



Learning Scotland



HOPSCOTCH

Autumn 2008

Tuesdays 03.30–03.45

21 October to 25 November

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. Hopscotch actively promotes this opportunity to enhance children's enjoyment of their own and other cultures through language.

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Hopscotch

Autumn 2008

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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
- 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

Age 5–6

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Conveying information, instructions and directions	Talk to convey an item of information, an instruction or a direction	<p>All programmes</p> <p>'Before the programme'</p> <p>'Were you listening?'</p> <p>'Time to talk'</p> <p>'Learn about words'</p> <p>'Sounds like fun'</p> <p>'Just imagine'</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>'Before the programme'</p> <p>'Time to talk'</p> <p>'Just imagine'</p>	<p>'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).</p> <p>Performance is the presentation of the message and includes fluency, clarity of speech, sense of audience.</p> <p>'Just imagine' 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>'Let's listen'</p> <p>'Sounds like fun'</p> <p>'Just imagine'</p>	
Audience awareness	Talk audibly and clearly to peers and teachers	<p>All programmes</p> <p>'Before the programme'</p> <p>'Time to talk'</p> <p>'Just imagine'</p>	

Forward plan English Language 5–14

Programmes 1–5 Attainment outcome focus: Listening

Age 5–6

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: <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 e.g. use turn taking within the group	All programmes 'Time to talk'	A simple observation chart will provide the class teacher with opportunities to: <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	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 'Let's listen' 'Time to talk'	

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 **Look it up**

—Transmission date 21 October 2008

Programme synopsis

Togus the Tortoise has really been enjoying reading his wonderful new book. He is excited about finding out how the story will end, but is miserable when he discovers that someone has ripped out the last page of his book. He explains to Moira Mouse and Stir-Fry the dog just how precious books are.

Before the programme

Explain that some books are true and have facts in them. These are *non-fiction* books. Others tell stories and are called *fiction* books. Look at the books in your class or school library. Try to sort them into fiction and non-fiction books.

Set up a non-fiction display with books such as encyclopaedias, dictionaries, and atlases.

Sounds and words

Discuss strategies you can use to become a good reader. You can use picture clues to put words into context, sound out words phonetically or use rhyme when you meet unfamiliar words.

Encyclopaedia and *dictionary* are tricky words to say. Break them into syllables to make it more manageable. Clap hands as you say each syllable. Try this with other long, tricky words.

Story box

The Incredible Book Eating Boy by Oliver Jeffers
(Harper Collins)

Henry loves books. But not to read. He loves to eat them! The more books he eats the smarter he becomes. He wants to eat and eat them until he is the cleverest person ever. But book eating isn't the healthiest habit, as Henry soon finds out.

Were you listening?

- 1 What type of books did Henry like to eat?
- 2 What happened when Henry ate too many books?
- 3 Why did Togus stop reading the story about Henry before the end?

It's good to talk

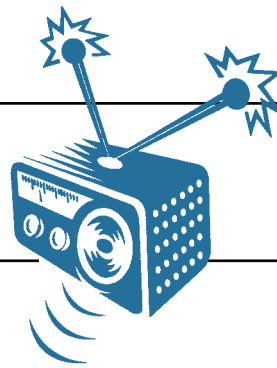
During circle time ask each child to tell the class the name of their favourite book. Ask them to think of three reasons why they like it so much. Does it make them laugh? Do the pictures help to bring the story to life? Does it have a surprise ending?

Sounds like fun!

Togus tells Moira Mouse and Stir-Fry the dog how important it is to look after books. Make posters for your school encouraging everyone to take care of their books. Make bookmarks for the classroom library. Invite a local librarian in to talk about how you can care for books and make them last longer.

Just imagine!

Imagine the last page has been torn from your favourite story. You have to make up an alternative ending. You might decide that the Three Bears like Goldilocks, and instead of running away at the end of the story she stays and lives with the bears. She could take Baby Bear to school with her! You can make your new ending as fantastic as you like.



