards, backwards and sideways. Your feet should be up in the air — kick your heels on to your bottom. Travel over the floor until you are exhausted.
- 3 Explore all the different ways of taking your weight on your hands.  
Encourage able children to cartwheel, handstand, and so on.

## Climax

- 1 Bunny jump over a mat. Reach for the middle of the mat, and use your hands and feet only once or twice to get to the other side.
- 2 Bunny jump over canes or ropes on the floor.



- 3 Lean on your hands. Bounce your feet from side to side or in and out. Who can do this for the longest time in your group, when you all start at the same time?
- 4 Bunny jump into the middle of a mat; sit; roll on to your shoulders and roll back down. Bunny jump back to your place.

## PE LESSON 2

5–14 strands:	Using the body, creating and designing
PE link with programme:	Frightened actions
Aim:	To encourage handling body weight
Lesson emphasis:	Travelling backwards

## Warm-up

Skip backwards, looking back over your shoulder for spaces. When the teacher claps his or her hands, make a frightened shape. Try to use all levels — high, medium and low. Change direction as you skip.

## Main activity

### Work with a partner.

- 1 Child A — skip over the floor. Child B — skip right behind Child A. When Child A suddenly turns round, Child B crouches low in a frightened shape, not on his/her feet.
- 2 Child A and Child B — travel over the floor on any body part except your feet. On a signal from your teacher, both of you make frightened shapes close to each other, but not touching. On a signal, move on to another body part.
- 3 Child A and Child B — skip together. On a signal, stop together, touching one body part each to make a frightened shape. Repeat.

## Climax

Make up a dance using the three main activities in any order.

Play suitable music for this dance. Praise imaginative work.

## Programme Ten **The Train Ride**

—Transmission date 11 March 2008

### Story outline

This poetic story is about an exciting journey on a steam train, and describes all the interesting things that a little girl passenger sees during her journey to visit her Grandma.

### Warm-up box

- ➔ Jog on the spot, slowly at first, then faster.
- ➔ Jog again, with your knees even higher.
- ➔ Make your arms **circle** round, like the wheels of the train.
- ➔ Jog around the room, using your arms, slowly, then faster.
- ➔ **Sit down and listen.**

### Story box

- ➔ **Stand up.**
- ➔ **Find a partner.**
- ➔ Make two long **train lines**, in pairs, up the room.
- ➔ **Shuffle** your feet forwards, moving your arms in circles.
- ➔ Take your partner's hands, and **skip** like sheep, staying in lines.
- ➔ Face your partner, hold hands, and **shake** and **bump** along the bumpety road.
- ➔ **Hold up your arm** to show your ticket, **smile** and **clap** your hands.
- ➔ **Sit down and listen.**
- ➔ Face your partner.  
Child A — make a face    Child B — mirror Child A's face.
- ➔ **Stand up.**
- ➔ **Find a space** with your partner.
- ➔ **Face** your partner, join both hands, and **turn** around slowly like a hot air balloon.
- ➔ Follow your partner, **running** in a **wavy pattern** like the waves in the sea. Swap roles.
- ➔ **Stop and sit down.**

## Join-up box

- ➔ Work with a partner.
- ➔ Stand up, **shuffle, bump** up and down, **clap** your hands, **turn around** and **follow** the leader in a **wavy pattern**.
- ➔ Repeat the sequence.
- ➔ Slowly **sit down** and **drop** your head. Then **lift** your shoulders, one at a time, and slowly lift up your head.

## Follow-up suggestions in class

- Where would you like to go by train? Discuss this with your class.
- Imagine three things that you would see on your journey.

## P E LESSON I

5–14 strands:	Using the body, co-operating and sharing, investigating and developing fitness
P E link with programme:	Ticket collector
Aim:	Working together
Lesson emphasis:	Light footwork

## Warm-up

Skip on your toes, forwards, backwards and sideways.

## Climax

The ticket inspector dance

- 1 Get into groups of eight and form two lines of four facing each other. The child at the end of one line is the ticket inspector.
- 2 Ticket inspector — skip around the outside of the lines of children, and stop beside your partner.

Rest of children — sing (to the tune of 'Here we go round the mulberry bush')

*The ticket inspector skips round the train,  
Round the train, round the train,  
The ticket inspector skips round the train,  
Then asks his partner to help him.*

- 3 Ticket inspector and partner — move down the lines of children, clapping hands with each child in turn (like 'Strip the willow') until they reach the bottom of the set. The ticket inspector then turns his partner.  
(The clapping represents clipping the tickets.)
- 4 Continue the dance with the next ticket inspector.

## P E LESSON 2

5–14 strands:	Creating and designing, observing and reflecting
P E link with programme:	Partner work, team work
Aim:	Competition
Lesson emphasis:	Co-operating and sharing

### Warm-up

Work with a partner. Follow the leader, shuffling.

Observe the other pairs and decide which pair is the best, considering the speed, level and direction.

### Main activity

Partner work

- 1 Turn your partner, first with one hand, then with both hands.
- 2 Sit down and mirror your partner's facial and body actions.
- 3 Move away from your partner. Explore different pathways to get back to him or her.

### Climax

#### Railway sleepers game

- 1 Get into groups of three.
- 2 One group of three sits facing another group of three, with their legs straight out in front of them, feet touching.
- 3 Child A — hop over the railway sleepers, hop around the outside, and go back to your place.
- 4 Child B — hop next, and so on, until every child has hopped over the sleepers.

