



HOPSCOTCH

Autumn 2001

Tuesdays 0350 - 0405

18 September to 16 October

Radio 3 FM

90.2-92.4 MHz

These programmes are also available on cassette and may be purchased from
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Introduction

The Series

Hopscotch is designed to help young people develop skills in the areas of English Language, Expressive Arts and Personal and Social Development.

The Aims of the Series

The series is designed

- to provide sounds, words and music as resources for use in the classroom
- to foster respect for, and an interest in, Scottish culture
- to create an awareness of rhyme
- to provide material to captivate and stimulate young children, in order to encourage them to participate in discussion and follow-up activities both at school and at home, aided by the introduction of our new and exciting parent prompts.

Using the Programmes

The programmes are divided into three sections:

- Song box
- Sounds box, and
- Story box.

The programmes can be listened to in parts or in their entirety. We recommend that you listen to each programme in advance, and decide on pause points, at which you can ask the children key questions or flag up the song, the story, or the very different sounds and words used in the series.

The programme and activities are linked to Level A of the 5–14 curriculum in English Language (Listening and Talking) as shown on pages 4 and 5.

Forward plan English language 5–14

Programmes 1–5 Attainment outcome focus: Talking Level A

Strands:	Pupil experience	Resources	Assessment
Conveying information, instructions and directions	<p>What pupils should learn</p> <p>Talk to convey an item of information, an instruction or a direction</p>	Refer to 'Before the programme', 'Were you listening?', 'It's good to talk' and 'Drama time!' sections for all programmes	The use of Hopscotch programmes offers opportunities to develop pupils' abilities to
Talking in groups	Talk to others in a group or one-to-one with support from a known adult. Contribute to the purpose of the activity	All programmes as above	<ul style="list-style-type: none"> – talk in groups talk to the teacher or to their peers about a personal experience – familiarise themselves with the language of talk
Talking about experiences, feelings and opinions	Talk readily about personal experiences and feelings	Refer to 'It's good to talk' and 'Before the programme' sections for all programmes	'It's good to talk' and 'Were you listening?' provide contexts for assessing both content and performance in talking situations.
Talking about texts	Talk about a text, giving some reaction to an aspect of it	Refer to 'Were you listening?' and 'Drama time!' sections for all programmes	<p>Content relates to the purpose of the talk (the main assessment focus at this level).</p> <p>Performance is the presentation of the message and includes fluency, clarity of speech and sense of audience.</p> <p>'Drama time' facilitates pupils' increasing involvement in using forms of language, making meanings and taking part in social situations which are unfamiliar to them. Role playing and improvisation are the precursors to researching and writing about characters, events and situations.</p>
Audience awareness	Talk clearly and audibly to peers and teachers	Refer to 'Before the programme', 'Were you listening?' and 'It's good to talk' sections for all programmes	

Forward plan English language 5–14

Programmes 1–5 Attainment outcome focus: Listening Level A

Strands:	Pupil experience	Resources	Assessment
Listening for information, instructions and directions	<p>What pupils should learn</p> <p>Listening to a short text and showing that they understand and can use what has been heard</p>	Refer to 'Were you listening?' sections for all programmes	<p>The class teacher retains the scope and responsibility to choose the forms and criteria for assessment. However, the use of the 'Hopscotch' programmes offer</p> <ul style="list-style-type: none"> – opportunities to develop the ability to listen during group discussions – opportunities to encourage involvement when listening to a text – opportunities to develop pupils' ability to predict when listening to texts – situations where the main features of different kinds of texts may be distinguished – contexts where pupils become familiar with the language of listening
Listening in groups	Listening to others in a group and responding appropriately	Refer to 'It's good to talk' sections for all programmes	<p>A simple observation chart will provide the class teacher with opportunities to</p> <ul style="list-style-type: none"> – observe listening behaviour – monitor the child's capacity for regular concentration in listening situations
Listening in order to respond	Listen to a simple story, poem or dramatic text and react to one aspect of it	Refer to 'Were you listening?', 'It's good to talk', 'Go creative' and 'Drama time' sections for all programmes	'Were you listening?' provides the teacher with an assessment task exploring the children's understanding of plot and characters
Awareness of genre	Listen to a variety of texts and show recognition of one obvious difference between two distinct types of text	<p>Programmes 1, 2, 3 and 5: Compare 'Story Box' story with 'Parent Prompt' song</p> <p>Programme 4: Compare 'Story Box' story with 'Parent Prompt' poem</p>	

Activities

Activities for the Hopscotch series have been designed primarily to develop skills in the areas of listening and talking.

