BBC
Education Scotland

HOPSCOTCH

Autumn 2004

Tuesdays 0410 - 0425

21 September to 19 October

BBC Radio 4 digital (terrestrial, cable, satellite)

These programmes may be purchased on cassette from

BBC Children's Learning, tel: 0870 830 8000

and are also available on demand on BBC Website
for seven days post-transmission

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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	**All programmes** 'Before the programme' 'Were you listening?' 'Time to talk' 'Learn about words' 'Sounds like fun' 'Just imagine' The programmes and Teacher's Notes provide occasions for – facilitating talking and reflecting – encouraging involvement via the provision of motivating scenarios – enhancing pupils' familiarity with the language and procedures for talking	The use of 'Hopscotch' programmes offers opportunities to develop pupils' ability to: – 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	**All programmes** As above	
Talking about experiences, feelings and opinions	Talk **readily** about personal experiences and feelings and opinions in connection with individual programmes	**All programmes** 'Before the programme' 'Time to talk' "Just imagine'	'Let's listen' and 'Time to talk' provide contexts for assessing both **content** and **performance** in talking situations **Content** relates to the purpose of the talk (the main assessment focus at this level) **Performance** is the presentation of the message and includes fluency, clarity of speech, sense of audience 'Just imagine' 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
Talking about texts	Talk about a text giving some reaction to an aspect of it	**All programmes** 'Let's listen' 'Sounds like fun' "Just imagine'	
Audience awareness	Talk audibly and clearly to peers and teachers	**All programmes** 'Before the programme' 'Time to talk' 'Just imagine'	

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	**All programmes** 'Let's listen'	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: – 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	**All programmes** 'Time to talk'	A simple **observation chart** will provide the class teacher with opportunities to: – 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	**All programmes** 'Let's listen' 'Time to talk'	'Let's listen' and 'Time to talk' both provide the teacher with simple suggestions for assessment tasks that explore 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	**All programmes**	

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.

