



Scotland Learning



# HOP, SKIP and JUMP

**Early/First Level**

**Spring 2009**

Tuesdays 03.15–03.30

*13 January to 24 March*

BBC Radio 4 digital (terrestrial, cable, satellite)

Programmes in this series may be purchased on CD.

Contact BBC Schools Broadcast Recordings, telephone 08701 272 272.

They are also available on demand on the BBC website for seven days post-transmission.

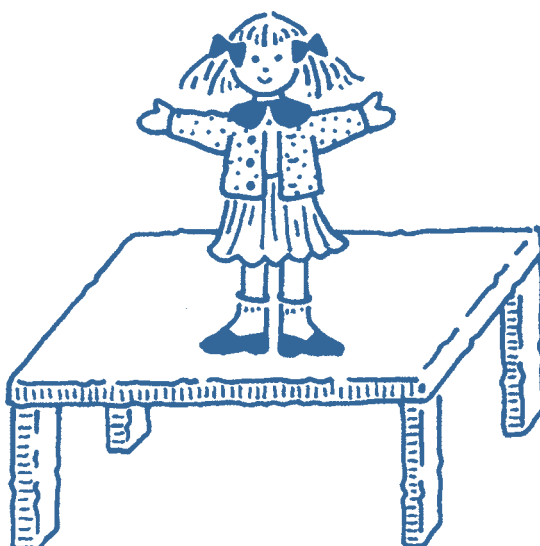
## **Curriculum for Excellence**

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

# Hop, Skip and Jump

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## Introduction

Welcome to the Spring 2009 series of *Hop, Skip and Jump* music and movement programmes.

Following the success of last year's stories, we have continued with a similar mix of themes this year, supported by a variety of unusual and stimulating music.

We hope that you will find plenty of opportunities for the children to investigate and explore, in movement terms, all the ideas and actions associated with each of the stories.

## The aims of the series

The aims of *Hop, Skip and Jump* are to provide opportunities for the children to:

- use their bodies intelligently and expressively.
- extend their vocabulary of movement.
- improve and develop their body awareness, body management, movement, memory, and quality of movement.
- listen to instructions and music, and to respond creatively, imaginatively and rhythmically.
- develop a greater awareness of the use of space.
- work co-operatively with others, expressing and sharing ideas, as well as working within a group in relation to other groups.

## How to use these notes

The first part of the notes for each programme is a simple breakdown of all the actions which happen in the three boxes – Warm-up box, Story box and Join-up box.

Whenever an action is required, it appears in bold type, for example **Skip, Run, Find a partner**. This is designed as a quick reference, to prepare you for what is coming next in the programme.

The P.E. sections of the notes are for those of you who have the time, space, equipment, energy and desire to extend the physical education side of the programmes. The idea is that with some basic equipment the movements covered in the first part of the notes can be built upon. Suggestions are made as to how to use ropes, beanbags, hoops and benches to achieve this.

## Timing

Although each programme is only fourteen minutes long, additional time should be made available for the organisation of the children before the programme, and for further practice and development of specific skills or movements afterwards.

Teachers are encouraged to become involved, in order to aid the children's understanding and enjoyment of the tasks involved.

Above all, enjoy the series and use it in whatever way you feel it best supports your particular needs.

## Bibliography

The programmes this term are based on the following books:

*Augustus and His Smile* by Catherine Rayner (Little Tiger Press)

*While You Are Sleeping* by Alexis Deacon (Red Fox)

*The New Puppy* by Laurence and Catherine Anholt (Random House)

*Titus's Troublesome Tooth* by Linda Jennings and Gwyneth Williamson (Little Tiger Press)

*Noah's Ark* by Lucy Collins (Walker Books)

*The Very Noisy Night* by Diana Hendry (Picture Puffins)

*Night Walk* by Jill Newsome, illustrated by Claudio Munoz (Clarion Books)

*Hugo and the Bully Frogs* by Francesca Simon, illustrated by Caroline Jayne Church  
(Gullane Children's Books)

*Mo's Smelly Jumper* by David Bedford, illustrated by Edward Eaves (Little Tiger Press)

*Super Sid – the Silly Sausage Dog* by Sam Lloyd (Little Tiger Press)

## Programme One **Augustus and His Smile**

— Transmission date 13 January 2009

### Story outline

This story is all about a Tiger called Augustus. Augustus woke up one day feeling different from normal and thought that he had lost his smile. The story follows Augustus on his journey to find his missing smile. He climbs trees, splashes in the sea and dances in the rain. After the rain Augustus looks in a great big puddle, sees his lovely smile and realises that it was there all along. He is so happy he starts dancing and jumping for joy.