Name _____

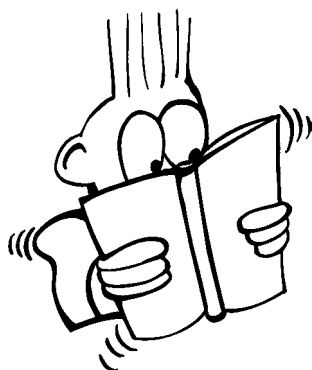
Look it up

Today's programme was about books and their uses, for finding things out as well as for pleasure.

Have a look at all the different non-fiction books that you have at home, such as the Telephone Book, Yellow Pages, road atlases and cookery books. Talk about what these books are used for, and whether you use them often. What would happen if you didn't look after these books? You might lose a favourite recipe or be unable to phone a friend.

It's good to talk

Talk about the type of stories that you liked when you were a child. Are they still popular with children nowadays? Discuss films that you have watched together that have been adapted from children's stories.



Reading Strategies Song

(to the tune of 'I'm a Little Tea Pot')

Look at the pictures, still no clue?
Read it again all the way through.
When you get to the place where you are stuck,
Get your mouth ready and the word pops up!

Think about the word you're trying to say.
Does it make good sense? Does it sound okay?
Do all the letters look right to you?
These are the things good readers do!

Read it again all the way through.
When you come to the tricky part, don't get blue.
Get your mouth ready but go on by.
Read to the end then give it a try.

Think about the word you're trying to say
Does it make good sense? Does it sound okay?
Do all the letters look right to you?
These are the things good readers do!

It's good to do

Go to the local library and look at all the books there. Explore the different sections, such as fiction and non-fiction. Have a look at some reference books, and explain that they are not for borrowing. They are for looking up facts, not for reading all the way through. Emphasise the importance of alphabetical order. Not only are the books usually placed in alphabetical order (using the author's name), the contents of the reference books are often in alphabetical order too.

Name _____

Design a cover for your favourite story

Write the name of the story in the spine.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>

On the back cover, write a blurb about the story.

Make it look like a real book with a barcode and a price.

Draw your front cover design in here. Try to show what the story is like. Remember to put in the name of the story and the author.

After you have finished, ask the teacher to cut out your cover and fold it up to look like a real little book.

Programme Two **Come on, Puddock!**

—Transmission date 4 November 2008

Programme synopsis

Puddock's friends from the Hopscotch Garden invite him out for a walk but Puddock is happier lazing about his house. Stir-Fry the dog warns Puddock that he will lose his 'Boing' if he doesn't take some exercise.

Before the programme

Talk about how exercise is good for you. Think about all the different exercise that you do in a day, such as walking to school, playing in the playground, going to the park. Discuss how much fun we have exercising. Emphasise that everyone can join in the fun. You don't have to *be* the best, you just have to *do* your best!

Sounds and words

Puddock was worried that he might lose his 'Boing'. What do you think this means?

A worm could lose his wiggle or a horse could lose his gallop. Can you think of any more?

Story box

Get up and Go by Fiona McGarry

Archie is a wee boy who loves to be outside playing but it's been raining for days and he is fed up.

Archie's mum helps him realise that fresh air and exercise is a great way to cheer you up.

Were you listening?

- 1 At the start of the story, why was Archie's mum angry at Archie and Meg?
- 2 When mum took Ben out for walkies what did she ask Archie to do?
- 3 Where did mum, Archie, Meg and Ben go to play?

It's good to talk

Talk about all the things that Archie did in his house when he was bored. Try to think of healthier options that would have been more fun. For example, instead of throwing his trainers on the floor during a fight with his sister he could have put his trainers on and challenged her to a race.

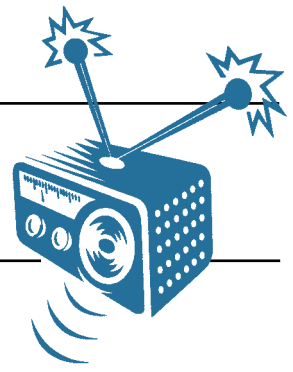
Sounds like fun!

Make a class list of all your favourite types of exercise. Try to do one of these activities every day for your daily physical exercise.

You could even show other classes your routines to encourage the whole school to get active.

Just imagine!