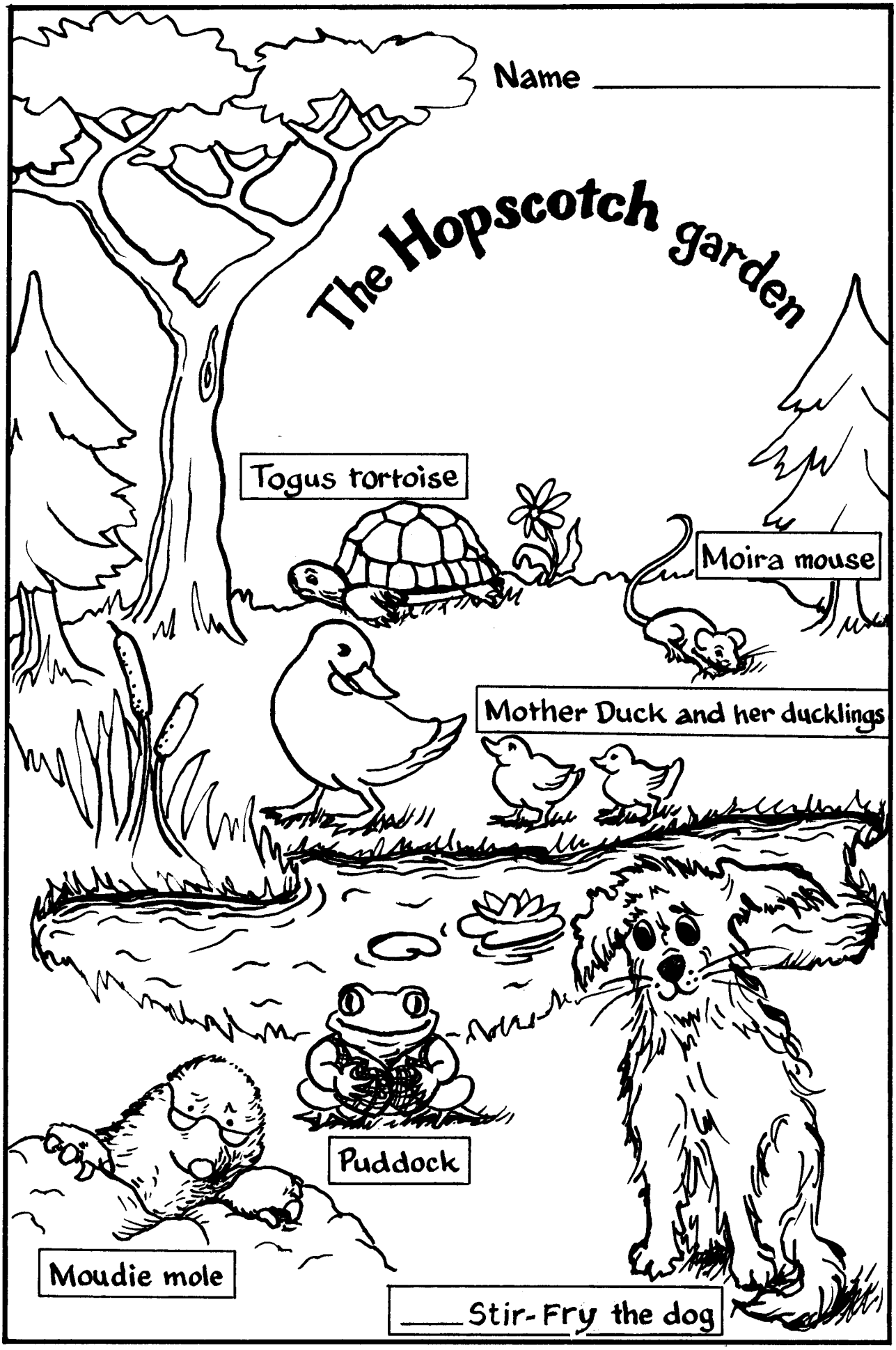
Yours sincerely,

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



Programme One **All about me**

— Transmission date 21 September 2004

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.

Learn about words

Discuss the meanings of some of the words from today's programme, such as

croak sobbed bark yapping

Which words have the children heard before?

Discuss words which describe different personallities, such as 'happy' and 'friendly'.

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.

Let's listen

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?

Time to talk

Talk about different types of one species of animal, such as dogs, cats or birds (look at photographs and discuss different features).

Ask the children why it's good to be different. Would it be good if we were all the same?

Sounds like fun

Find a variety of rhyming animal names, such as frog and dog, rat and cat. Can the children think up other words that rhyme to add to a list? Make an illustrated display of rhyming words.

Collect descriptive words about how real frogs feel, look and move.

Just imagine!

Ask the children to think about how animals travel. Talk about their very different movements — jumping frogs, slithering snakes, waddling ducks. Can the children imitate these movements? Perhaps they could demonstrate them to the rest of the class.

HOPSCOTCH ON THE RADIO

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?

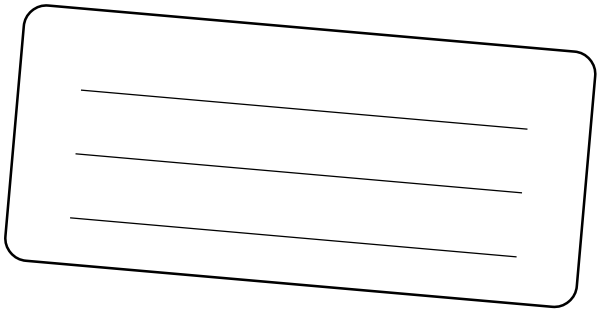
It's good to do

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).