### Warm-up box

- ➔ **Make huge smiles.**
- ➔ **Find a space.**
- ➔ **Jumping** two feet to two feet. **Bend legs** to start and finish.
- ➔ **Leaping** one foot to the other.
- ➔ **Stand still.**
- ➔ **Stretching arms and fingers.** Slowly stretch arms one at a time then fingers.
- ➔ Relax and listen.

### Story box

- ➔ **Stretching arms and fingers.** Slowly stretch arms one at a time then fingers.
- ➔ **Crawling forwards.**
- ➔ Stop and listen.
- ➔ **Crawling backwards.**
- ➔ Stand up and listen.
- ➔ **Climbing trees.** **Pull and stretch** with arms.
- ➔ In a space, **splashing in water.** Jump, kick legs and swing arms.
- ➔ Stand still and listen.
- ➔ **Find a space.**
- ➔ **Happy dancing.** Use your whole body to dance.
- ➔ **Happy dancing around room.**
- ➔ Stand still.
- ➔ **Huge smiling faces, and repeat.**
- ➔ **Jumping** two feet to two feet. **Bend legs** to start and finish.
- ➔ Stand still and listen.

## Join-up box

- ➔ **Stretching arms and fingers.** Slowly stretch arms one at a time followed by fingers.
- ➔ **Climbing trees.** Pull and stretch with arms.
- ➔ **Find a space.**
- ➔ **Happy dancing.**
- ➔ **Jumping two feet to two feet.** **Bend legs** to start and finish.
- ➔ **Repeat all of above.**
- ➔ **Lie down** in a space of your own. Close your eyes and think of something nice.

## Follow-up suggestions in class

- Think of things that make you smile. Draw or paint a picture of your face with a big happy smile.
- Look in a mirror. Make happy faces. Try to make sad and funny faces too.
- Look at pictures of people making different faces. Can you tell if they are happy, sad, angry or annoyed?
- On your own or with others in the class, think of the many different animals, birds and insects you can find in the jungle.

## PE LESSON

PE link with programme:	Jungle animal movements, jumping, leaping and climbing.
Aim:	Create a class dance.
Lesson emphasis:	Listening and co-operation skills. Make movements big and dramatic.
Equipment:	Fun jungle music or music which lends itself to animal movements (such as <i>Carnival of the Animals</i> ), or a variety of percussion instruments.

## Warm-up

**Elephants, tigers and monkeys** (a movement guessing game)

The teacher chooses a way for children to move around the room (such as run, tiptoe, leap, hop, jump or skip).

Then the teacher closes eyes or turns away and all children move around the room until teacher calls 'Freeze'.

On the word freeze, the children must assume one of the following animal positions.

**Elephants** have head down and arm out in front for a trunk.

**Monkeys** have arms curled up and swinging by their sides.

**Tigers** have their fingers stretched out like claws.

The teacher then calls out the name of one of the animals. All the children who are in this shape have to quickly climb a tree, just like in the story. The other animals stand still and have a rest. After 10 seconds or so, the teacher turns away and starts game again.

Keep changing the way the children move so that their heart beats faster and their bodies are warmed up.

## Main activity

### Animal dance

Choose the type of animal you want to be in the dance (this might perhaps be dictated by the music or instruments you are using, or you could choose animals from today's story or from a topic you have covered in class).

Start with children working on their own or in twos. Let the children come up with ideas as to how the animals you have chosen would move. Pick some children who are imitating an animal particularly well to demonstrate to the class.

Now choose a starting position for the dance. All the children could do the same thing, or you could let the children choose which animal shape to use.

Create dance by listening to music and deciding which animal the music is depicting. Children can move all at the same time or perhaps have different animals moving at different times. The dance can be made as simple or difficult as you wish. If children are having difficulty in picking up music changes use a drum, bells or tambourine to ensure they know when to move on to the next animal movement.

Choose an ending sequence or position for the dance. Perhaps children could move to four different corners during the dance, with each corner representing a different animal, then on the teacher's signal for the end of dance children can make their way, from one corner at a time, to middle of room to freeze for big finale.

## Cool down

Stand on tiptoes and stretch as tall as you can. Stretch arms out as wide as you can and then relax. Repeat this and take deep slow breaths at the same time.

