

BBC

Education Scotland



HOPSCOTCH

Autumn 2003

Tuesdays 0410 - 0425

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BBC Radio 4 digital (terrestrial, cable, satellite)

These programmes may be purchased on cassette from

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Hopscotch

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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 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.

Note: assessment of listening and talking

It is recognised that the assessment of talking and listening can be more problematic than assessment of other forms of language. Listening to and observing learners are the most effective means of gathering evidence about progress on both outcomes. Further support with assessment can be found in 'Assessment in the Classroom: Listening and Talking 5-14' (SCCC 1998 - now available from LTS).

Hopscotch activities are focused on opportunities to develop children's talking and listening skills. The approach is based on the established premise that talking and listening are reciprocal processes which can most effectively be enhanced in real/realistic contexts where learners are motivated to participate. Such an approach helps to organise thinking, increase engagement with the tasks and thereby facilitates learning and the development of informed attitudes towards language.

Forward plan English Language 5–14

Programmes 1–5 Attainment outcome focus: Talking

Level A

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
Conveying information, instructions and directions	Talk to convey an item of information, and instruction or a direction	<p>All programmes</p> <p>‘Before the programme’ ‘Were you listening?’ ‘It’s good to talk’ ‘Drama time!’</p> <p>The programmes and Teacher’s Notes provide occasions for</p> <ul style="list-style-type: none"> – facilitating talking and reflecting – encouraging involvement via the provision of motivating scenarios – enhancing pupils’ familiarity with the language and procedures for talking 	<p>The use of ‘Hopscotch’ programmes offers opportunities to develop pupils’ ability to:</p> <ul style="list-style-type: none"> – talk in groups – talk to the teacher or peers about a personal experience – familiarise themselves with the language of talk
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 and discuss questions arising from each of the programmes	<p>All programmes</p> <p>As above</p>	
Talking about experiences, feelings and opinions	Talk readily about personal experiences and feelings and opinions in connection with individual programmes	<p>All programmes</p> <p>‘It’s good to talk’ ‘Before the programme’</p>	<p>‘It’s good to talk’ and ‘Were you listening?’ provide contexts for assessing both content and performance in talking situations</p> <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, 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</p> <p>Role playing and improvisation are the precursors to researching and writing about characters, events and situations</p>
Talking about texts	Talk about a text giving some reaction to an aspect of it	<p>All programmes</p> <p>‘Were you listening?’ ‘Drama time’</p>	
Audience awareness	Talk audibly and clearly to peers and teachers	<p>All programmes</p> <p>‘Before the programme’ ‘Were you listening?’ ‘It’s good to talk’</p>	

Forward plan English Language 5–14

Programmes 1–5 Attainment outcome focus: Listening Level A

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
Listening for information, instructions and directions	Listen to a short text and show that they understand and can use what has been heard	<p>All programmes ‘Were you listening?’</p> <p>Use of the programmes and suggested follow-up discussions and activities provide opportunities for learners to become more familiar with procedures for listening.</p>	<p>The class teacher retains the scope and responsibility to choose the forms and criteria for assessment. However the use of the ‘Hopscotch’ programmes offers opportunities to:</p> <ul style="list-style-type: none"> – develop the ability to listen during group discussions – encourage involvement when listening to a text – develop pupils’ ability to predict when listening to texts – offer situations where the main features of different kinds of texts may be distinguished – provide contexts where pupils become familiar with the language of listening
Listening in groups	Listen to others in a group and respond appropriately eg use turn taking within the group	<p>All programmes ‘It’s good to talk’</p>	<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 to texts	Listen to a simple story, poem or dramatic text and react/respond to one aspect of it	<p>All programmes ‘Were you listening?’ ‘It’s good to talk’ ‘Go Creative’ ‘Drama Time’</p>	<p>‘Were you listening?’ provides the teacher with an assessment task exploring the children’s understanding of plot and characters</p>
Awareness of genre	Listen to a variety of texts and show recognition of one obvious difference between two distinct types of text		

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 using 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 **When you're new**

— Transmission date 4 November 2003

Programme synopsis

Stir-Fry is off to explore. As he packs, he feels excited, scared and even a little sad at leaving the 'Hopscotch Garden'. His adventure takes him to the Farmer's field —although it's exciting, he's glad to get back to familiar surroundings.

Before the programme

Talk about going to new places. Ask the children if they have ever gone to a new place. Where was it? Talk about how they felt on the journey, and on the way home again. Ask if they want to go back there.

Sounds and words

Meaningful talk

explore grouse adventure exciting

Rhyme time

pack new free home

Listen and chat

panting rustling screech

Story Box

Billy and the Big New School by Catherine & Laurence Anholt (*Orchard Books*)

Billy was starting a new school and not really looking forward to it. However an encounter with a little sparrow teaches Billy that we all have to go out into the big world and face new challenges.