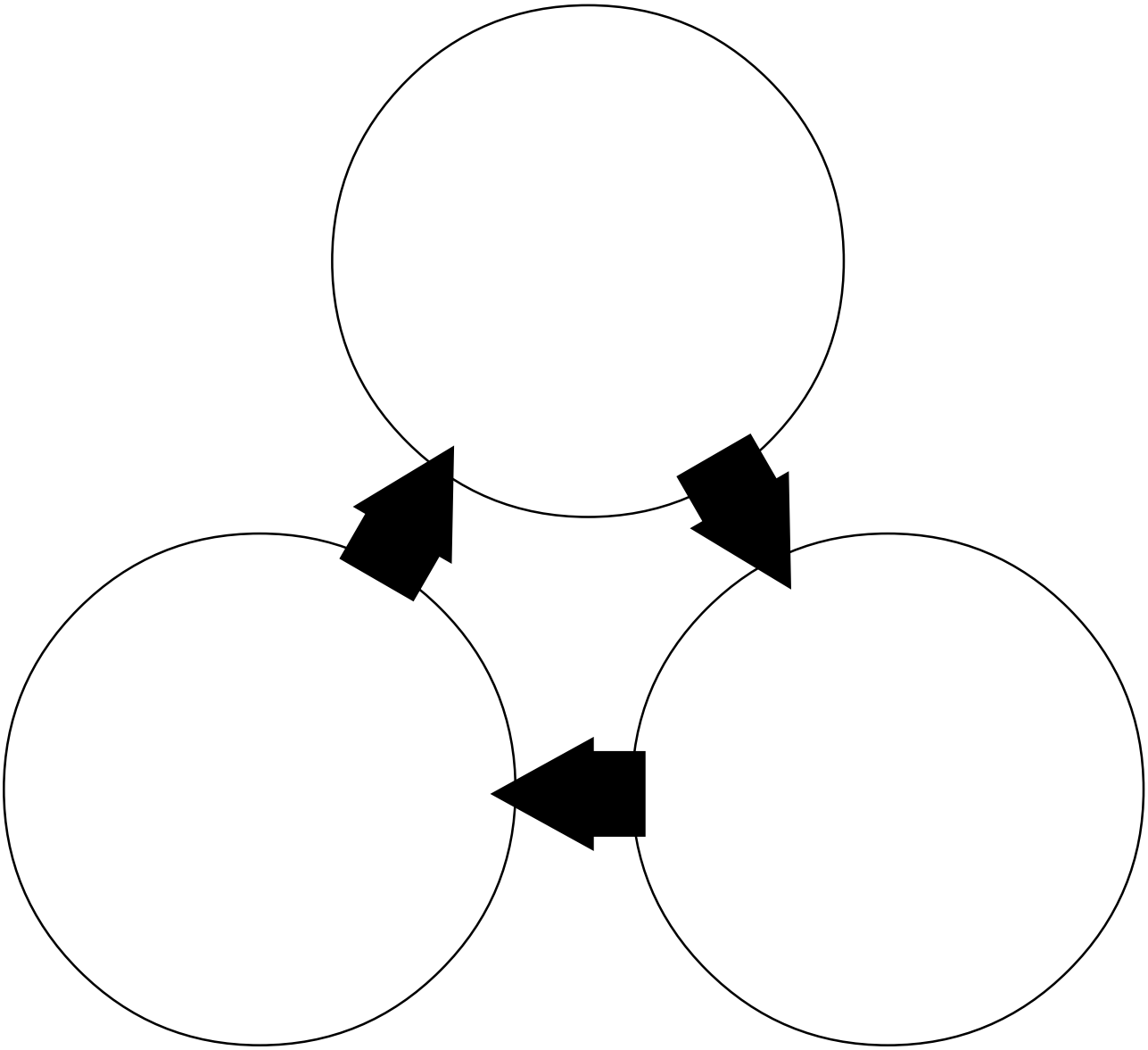
Name _____

Find out about the life cycle of the frog.

Write the names of the three main stages in the box.



Then draw pictures in the circles below to show each stage.



Programme Two **Me and my pet**

— Transmission date 28 September 2004

Programme content

This programme deals with the death of a much-loved pet. The presenter is remembering her dog Digby, who has died. The presenter is looking at some photos of Digby, and when she puts them away she says they will still be there for her to look at another day.

Before the programme

Have a class discussion to encourage children who have had to cope with a similar event to share their experiences. The children should try to share happy memories with the class.

Learn about words

Discuss 'feeling' words such as sad, angry, happy and upset. Make a 'feelings' word wall for the classroom.

Envourage the children to use the wall when talking about their experiences.

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.

Let's listen

1 What happened to Digby?

2 What happy memories were there of Digby?

Time to talk

Talk to the children about happy times that each of them have had, and then discuss sad times with them.