It is hoped that word banks to highlight sounds, words and Scottish words will be made in class and added to throughout the series.

There is a Parent Prompt sheet to go with each programme. We suggest that you send a letter, similar to the one below, to the parents to accompany the first sheet.

Open Arms School
Positive Ethos Crescent
Homelinks
Mooreshire

Headteacher: Stella Brown
Tel: 123 456 789

Dear Parents,

We thought you might like the opportunity to work with your child, from time to time, on things we have done at school earlier that day. Other parents who have tried this have found that it has lots of benefits:

- it feels really good to take an active part in your child's learning,
- your child will be excited to share with you in some of the work he or she has been doing 'out of your sight'
- it will be a valuable help in reading preparation and in general language development.

We are regularly taking a BBC Education radio programme for schools, called **Hopscotch**. The programme helps to develop listening skills, and works across many other areas of the curriculum. The *Parent Prompt* sheet attached is the first of a number we will send home to you. It tells you a little bit about what we have been doing in class, and suggests one or two follow-up activities which it would be helpful for you and your child to share.

Don't worry if you cannot manage it all. Any work you do together will be of benefit. We will talk to the children in class, the day after each sheet has been sent home, about how successful it has been. Sometimes there may be a song which they tried to learn from the programme. If it is a new tune, you may want to encourage your child to sing it for you. If we think you might know the tune already, then we will name it for you.

These *Parent Prompts* are certainly helpful but, most importantly, they should be fun. We would be very happy to hear how you get on.

Yours sincerely,

And finally...

to bring the Hopscotch garden to life before the series starts, here is an introductory worksheet to set the scene.