## Programme Two **While You Are Sleeping**

— Transmission date 20 January 2009

### Story outline

This story is all about the toys in your bedroom. While you are sleeping, your toys, big and small, are up all night looking after you. So when the morning comes they are very tired and go to sleep until you go back to bed when they have to go to work all over again!

### Warm-up box

- ➔ Find a space.
- ➔ On tiptoes, **stretch arms high, wide** then back down to sides.
- ➔ **Running around room.** When music changes **freeze, bend down** and look from side to side).
- ➔ Repeat above.
- ➔ Stand still and listen.

### Story box

- ➔ Wake up, **stretch arms and legs.**
- ➔ **Stretch arms high above head, move arms from side to side** above head.
- ➔ **Walking** (walk the way your favourite toy would walk).
- ➔ **Walking** (repeat own walk or copy someone else).
- ➔ Find a space.
- ➔ **Running around room.** When music changes **freeze, bend down** and look from side to side.
- ➔ **Running around room.** When music changes **freeze, pull back a curtain** and look from side to side
- ➔ **Running around room.** When music changes **freeze, open a drawer** and look from side to side.
- ➔ Stand still and listen.
- ➔ **Stamping on the spot.**
- ➔ **Stamping around room, high knees.**
- ➔ **Slow tired crawling.**
- ➔ Repeat crawling.
- ➔ Stand up and listen.

## Join-up box

- ➔ **Stretching.**
- ➔ **Running** around room, **freeze, bend down, peek** from side to side.
- ➔ **Stamping.**
- ➔ **Toy walking.**
- ➔ **Lie down** on the floor and close your eyes.

## Follow-up suggestions in class

- If you could choose, which one of your toys would you love to be?
- Draw a picture of your favourite toy and give it a name.
- The story was about the hard work your toys do to look after you at night. Between everyone in the class, think of all the people who do things to help you. How many can you all come up with?
- Which one of these people would you choose to be and why?

## PE LESSON

PE link with programme:	Looking, listening, moving and freezing.
Aim:	Listening and changing movement accordingly. Reacting quickly to changes in music in the warm up. Moving and stopping quickly and in control. Reacting to sound in the main activity game.
Lesson emphasis:	Listening skills. Listening to music, freezing when music stops. Listening for someone stealing the toy in the main activity.
Equipment:	Music and music player for warm up. Something that jingles or makes a noise when moved for main activity game.

## Warm-up

### Musical statues

Children stand in a space to start. When the music begins, children move around room and freeze when music stops. Teachers can make this game as difficult or easy as they choose by asking the children to move around the room in a certain way or to freeze in a certain position.

Ideas for the teacher to use might include, 'move quickly in a low position', 'move slowly sideways', 'move as high as you can', 'move as low as you can in a slow way' and 'move quickly on your tiptoes'. When the music stops, children can be asked to freeze in a low shape, a high shape, a spiky shape, the shape of their favourite toy, as small as they can, as wide as they can, as long and thin as they can.

Unlike a normal game of musical statues, no one is actually 'out' in this game. If you do want the warm up to be more of a challenge you can ask the children to freeze as quickly as they can. Anyone wobbling or taking too long to freeze could perhaps do five star jumps or some other exercise. This adds an element of competition without sending any one out, which in turn ensures everyone is active for the whole time.

## Main activity

### Steal the toy

Sit children in a circle (use two circles if the class is large and space allows).

One person becomes the giant. The giant kneels down in middle of circle and covers their eyes (no peeking).

The teacher puts a toy or treasure on floor in front of this person. This must be something that makes a noise when moved, such as a handbell or a tin that rattles.

Teacher chooses one person to steal the toy. When teacher points to this person they move very stealthily into the middle of the circle, take the toy and creep back out of the circle. As soon as the giant hears the bell or jingling noise they jump up and chase the person who stole the toy around the outside of the circle (just as they would in the game 'Duck, duck goose').

The giant then sits in the main circle of children and the person who stole the treasure becomes the new giant.

Emphasise good listening skills and being able to react quickly on the sound of the bells or jingling noise.

## Cool down

Find a space and lie down.

Stretch out as long and thin as you can, as though you are waking up in the morning. Now curl up as tiny as you can as though you are snuggling down in your bed for the night. Do this three times, making sure you stretch very slowly each time.

Lie still and close your eyes.