Imagine that you're Archie, and are bored because of all the rain. Work with a partner. One of you takes the role of Archie and the other person is his mum. Every time Archie says, 'I'm bored!' his mum has to say, 'No you're not! You could be doing — instead.' Think of healthy activities for Archie to do.



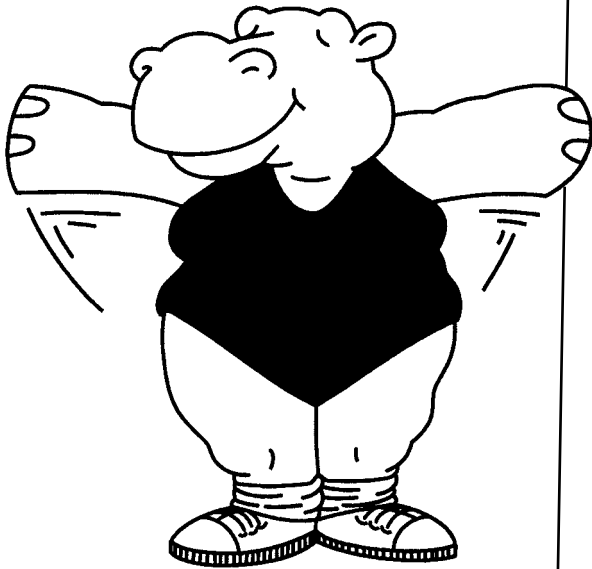
Name _____

Come on, Puddock

In today's programme Stir-Fry warns Puddock that he will lose his 'Boing' if he doesn't take some exercise. Have a chat about how much exercise each member of your family takes.

Talk about how each of you feel after exercising.

Try to make everyone in the house more active by creating a tidying-up rota. Not only will the whole family be helping to look after their home, they will become more active too!



It's good to do

Get out and get active. Keep a list of all the times that you decide to walk instead of taking the car or bus. Set yourself a target as a family. When you reach your target reward yourselves with a healthy treat such as a trip to the swimming pool.

Losing Your 'Boing' by Fiona McGarry (to the tune of Mairi's Wedding)

Stir Fry thinks he is my mate
Tells me something that I hate
Says I have to get in gear
Join them on their hillwalk
Climbing up and down all day
Doesn't sound like fun I say
I would rather sit and play
At home on my computer

Stir Fry says I'll lose my 'Boing'
If I don't get up and join
Him and Moira and the rest
Out there on their hillwalk
He says being fit is fun
Likes to jump and skip and run
Tells me that I need to come
And join them on their hillwalk

Should I take Stir Fry's advice
Maybe walking would be nice
Get some air and exercise
Have some fun together
Otherwise I'll be alone
Sitting in my froggy home
Waiting for someone to phone...