Name _____

The Hopscotch garden

Togus tortoise

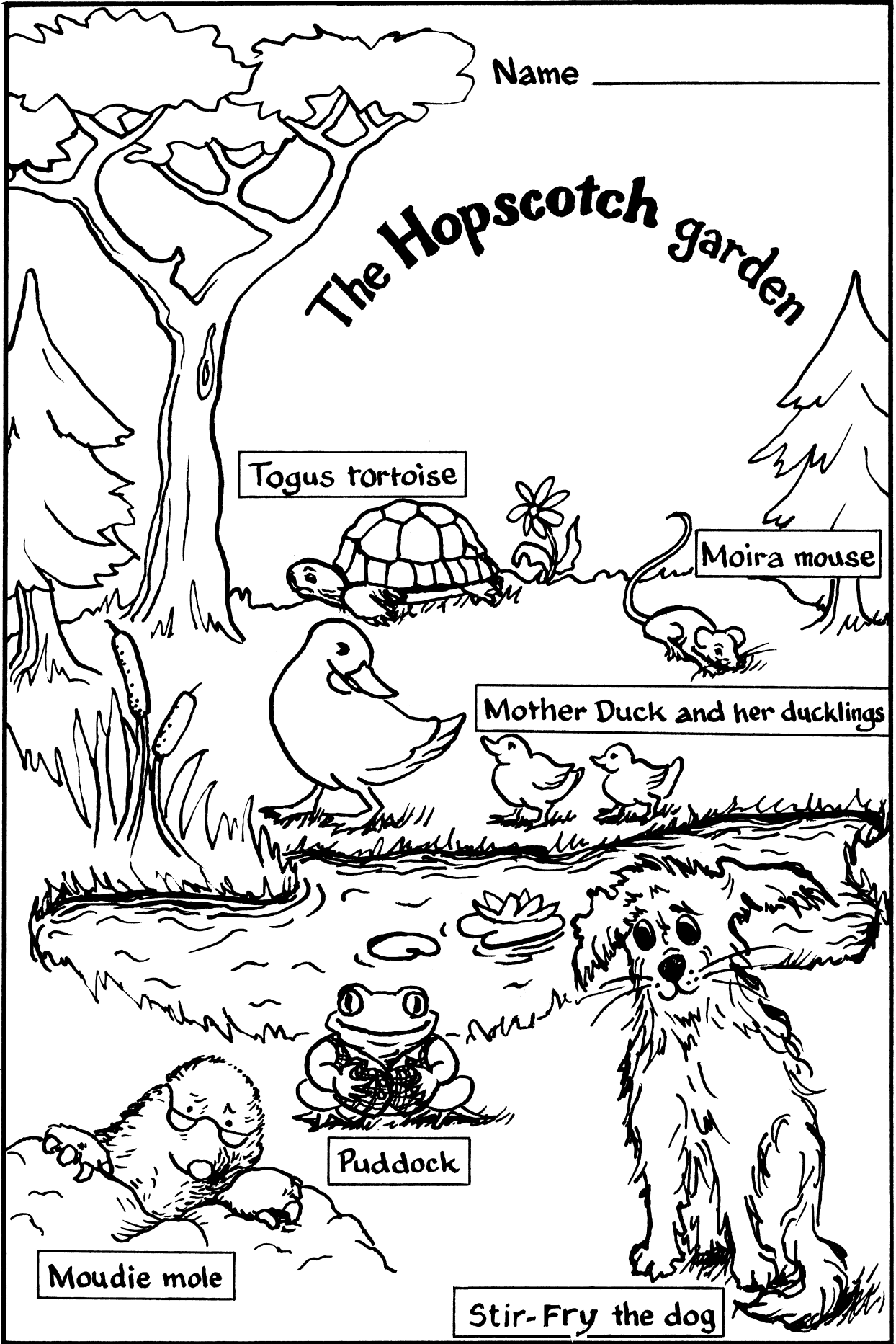
Moira mouse

Mother Duck and her ducklings

Puddock

Moudie mole

Stir-Fry the dog



Programme One **All about me**

— Transmission date 18 September 2001

Programme synopsis

Today's programme centres around Puddock the frog — although he is different from other frogs and animals, he realises there is something great about being different. It wouldn't be good to be the same, as he finds out.

Before the programme

Talk about what makes us all different. Think about different features such as height, hair colour and eye colour. Talk about different personalities. Ask the children what makes us individuals?

Sounds and words

Meaningful talk

braw spawn reflection hunkers specimen

Rhyme time

frog... play... tricks...

Listen and chat

croak sobbed bark yapping

Story Box

Frog is Frog by Max Velthuijs
(Andersen Press)

Today's story is about a handsome green frog who thought that being a frog was the best thing in the world until he met some other animals and found out what they could do.

Were you listening?

- 1 Why are frogs like Puddock good swimmers?
- 2 Name some different types of frogs.
- 3 Why was 'frog' happy to be himself in today's story?

It's good to talk

- 1 Talk about different types of one species of animal, such as dogs, cats or birds (look at photographs and discuss different features).
- 2 Ask the children why it's good to be different. Would it be good if we were all the same?

Go Creative

- 1 Get the children to make face collages of themselves using wool, cloth, sticky paper etc, on paper plates. (Notice how different everybody is!)
- 2 Using the face collages make large pictographs.

Drama time!

Let's think about how animals travel. Consider their very different movements — jumping frogs, slithering snakes, waddling ducks. Can you imitate these movements? Can you think of any others?



Name _____

All about me

Today's programme was all about recognising the beauty of being different and individual. Talk over the words of today's song with your child: it looks at different types of frogs.

The Frog Song (tune: Little Boxes)

There's a big frog
And a wee frog
And a noisy frog
And a quiet frog
And they're all here, in my family
And none of us looks the same.



There's a tree frog
And a bullfrog
And a green frog
And a giant frog
And they're all here, in my family
And none of us looks the same.