## Programme Three **The New Puppy**

— Transmission date 27 January 2009

### Story outline

Anna is a little girl who loves dogs. One day her dad took her for a walk in the country. They met a farmer who had six puppies. Anna's dad allowed her to choose one. Anna called her puppy Tess. Tess was a mischievous puppy who gave Anna both problems and pleasure as she trained her to become part of the family.

### Warm-up box

- ➔ Find a space.
- ➔ Stand in your space, **hands on hips** and **wiggle** your hips from side to side.
- ➔ **Tiptoe quietly** in and out of good spaces.
- ➔ **Line up** together on a line in front of the wall.
- ➔ **Run** to touch the opposite wall and back again. Keep going until the music stops.
- ➔ **Sit down** in a space and **listen**.

NB: In the interests of safety, children must stop before they reach the wall. Use cones or beanbags as markers if there is not a line. If the space is small, children can work in pairs.

### Story Box

- ➔ **Kneel** down, hands on the floor.
- ➔ **Crawl carefully** around the floor in different directions.  
**Bark** when you meet another dog.
- ➔ **Crawl** and **listen** for instructions. Stop. **Sit... bark once... lie down... roll over.**
- ➔ **Find a partner.**
- ➔ **Stand one behind the other.**
- ➔ **Push** through the grass.
- ➔ **Climb** over a fence.
- ➔ **Run** in and out of trees.
- ➔ **Change the leader** and try the walk again.
- ➔ **Sit down** and **listen**.
- ➔ **Stand up.**
- ➔ **Wag** – **stick out your bottom** and **swing** your hips from side to side.
- ➔ Find a partner, A **sits** in a space, B **stands** a few steps away.
- ➔ A **shivers** while B **tiptoes** to A.
- ➔ **Curl up** together and sleep.
- ➔ **Wake up! Change places** and **repeat**.
- ➔ **Sit up** and **listen**.

## Join-up Box

- ➔ **Crawl round** and **bark** when you meet another dog.
- ➔ Find your partner **push, climb and run** on your country walk.
- ➔ **Wag** those puppy tails.
- ➔ **Tiptoe** to your partner, **shiver** and **shake** and **curl up** fast asleep.
- ➔ **Relax** and **sit up to listen** to the end of the story.

## Follow-up suggestions in class

- Do you have a dog? Is it big or small? What is it called?
- Make a list of different pets and represent the numbers of each in graph form.
- Draw your favorite pet and give it a name. Describe your pet to a partner.
- Class discussion – how do you care for a pet? Compare this with how you are cared for at home.

## P E LESSON

5-14 Strands:	Using the Body, applying skills, co-operating and sharing.
P E link with programme:	Exploring and extending country walk movements on apparatus.
Aim:	Managing the body on apparatus.
Lesson emphasis:	Co-operating and sharing to link actions together on apparatus.

## Organisation

Arrange a variety of pieces of apparatus to provide different levels, directions and pathways for the children to explore, such as skipping ropes, cones, skittles and canes, hoops, benches, bean bags, mats, agility tables and climbing frame.

If possible set out the hall beforehand with as much apparatus as you feel comfortable using.

Place mats around agility tables and climbing equipment.

## Warm-up

- 1 Run on the floor in and out of the apparatus without touching it or anyone else.
- 2 Tiptoe carefully in and out.
- 3 Very quietly, choose when to run and when to tiptoe in and out, showing a change of speed.

## Main activity

- 1 Travel across the floor on hands and feet.
- 2 On the word 'stop', roll over in a long thin stretched shape (a *log roll*). Roll over in a small curled shape.
- 3 Travel across the floor on hands and feet.
- 4 On the word 'stop', balance on your bottom with your feet off the floor, legs stretched. Then choose another part of your body to balance on. Make a strong, still shape.

## Climax: apparatus

- 1 Find a space on the floor.
- 2 Move carefully over, under, on, off and through the apparatus to create a pathway, sharing the apparatus with others.
- 3 Add rolling and balancing to your journey.
- 4 Show your pathway including two rolls and two balances to a partner.
- 5 Find a partner. Choose a starting place and lead your partner on your journey over the apparatus. Take care to move slowly and carefully so your partner can copy your actions. Finish your journey in a curled up shape together.
- 6 Repeat with your partner leading.

## Cool down

In a space waggle your tail and stretch up tall then bark!

Organise children to put away equipment carefully. (Older children can help with this.)

## Programme Four **Titus's Troublesome Tooth**

— Transmission date 3 February 2009

### Story outline

Titus is a goat who eats everything, even the washing! One day Titus had toothache which made him miserable and drove him crazy. He was very worried when his farmyard friends suggested different ways to pull out his tooth.