What makes them feel better when they are sad? How can we all help people if we see that they are feeling sad?

Sounds like fun

Find some alliterative adjectives to go with different pets and other animals, such as hairy hamster, cuddly cat and so on. Make a class display. Perhaps you could add illustrations.

Just imagine!

Ask the children to make drawings oif themselves with pets. It might be a pet they have, or the pet they would like to have.

Make a class display of the pictures.

HOPSCOTCH ON THE RADIO

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

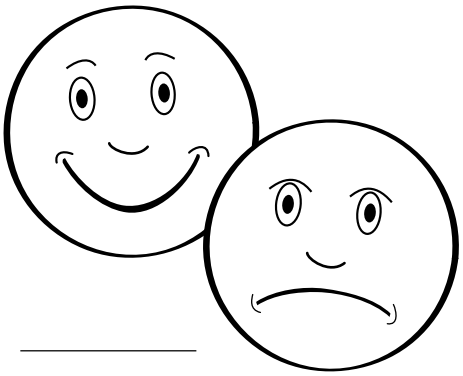
Make a 'Happy Memory' book. Gather together any family snaps which record happy events such as birthdays, outings, Christmases and so on. Stick them in a book and write captions to go with them.

It's good to talk

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

Name _____

Look at the faces, and write the word ‘happy’ under one and the word ‘sad’ under the other.



_____

_____

Then copy each face into one of the circles below, and in the box beside it draw a picture of a time when you felt happy or sad. Add a sentence under the picture to describe what was happening.

Programme Three **Getting around**

— Transmission date 3 October 2004

Programme content

Today our focus is on transport and getting around. The main character, Puddock, begins the programme by telling the listeners that he has a loan of his Uncle Jeremiah's car for two weeks while his uncle is on holiday. However, the car is a bit old and it's not too long before it's giving Puddock problems!

Before the programme

Talk about the different modes of transport.

How many children walk to school? How many come by car or bus? Talk about other ways that we can travel.

Learn about words

List as many transport words as you can, such as car, horse and cart, tractor and bike.

Talk about all the different vehicles Puddock used. What words would describe how he might feel after his efforts?

Story box

Mr Gumpy's Motor Car by John Burningham (Red Fox)

Mr Gumpy goes for a ride in his car. Some of his animals and children come along too. When it starts to rain and they find themselves stuck in the mud, no one wants to get out of the car to help push it up the hill.

Let's listen

1 Name three of the animals which went for a ride in Mr Gumpy's car.

2 What did Mr Gumpy's car get stuck in?

3 Who said they were 'too young' to get out and push the car?

Time to talk

Encourage the children to talk about journeys they have been on with their families. Where were they going to? Who came with them?

Ask them if they would like to have travelled in Mr Gumpy's car.

Sounds like fun

Ask the children to make different modes of travel using construction sets.

Gather all their work together to make a display.

Just imagine!

The children could make a wall frieze or display of Mr Gumpy's car getting stuck in the mud. They should include all the animals and children who were in the story. Use felt, gummed paper, sticky shapes, crayon, paint and chalks to make a big classroom display.

HOPSCOTCH ON THE RADIO

Name

Getting around

In today's programme, Puddock decides to go on a car treasure hunt. Unfortunately, the car is old and eventually runs out of steam! Puddock has to complete his journey using other modes of transport.

It's good to talk

Talk about different ways we can travel and get around. Ask your child which mode of transport they like best. Talk about a journey you have taken together as a family.

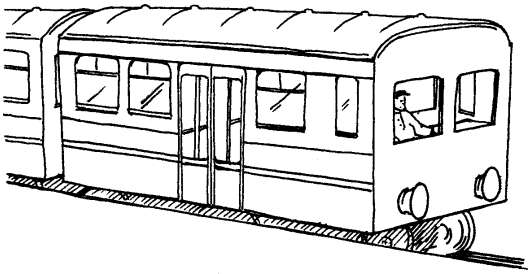
It's good to do

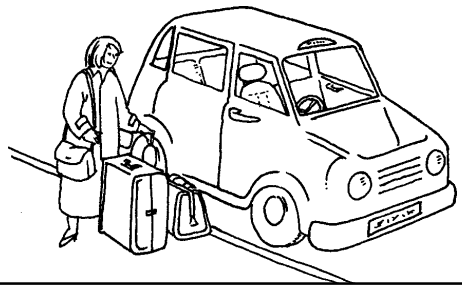
Draw a picture of your family travelling on your favourite mode of transport.