I can leap frog
She can climb frog
He can sing frog
He can hide frog
And there's quite a big variety
But we're family just the same

It's good to talk

Talk about different people in your family. What makes you different?

It's good to do

Look through a family photo album. Talk about the differences in people's appearance — their hair, their clothes and so on.

Look through magazines and newspapers. Cut out pictures of different people. Talk about the differences between them and sort them into groups (such as babies, teenagers, toddlers and so on).

Programme Two Me and my pet

— Transmission date 25 September 2001

Programme content

The presenter is looking through old photographs and remembering her much-loved dog Digby, who has died. The programme ends with the presenter saying that she is going to put away the photos for today, but they will still be there for her to look at another day.

Before the programme

Encourage any children who have had to cope with a similar event to share their experiences with the class.

Sounds and words

Meaningful talk

died buried bounce grey

Rhyme time

bark wag puppy jump

Listen and chat

Discuss memories of happy times.
Then talk about sad times.

Story Box

Goodbye Max by Holly Keller (Walker Books)

Ben is angry when his dog Max dies. He has to remember the funny things Max did and to have a good cry before he can make friends with the new puppy that Papa has brought home.

Were you listening?

- 1 Why was Ben so cross at the start of the story?
- 2 Who used to help Ben to deliver the newspapers?
- 3 What did the puppy do to make Ben like him?

It's good to talk

Talk about how Ben felt when the vet couldn't make Max better.

Give the children the opportunity to discuss death and their experiences of the deaths of relatives and pets.

Go Creative

Make a photo display of the children now and as babies. Discuss the things in the photos which give clues as to which child is which, such as blond hair, dark eyes and so on.

Drama Time!

Hold a special 'Day to Remember' at school. The children could devise a way to make one day extra-special, such as a sponsored event. Make a photographic record of the day which the children can study from time to time.



Name _____

Me and my pet

Today's programme was about the death of a much-loved pet. The presenter remembered the happy times she spent with her dog.



Boomdy Bouncer by Mr Boom

I've got a dog and he lives on the Moon and his name is Boomdy Bouncer.
 He can jump much higher than a dog on Earth and his name is Boomdy Bouncer.
 He can jump very high into outer space cause gravity is low when the Moon's your base.
 He's a unique member of the doggy race and his name is Boomdy Bouncer.

Chorus

Bounce, bounce goes Boomdy Bouncer.
 Bounce, bounce what a loony dog.
 Bounce, bounce goes Boomdy Bouncer.
 Bounce, bounce like a giant frog.

He looks very silly with a space suit on my cosmic Boomdy Bouncer
 Whe I sing space tunes he yowls along my cosmic Boomdy Bouncer
 His ears prick up when I bang my drum
 He chases his tail when I go ra-ta-tum
 He's a lunar doggie and a very good chum my cosmic Boomdy Bouncer.

It's good to do

Make a 'Happy Memory' book. Gather together any family snaps which record happy events such as birthdays, outings, Christmases and so on. Stick them in a book and write captions to go with them.

It's good to talk

Talk about times when you or your child really wanted something to happen, but couldn't make it happen.

Programme Three Minibeasts

— Transmission date 2 October 2001

Programme content

Stir-Fry meets some creepy crawlies in the garden and he doesn't like them one bit! Then he realises that they don't really mean him any harm, and that they might even be afraid of him.

Before the programme

Talk about the insects, spiders and minibeasts the children might have seen — flies, ants, ladybirds, centipedes, daddy-long-legs and the like.

Sounds and words

Meaningful talk

creepy crawlies ladybug (ladybird) millipede

Rhyme time

itch scratch wriggle buzz

Listen and chat

Stir-Fry was scared of creepy-crawlies. What things are the children scared of?

Story Box

Am I Really Different by Evelien van Dort

The ladybug in the story was different from the others and they told her to go away. Then the wise old ladybug told her she was special and the others realised they were *all* different.

That made them very excited, as they all compared their spots together.

Were you listening?

- 1 What was different about the ladybug in the story?
- 2 What did the wise old ladybug tell her?
- 3 Why did the others feel so silly at the end of the story?