Were you listening?

- 1 Why did Stir-Fry want to leave the Hopscotch Garden?
- 2 Why was Billy scared to start school?
- 3 What did the little sparrow teach Billy?
- 4 Where did Stir-Fry go to on his adventure?

It's good to talk

Discuss all the different feelings that Stir-Fry experienced before and after his journey. Talk about exploring — do you think it's good to see new things?

Go Creative

- 1 Create a picture showing a place you would like to visit.
- 2 Design a poster for a class 'Travel Shop' using cut-outs from travel brochures.

Drama time!

Arrange some 'class travel'. Set up a 'Travel Shop' in the classroom. Gather brochures and pictures of the places you might go. Then choose your destination, book up and feel the excitement.



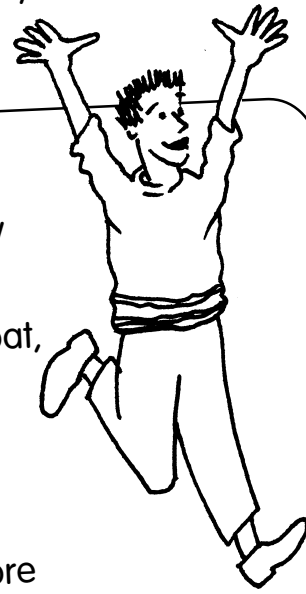
Name _____

When you're new

Today's programme was all about venturing out into the unknown and all the different feelings it can bring when you're leaving behind your familiar surroundings.

Somewhere New by James Bryce

Isn't it exciting when you're going somewhere new
 So many things to look at, so many things to do
 Your heart goes thump, there's a lump in your throat,
 You can't contain your glee
 And a wonderful wonderful feeling of being free.



Isn't it exciting when you go out to explore
 Meeting things and people that you've never met before.
 Your heart goes thump, there's a lump in your throat,
 You can't contain your glee
 And a wonderful wonderful feeling of being free.

It's good to talk

Play a rhyming game. Think of different words that rhyme with the word 'free' (such as bee, me, see).

Can you make up your own rhyme or song using some of these words?

It's good to do

Talk about going to new places. What would you need to pack if you were going somewhere you had never been before?

Pack a bag for going somewhere new. If you're going somewhere warm, put light clothing in your bag and remember things like sun tan lotion and sunglasses. If you're going somewhere cold, take warm clothing instead.

Happy Packing!

Programme Two **My new home**

— Transmission date 11 November 2003

Programme content

Poor Moudie is forced to find a new house after her cosy wee home is smashed and ruined. Moudie soon finds a new hillock where she can live but it is going to take a lot of hard work to make her new house feel like home.

Before the programme

Talk to the children about the differences between a house and a home.

Ask the children if they have ever moved house. What did they enjoy about moving house, and what did they dislike about it?

Sounds and words

Meaningful talk

hillock flit bits and pieces

Rhyme time

home tawny crooked

Listen and chat

Talk about the Scottish words in the programme, such as 'wee', 'flit', 'tatty bed' and 'hame'.

Story Box

A New Home for Tiger by Joan Stimson

Tawny Tiger is finding it hard to sleep and to feel happy in his new house.

He desperately wants to return to his old home — or does he?

Were you listening?

- 1 What did Tiger's mum do to try and help him sleep and feel happy in his new home?
- 2 When did Tiger return to his old house?
- 3 What made Tiger's old house feel empty?
- 4 How did Tiger sleep whenever he returned to his new home?

It's good to talk

Ask the children what they would miss most if they had to move to a new house.

Is there anything they would look forward to if they were to move house?

Go Creative

Some animals, just like people, need homes. Choose an animal with a special home, such as bird's nest, a snail's shell, a dog's kennel, etc. Make a collage of the animal and its home.

Try to use a variety of textured materials to make your collage really interesting.

Drama time!

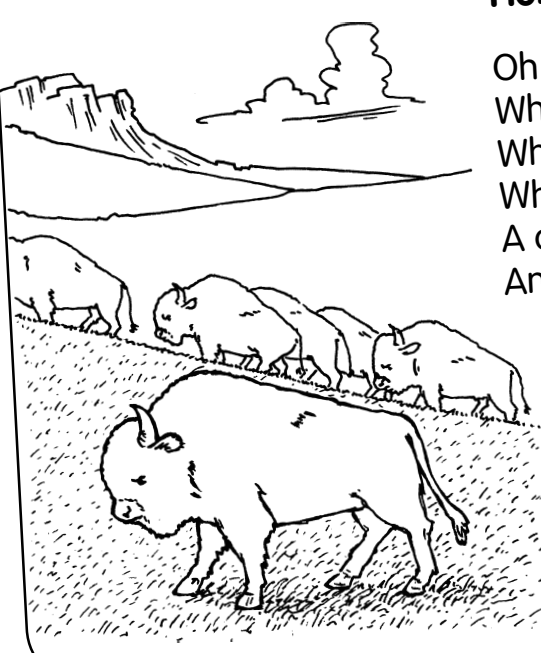
Ask the children to act out what they would do if they came home to find their house destroyed. Role play the different events — finding the house destroyed, trying to pack belongings, looking for a new house to live in and so on.