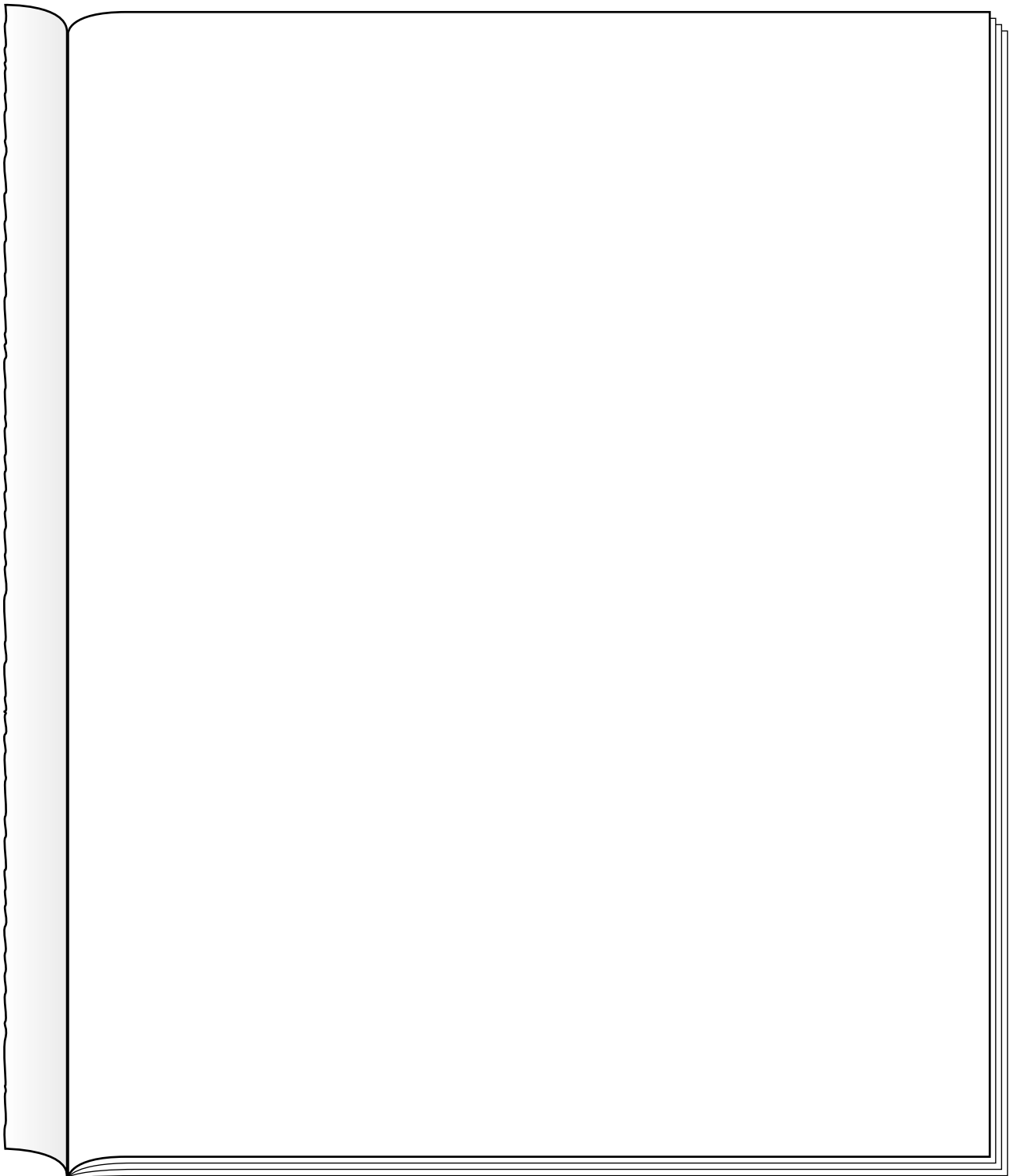
It's good to talk

Talk about games that you played at school. Teach your child playground games or skipping rhymes that you knew when you were their age.

Name _____

Exercise diary

Draw all the different types of exercise that you will do today.



Perhaps your page could be put in a class diary showing what a fit and healthy class you are!

Programme Three **Colour is all around**

—Transmission date 11 November 2008

Programme synopsis

Moudie Mole is knitting a jumper for her wee cousin Mhairi, but all her wool is tangled up and she can't find more than a tiny bit of each colour. There's only one thing to do – knit her a *rainbow* jumper.

Before the programme

Talk about all the different colours that make up a rainbow. Discuss bright colours and dark colours, and the effects they can have on your mood.

Talk about chameleons and how they can change colour.

Sounds and words

Meaningful talk

rainbow hillock chameleon untangle

Rhyme time

poke fern ball splash

Listen and chat

Talk about the sounds that different colours remind you of – blue might be a splashy sea.

Story box

Three cheers for Charlie Dragon
by Brenda Smith (*Scholastic*)

Charlie Dragon hears a cry for help. He can hardly believe his eyes when he finds that all the bright colours have disappeared. There's only one thing to do – dive into a rainbow.

Were you listening?

- 1 Why was Moudie Mole getting into a tangle?
- 2 What flowers looked like little trumpets?
- 3 What did Charlie Dragon do to bring back the bright colours?
- 4 Name some animals that are lots of different colours.

It's good to talk

Talk about rainbows. What makes a rainbow?

Talk about favourite colours. Do you have a favourite colour? What is it? Do you know why you like it so much?

Sounds like fun!