It's good to talk

Talk about differences in our appearances, and about what makes each of us special?

Go Creative

Make colourful giant drawings of all the different minibeasts the children can think of.

Make a wall display.

Drama time!

Think about all the minibeasts we've heard about today. Each child should choose one. They should think about how it moves — fast, slow, wriggly, etc — and show the rest of the class.



Name _____

Minbeasts

Today we listened to a programme about creepy crawlies. Stir-Fry the dog was scared of them at first, but when he really thought about it he soon changed his mind.



It's good to do

Look in your garden, or in the park. How many creepy crawlies can you find?

Don't disturb them, or they might go away!

Creepy Crawlies by James Bryce



Creepy crawlies. Yuck! Creepy crawlies. Urgh!
 Creepy creepy creepy creepy
 Creepy creepy creepy creepy
 Creepy creepy crawlies creepy crawlies creepy crawlies
 Creepy creepy crawlies. Oh what a sight!
 Creepy creepy crawlies creepy crawlies creepy crawlies
 Creepy creepy crawlies give me a fright.

Night time, bath time, gonny have a great time.
 Playing in the water, splash splash glug.
 Suddenly you stop and stare, for what's that sitting there?
 A great big spider next to the plug!

Chorus

It's a creepy creepy crawly
 creepy crawly creepy crawly
 Creepy creepy crawly. Oh what a sight!
 Creepy creepy crawly creepy crawly creepy crawly
 Creepy creepy crawly gives you a fright.

Oh it's bed time, gonny have a great time,
 Reading in the dark with a torch at night.
 Suddenly you get a scare, there's something flapping
 in your hair —
 A great big moth trying to get to the light!

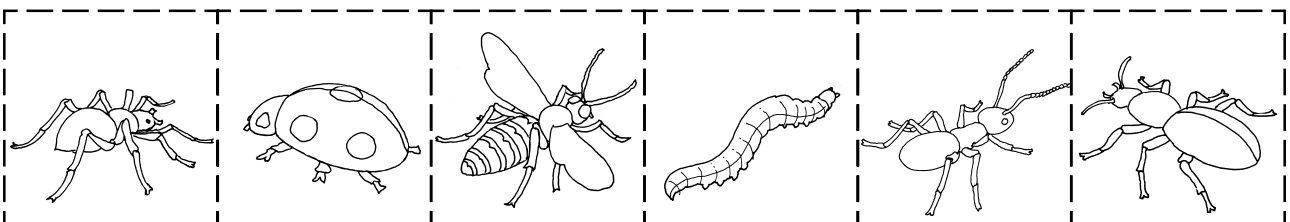
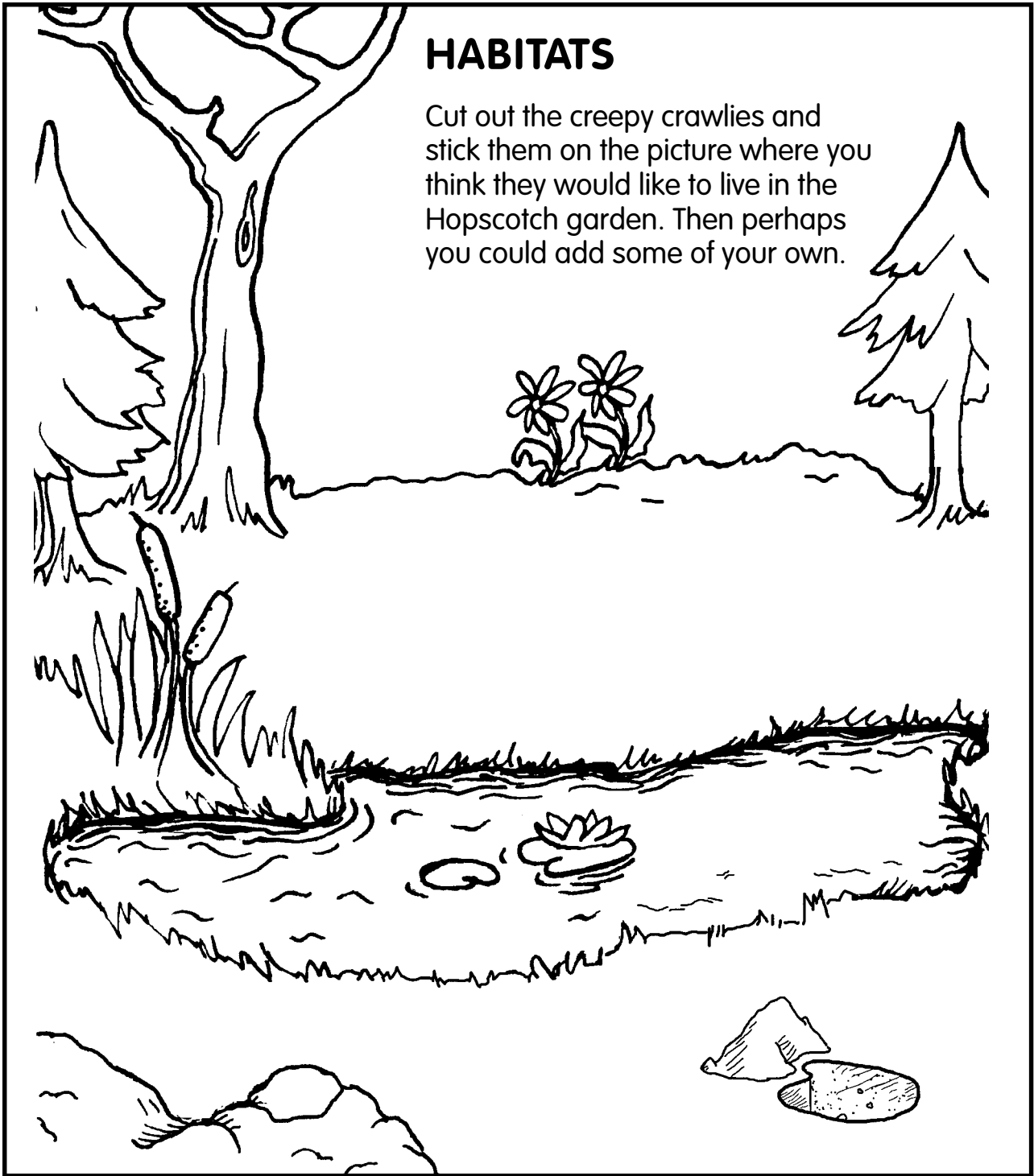
Chorus