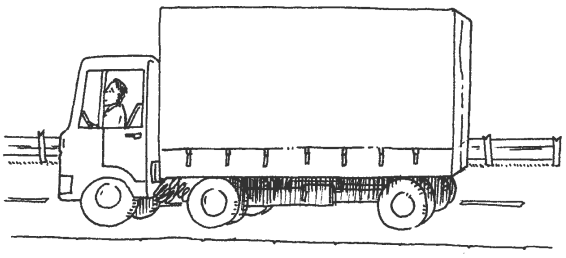
Name

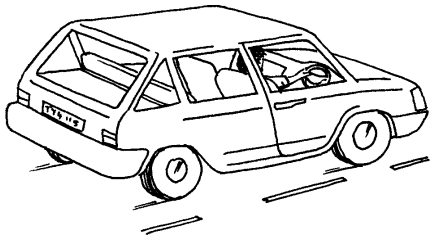
Do you know the names for each of these modes of transport?

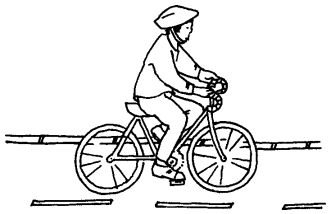
bicycle
taxi
train
bus
lorry
boat
car
aeroplane

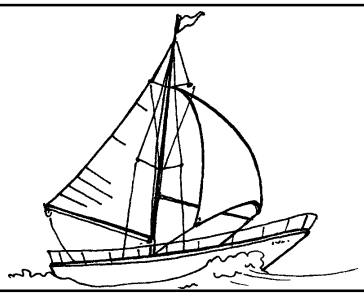


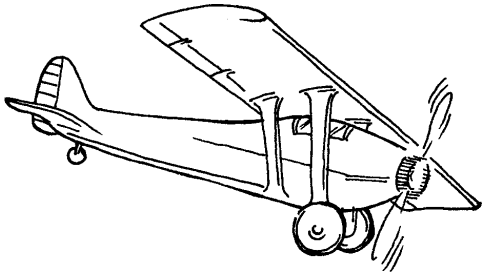


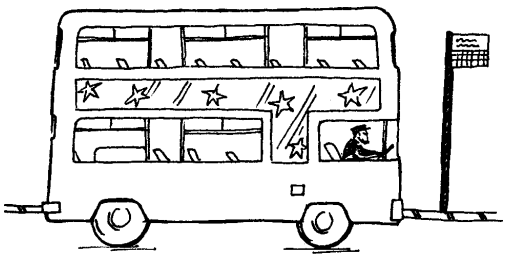








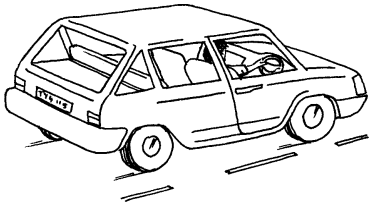




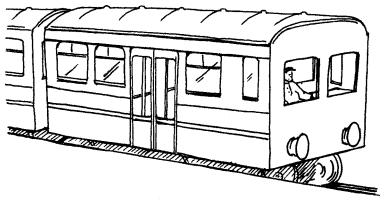
Name _____

Think of different ways of getting around.

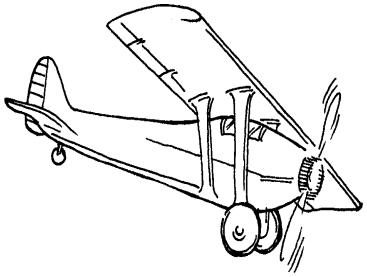
Match the words to the pictures.



car

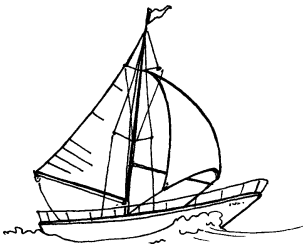


boat



plane

train



Use the words above to fill in the spaces.