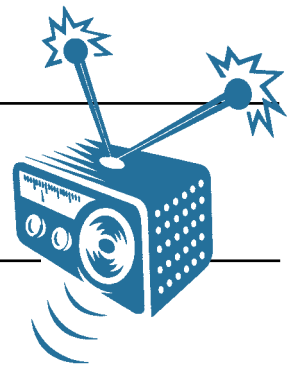
- 1 Make different rainbows. Paint some bright rainbows using bright colours. Then, as a contrast, paint some dull rainbows using dark colours.
- 2 Make a collage using little bits of coloured wool – just like Moudie Mole did.

Just imagine!

'Somewhere, over the rainbow...'

Talk about a special place that might exist just over the rainbow.

What brightly coloured creatures might you find in this special place?



Name _____

Colour is all around

Today's programme made us realise that bright colours are very important — and that they are all around us.

The Rainbow Song by Nicky Welsh

Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow, sing a rainbow
Sing a rainbow too.
Listen with your eyes
Listen with your eyes and sing
everything you see
Now you can sing a rainbow, sing a
rainbow
Sing along with me.
Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow, sing a rainbow,
sing a rainbow too.



It's good to talk

Talk about rainbows, and the different colours which make them up. Can you think of anything — indoors or outdoors — that has many colours just like a rainbow?

It's good to do

Why not try a little experiment. If you pour a little oil on the top of a dish of water, you should see lots of different colours — just like a rainbow. Maybe, at the end, you'll find a pot of gold!

Name _____



1 = red 2 = blue 3 = green 4 = yellow 5 = brown 6 = black 7 = purple

Programme Four **The language of colour**

—Transmission date 18 November 2008

Programme synopsis

Today the presenter is painting a picture for her Gran, to cheer her up. She decides she wants to paint a picture that's full of her Gran's favourite colours, so she paints a summer garden full of bright colourful flowers. A garden rainbow!

Before the programme

Talk about different colours.
Ask the children about their favourite colours. What are they?
Why do they have favourite colours?

Sounds and words

Meaningful talk

murky painting mellow rainbow

Rhyme time

red blue pink green

Listen and chat

List colours from nature, like sky blue, grass green and so on.

Story box

Mandy's Colourful Day by Fiona McGarry

Mandy gets very confused when Mum describes her appearance as different colours. She can't understand it – especially when she looks in the mirror and sees that her skin has definitely not changed colour.

Were you listening?

- 1 What did the presenter do to cheer her Gran up?
- 2 When did Mandy look 'blue' in today's story?
- 3 When did Mandy look 'pink'?
- 4 Why was she as white as a sheet?

It's good to talk

Talk about times when you've felt blue, pink, green or as white as a sheet.

Do you think it's a good idea to use colours to describe the way you feel?
Why?

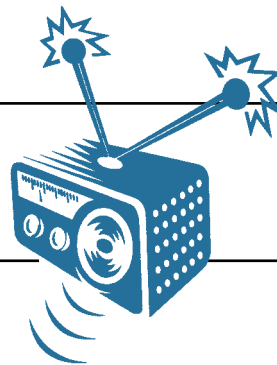
Sounds like fun!

- 1 Paint your own 'rainbow garden'. Use bright, cheery colours for all the flowers.
- 2 Make a large frieze, with lots of different faces painted in different colours. Match the colour of the face to its expression.

Just imagine!

'Flowers for sale!'

Set up a flower shop in the class. Fill it full of bright, cheery, colourful flowers to encourage your customers to buy.



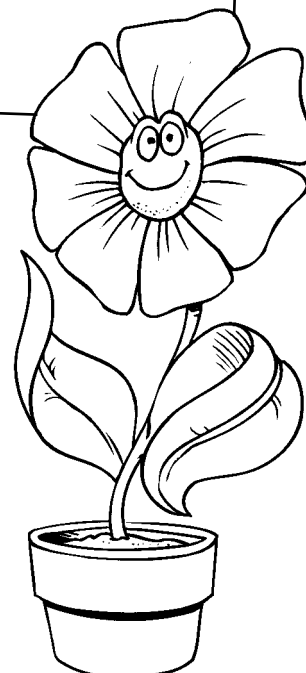
Name _____

The language of colour

Today's programme was about all the different colours we are surrounded by and how certain colours can make us look or feel a certain way. It was about the language of colour.