I know there's earthworms and woodlice
 And some of them look quite nice:
 Like ladybirds or butterflies flutt'ring in the air,
 Everywhere you seem to look — every corner, every nook
 There's creepy creepy crawlies everywhere!

It's good to talk

Talk about fears and how, when you think more about them, they often turn out to be groundless. You could discuss being afraid of insects, or of the dark, or of sleeping alone.

Name _____



spider

ladybird

wasp

caterpillar

ant

beetle

Programme Four **Winter treats**

— Transmission date 9 October 2001

Programme synopsis

Moudie Mole is at her Auntie Jean's farm finding out how to make vegetable soup to keep herself and Auntie Jean warm during the winter nights — a winter treat they'll both enjoy!

Before the programme

Talk about winter time and the weather. Ask why it's important to keep warm at this time of year. How can we do this? Talk about warm clothes, log fires, central heating and so on.

Sounds and words

meaningful talk

tumshie byre farm tattie blade broth storm

rhyme time

mooing freeze bed leek

listen and chat

boiling clanking ringing scratching chopping

Story Box

The Day the Lights Went Out by Mary Winton
Lindsay realises what it's like when there is a power cut. More than the lights are switched off.

Were you listening?

- 1 What did Moudie have for breakfast, to warm her up?
- 2 What did Moudie find lying on the ground?
- 3 Name some of the things that were switched off in today's story.

It's good to talk

Talk about all the different things that use electric power. Ask the children if they would have liked to have lived before we had electricity.

Go Creative

- 1 Make a 'keep warm' menu — draw foods for starters, main meals and desserts that might keep you warm on a cold winter's day.
- 2 Paint a picture using warm colours like red and orange. Then use some cold colours as a contrast.