Name _____

My new home

Today's programme was all about houses and homes. Poor Moudie was made homeless after her cosy home was destroyed. She had to work very hard to find a new place to stay and to make her new house feel like home.



Home on the range (Traditional)

Oh give me a home
Where the buffalo roam
Where the deer and the antelope play
Where seldom is heard
A discouraging word
And the skies are not cloudy all day

Home, home on the range
Where the deer and the
antelope play
Where seldom is heard
A discouraging word
And the skies are not cloudy all
day

It's good to talk

Everyone needs a shelter, a place to stay. Some people, in all parts of the world, do not have homes to live in. These people are sometimes described as homeless. Talk about the reasons why some people have no homes. They might be homeless due to war, natural disaster or famine. Think about some of the problems these people might face.

It's good to do

Look closely with your child at the different materials used to build your house, such as brick, stone, slate, plastic pipes, glass and so on. Make rubbings of the different materials using a crayon. These rubbings can be taken into class to make a display.

Programme Three **Minibeasts**

— Transmission date 18 November 2003

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 _____

Minibeasts

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.

Programme Four **Hallowe'en surprise**

— Transmission date 25 November 2003

Programme synopsis

The presenter is off to a party dressed as a witch. She's out to frighten! Even a power cut won't deter her as she uses her turnip lantern... and she is helped by a mysterious woman...

Before the programme

Talk about Hallowe'en. Ask the children if they think it is a scary time. Have they ever been to a Halloween party? What did they dress up as? Have they ever been guising?

Sound and Words

meaningful talk

guising tattie neeps clapshot

rhyme time

witch dook dark light

listen and chat

miaow footsteps splashing bubbling

Story Box

Pumpkin Soup by Helen Cooper (*Doubleday*)

The pumpkin soup was always made in the same way by Cat, Squirrel and Duck.

Everyone had an important job to do.

However, when that changed, things went terribly wrong....

Were You listening?

- 1 Who helped the presenter to get to the party?
- 2 When making the pumpkin soup, what job did Cat do? What did Squirrel do? What did Duck do?
- 3 What charm did the presenter find? What did it mean?

It's good to talk

- 1 Talk about what goes on at a Hallowe'en Party.
- 2 Talk about situations that can frighten you.
- 3 Ask the children about being 'in the dark'. How do they feel about it?

Go Creative

- 1 'Abracadabra!' Make a magic spell book full of different kinds of spells for different purposes.
- 2 Make a spooky picture. It might be very effective to use black charcoal.

Drama time!

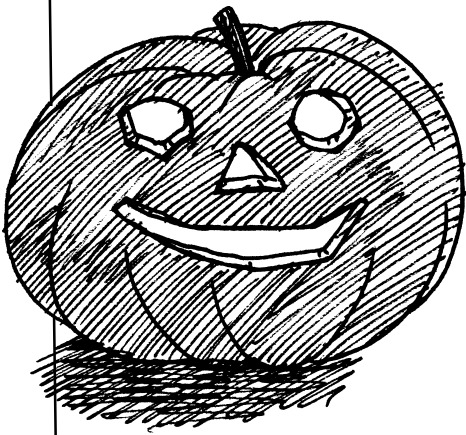
Spooky times — create a witch's den in your classroom. It should be a place to create magic spells. Remember to put in a bubbling cauldron and lots of ingredients.



Name _____

Hallowe'en surprise

Today's programme was all about that spooky time of the year — Hallowe'en! We listened to the presenter getting ready to go to a party at night time. She was saying this rhyme as she went on her way.



Lights at Night by Nancy Nicolson

Fine lights, bright lights
Red lights, white lights
Wee babes' night lights shining in the gloom

Trim lights, dim lights
Shimmer in the glim lights,
Far light, star light and big round moon

It's good to talk

Talk about the different lights you have in the house. Where are they? How do they work? How would it feel if all the lights went out?

It's good to do

The dark can be scary — especially if you are going 'guising'. With your child, make a pumpkin or turnip lantern that they can take outside with them.

Instructions:

- buy a good sized turnip or pumpkin;
- cut the top off;
- scoop out the inside;
- cut out triangular eyes, nose and teeth;
- place your candle inside.

Programme Five **Winter treats**

— Transmission date 2 December 2003

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
<p>_____</p> <p>Starter</p>	
<p>_____</p> <p>Main Meal</p>	
<p>_____</p> <p>Dessert</p>	

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!