It's good to talk

Talk about the different flowers you might find in a garden. Talk about their colour and how that colour makes you feel. Does a bluebell really make you feel blue?



Garden Rainbow by Fiona McGarry

There's a rainbow in my garden
Flowers of every hue.
The pinks are pink, the roses red,
The violets are blue.

There are some orange marigolds,
The shoots and leaves are green,
And look — a tiny purple flower
The smallest one I've seen.

By the hedge the buttercups
Are shining gold and bright.
The daisies peeking through the grass
Are showing petals white.

Look at all the colours
Glowing in the sun.
Growing in the garden
Until the day is done.

And when the sun has gone to bed
The flowers are tired too.
They close their petals, droop their heads
And go to sleep like you.

It's good to do

Walk around a garden and talk about all the different colours that you see. Perhaps you could take photographs of all the different colours that you see. When you get your pictures developed, make an 'album of colour'.

Programme Five **Christmas in the sun**

—Transmission date 25 November 2008

Programme synopsis

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?

Sounds like fun!

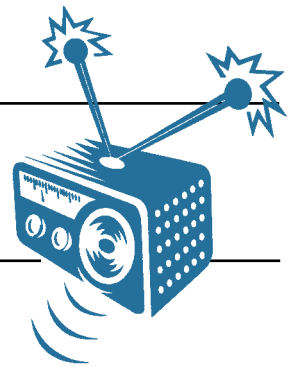
Make some costumes for a big parade.

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

Just imagine!

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

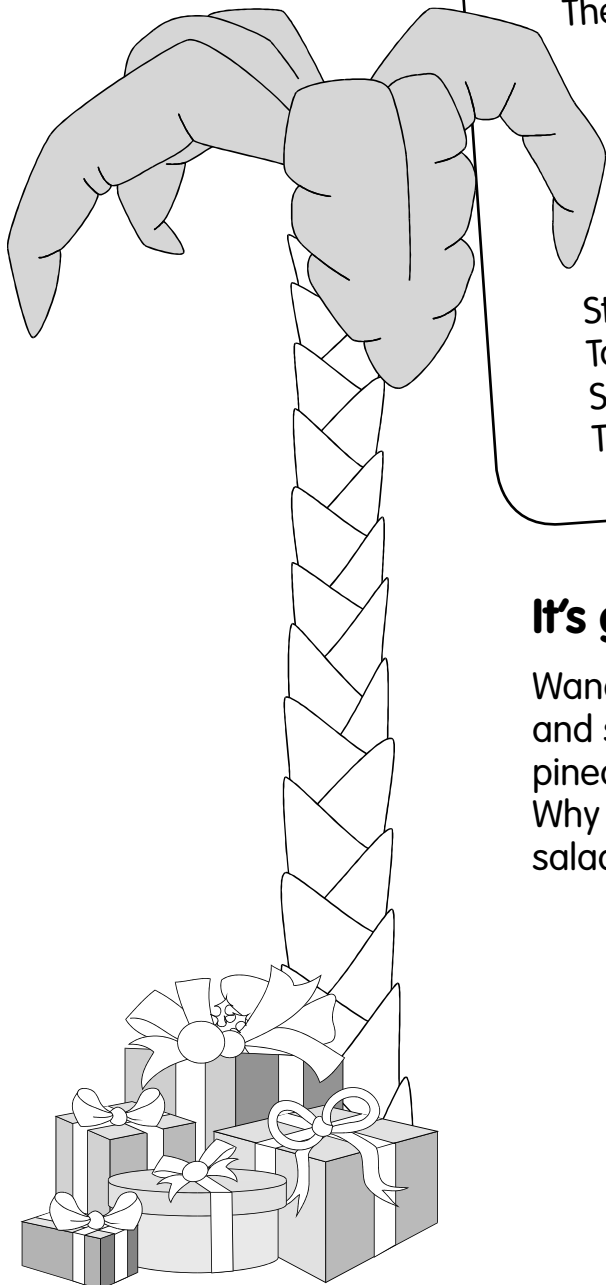
In today's programme we joined our presenter in the Caribbean for some Christmas fun.

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,