Drama time!

'Oh no! The electricity in the school has been switched off!' Turn off the lights and any electrical appliances. Think of what you can do to pass the time. Are there some things which it is impossible to do in the dark? How does it feel?



Name _____

WINTER TREATS

Brrr!

Today's programme was all about winter time and about keeping warm on cold days.



Cold by Shirley Hughes
(from *Out and About*, Walker Books)

Cold fingers,
Cold toes,
Pink sky,
Pink nose.

Hard ground,
Bare trees,
Branches crack,
Puddles freeze.

Frost white,
Sun red,
Warm room,
Warm bed.

It's good to talk

Talk over the words of today's poem, *Cold*.
Think about other reminders of winter, such as

hot soup

soft scarf

warm wellies

Can you think of any others?

It's good to do

Make some vegetable soup. Chop up a selection of vegetables, add barley and pulses to a vegetable stock. A tasty warming meal!

Name _____

A Seasonal Menu

Teacher instructions

With a partner, talk about food for the following times of the year.

Summer — 'Sunshine food'

Autumn — 'Hallowe'en Surprises'

Winter — 'Winter Treats'

Consider making a menu for one of the above.

Give your menu a name.

Write down the foods under the headings 'Starter', 'Main Meal' and 'Dessert'.

Illustrate each of the foods on your menu and give each one a price.

	Price
Starter	
Main Meal	
Dessert	

When you have finished, tell the rest of the class about your menu.

Can they guess what time of year it is for by the foods you have chosen.

Happy Guessing!

Programme Five **Christmas in the sun**

— Transmission date 16 October 2001

Programme content

The presenter is spending Christmas in the Caribbean, and finding it very different from Scotland. There's warm sun and sandy beaches — and there's even a steel band!

Before the programme

Talk about how the climate differs from one country to another.

Ask the children how people might spend Christmas in a hot country.

Sounds and Words

Meaningful talk

Caribbean barbecue mango sweet potato

Rhyme time

sun sea sand

Listen and chat

Talk about the practicalities of a Christmas dinner on the beach.

Story Box

The Christmas Parade by Fiona McGarry

Mimi, Benjamin and the rest of the extended family have so many mishaps on their way to watch the big parade that they end up at the head of it!

Were you listening?

- 1 Where did the family go after breakfast on Christmas day?
- 2 What did the family have for Christmas dinner?
- 3 What two events made the family late?

It's good to talk

Talk to the children about whether they would prefer to spend Christmas in Scotland or somewhere else.

Would they prefer to spend Christmas in a hot place? How would it be different?

Go Creative

Make some costumes for a big parade.

Think about a Christmas or winter theme for the costumes, such as wrapped presents, or snowmen, or Christmas trees.

Drama time!

Hold a big parade.

Dress up in the costumes you have made. Play instruments, and march and dance around the school.



Name _____

Christmas in the sun

In today's programme we joined our presenter in the Caribbean for some Christmas fun.

The Calypso Carol by Michael Perry

See Him lying on a bed of straw
A draughty stable with an open door
Mary cradling the baby she bore
The Prince of Glory is His name

Oh, now carry me to Bethlehem
To see the Lord appear to men!
Just as poor as was the stable then
The Prince of Glory when He came

Star of silver sweeps across the skies
To show where Jesus in the manger lies
Shepherds swiftly from your stupor rise
To see the saviour of the world!

It's good to do

Wander round the supermarket and see if you can find mangoes, pineapples, oranges and bananas. Why not make a tropical fruit salad?

It's good to talk

What do you know about the Caribbean?

Find it in an atlas and gather as much information about it as you can,



Name _____

We have again included parent prompts in our **Hopscotch** teacher's notes. We would appreciate some feedback — from your child about the programmes and from you about the parent prompts. Please complete this page and return it to the class teacher. Thank you.

Name of Programme	Did you enjoy it? 😊 😐 😞	Parent's comments
All about me		
Me and my pet		
Minibeasts		
Winter treats		
Christmas in the sun		