A _____ sails on the sea.

A _____ has four wheels.

A _____ flies in the sky.

Programme Four **Harvest Festival**

— Transmission date 12 October 2004

Programme content

Moudie is enjoying harvest-time. She gathers some crab-apples to make jelly, and decides that she needs more oats, beans and barley.

Before the programme

Today's programme discusses harvest-time. Have a class discussion to make sure everyone knows what harvest-time is and what makes it so special. The children could make a collection of foods associated with harvest-time.

Learn about words

Discuss the meanings of words from the programme, such as

tractor motor thumping boiling

rattling squeaking

Do the children know any other harvest-time words? Ask them to write a sentence with their favourite one.

Story box

Lop-ear by Jenny Partridge
(Henry Holt & Co)

Lop-ear the rabbit wants to win a prize for his cabbages at the village show. But the caterpillars keep eating them, until he asks them not to.

Let's listen

1 Why were the field mice flitting from the fields?

2 What was Moudie doing with the crab-apples?

3 What did Lop-ear want to win?

Time to talk

Talk about how inportant harvest time is to farmers, and why it is a time to celebrate.

Where does food come from now? Make sure the children understand the connection between the food in the shops and the work of farmers throughout the world.

Sounds like fun

Make a list of words about harvest time and food gathering, and then try to find words that rhyme with them.

When you have enough, you could try to write a class harvest poem using the words you have found.

Just imagine!

Arrange the children in small groups, and ask them to be field mice leaving the fields at harvest time. They should devise a simple movement sequence, gathering together and then flitting, and create suitable music using percussion instruments. Each group could present a performance to the rest of the class.

HOPSCOTCH ON THE RADIO

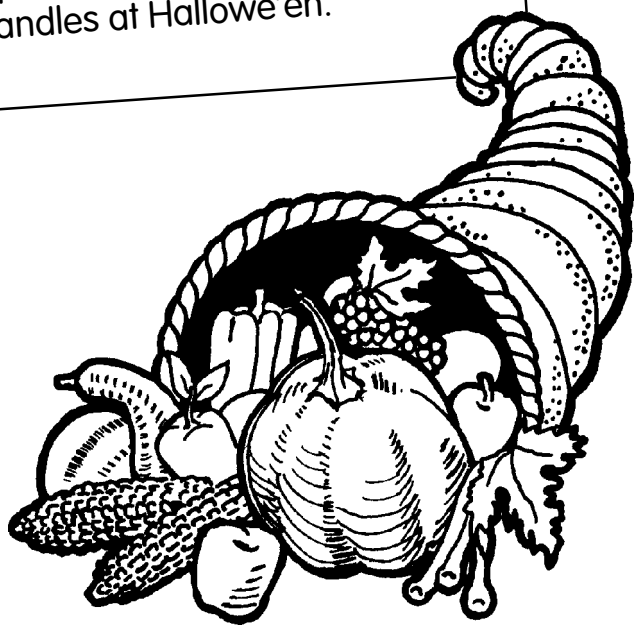
Name

Harvest festival

In today's programme, Moudie is enjoying harvest time.

Feasts by Shirley Hughes

Apples heaped on market barrow
Juicy plums and stripey marrow
Grains of barley carefully stored
Feasts of berries, nuts to hoard
And ripe pumpkins yellow and green
To light with candles at Hallowe'en.



It's good to talk

Talk about harvest, and the foods associated with harvest time. Look through the food you have in your kitchen, and make a list of all the things which have been harvested. Where do they all come from?

It's good to do

Visit a supermarket or greengrocer and look at all the different kinds of food that you can find there. Choose one or two unusual fruits or vegetabels and try to find out where they were grown, who might have harvested them and how they got to the shop.

Name _____

Write the name of each of these foods under the picture.

Now write each one again in the right list, and add some others.

Fruit

_____
_____
_____
_____
_____
_____

Vegetables

_____
_____
_____
_____
_____
_____

Cereals

_____
_____
_____
_____
_____
_____

Choose your favourite thing from one of the lists, and draw a picture of it growing in the field or orchard.

Programme Five **Christmas**

— Transmission date 19 October 2004

Programme content

Louise prepares for Christmas, and discusses the various Christmas customs from all around the world.

Before the programme

Today's programme talks about Christmas customs. Help the children understand what customs are, and have a class discussion to share information about all the different ways people celebrate Christmas.

Learn about words

Discuss the meanings of words from the programme, such as

manger shepherds kings

christingle advent

Ask the children to choose a favourite Christmas word and use it in a short poem.

Story box

Cat in a Manger by Michael Foreman (Red Fox)

The birth of baby Jesus is told through the eyes of a cat who spent the night in the barn along with all the other animals. The cat describes the visitors who come to see the new baby.

Let's listen

1 Can you remember how children in Holland celebrate Christmas?

2 What do people in Sweden eat after their big meal on Christmas day?

3 Can you describe the bridles of the camels who came to the barn?

Time to talk

Talk to the children about various Chrismas customs from across the world. What do they like best about Christmas? Are there any customs they heard about in the programme that are similar to what they do? Are there any they would like to introduce here?

Sounds like fun

Make up a short verse to put in a Christmas card. Try to use some alliteration around Christmas and seasonal words, like 'sparkling star', or 'tinselled tree'.

Perhaps the children could recite their verses for the class.

Just imagine!

Ask the children to design a Christmas card to sent to someone special. They might want to add the verse they have written, or put a different message in it.

Then they could all design Christmas stamps, to create a colourful class stamp collection.

HOPSCOTCH ON THE RADIO

Name

Christmas

In todays programme we looked at some of the different ways people celebrate Christmas in different countries.

Christmas by EMM et al

Christmas is coming,
We bought a Christmas tree,
We've dressed it up with tinsel,
And with toys for you and me.

Christmas is coming,
I've hung up both my socks,
And when she turned her back I wrapped
Mum's present in a box.

Christmas has come,
The pudding's in the pot;
We're warming up the pudding plates
To make sure it stays hot.

It's good to talk

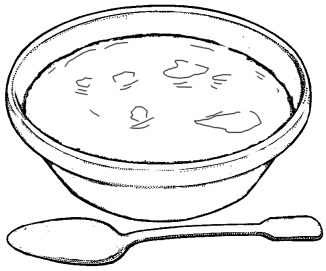
Talk about how you celebrate Christmas in your house. Do your have any family traditions or special decorations that you always put up? Which is best — the excitement as Christmas is coming or Christmas day itself?

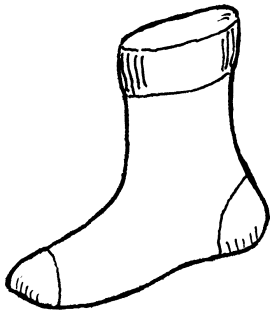
It's good to do

Find old scraps of coloured paper or wrapping paper, or old newspapers and paint, and make some new Christmas decorations. You could cut out angel shapes or tree shapes, or make bright paper chains,

Name _____

Match each country with its Christmas custom.



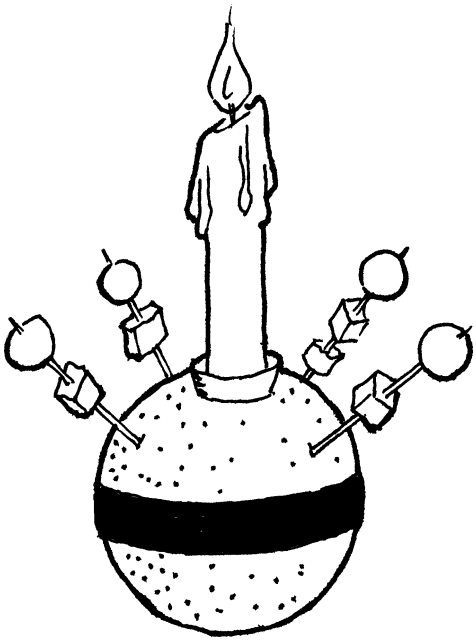


Scotland

Sweden

Holland

Label and colour the Christingle below,
using the words in the boxes to help you.



Blood of Jesus

Corners of the world

Jesus

The world