### Warm-up box

- ➔ Find a space.
- ➔ Stand, feet apart. **Stretch right arm, stretch left arm, stretch both arms.**
- ➔ **Run, twisting and turning**, lightly on your feet.
- ➔ **Hold your arms out** to balance. **Step** with big slow steady steps.
- ➔ Sit down.

### Story box

- ➔ Stand in a space.
- ➔ **Bend and lift** washing, **shake** it out, **stretch** and **peg out** to the right then the left.
- ➔ Sit down.
- ➔ **Show** a miserable face and **rock** from side to side, holding your cheek.
- ➔ Find a partner. **Face your partner**, arms stretched.
- ➔ **A pulls** back slowly as **B leans** towards A (without touching).
- ➔ **Shake** all over from head to toe.
- ➔ Change over.
- ➔ **Scratch** with your foot and **peck** with your chin, hands on waist, elbows pushed back.
- ➔ Sit down and listen.
- ➔ Choose a) cat: **scratch** with claws, reaching out.
  - b) bull: **make curly shapes** in the air, fingers leading as horns.
  - or c) duck: **waddle** in and out.
- ➔ **Run twisting and turning**, changing direction using all the space.
- ➔ Crash! **Flop** down.
- ➔ Sit up and listen.

## Join-up box

- ➔ **Stretch up** and peg right and left.
- ➔ **Find a partner.**
- ➔ **Pull and lean** one way then the other.
- ➔ **Shake** all over.
- ➔ Choose **scratch, make curly shapes or waddle.**
- ➔ Crazy dance: **run, twisting and turning.**
- ➔ **Crash! Flop** down.
- ➔ **Finish position: hold tooth up high!**

## Follow-up suggestions in class

- Look at a model of teeth. Examine their different shapes and functions.
- Arrange a visit from the school dentist or dental nurse to talk about caring for teeth.
- Make a list of foods that make your teeth strong and those that can damage your teeth.

## P E LESSON

5–14 Strands:	Investigating and developing fitness, co-operating, sharing, communicating and competing.
P E link to programme:	Healthy Teeth – Healthy Bodies.
Aim:	To engage in energetic activity.
Lesson Emphasis:	To experience and discuss the effects of exercise on the body.

## Warm-up

- 1 Jog in and out of spaces between each other, changing direction. Intersperse with hopping, jumping jacks, high knees, the twist, spotty dogs and so on as directed. Keep the activity going until the children are hot and out of breath.
- 2 Ask the children to find their heart beat and describe how they feel.

## Main activity

Find a partner.

- 1 Stand back to back and twist round to each side to touch partner's hands.
- 2 Reach high to touch above head and through legs.  
— *Which muscles are you stretching?*
- 3 On hands and feet, one partner stays strong the other goes over, under and round.  
Change over.
- 4 Lie on back and lift bottom, partner slides under.  
— *How did your muscles feel when you had to stay steady?*
- 5 Face partner, join hands and see-saw arms back and forwards
- 6 Sit facing partner, pull forward and back.  
— *Did your muscles get tired?*

## Cool down

Stand in a space.

- 1 Swing arms from side to side wrapping them round the body.
- 2 Stretch tall, reach right, left, right, left.
- 3 Grip all your muscles tight, even your face and release. Repeat.
- 4 Shake out arms and legs.

## Programme Five **Noah's Ark**

— Transmission date 10 February 2009

### Story outline

Noah built an ark as he knew there was going to be a flood and he wanted to save his family and the animals. The animals were all shapes and sizes.

### Warm-up box

- ➔ Find a space.
- ➔ Tiptoe lightly and quietly.
- ➔ March strongly, **swinging** your arms and **lifting** your knees.
- ➔ Move sideways: **step, together, step, together.**
- ➔ Stop, sit down and rest.

### Story box

- ➔ Crouch down, make two fists, stand up slowly, fists **building up** as you stretch up.
- ➔ Find a partner and stand side by side.
- ➔ Stretch up tall and **step** together with long, light, low steps.
- ➔ Stop and **lie down**, facing your partner, on your side.
- ➔ Lift your top leg slowly then **snap** it down, quickly and **shout** 'Snap.'
- ➔ Stop and **stand up** one behind the other.
- ➔ **Bend over**, let your arms **drop** down. **Step** with big, heavy steps.
- ➔ **Swing** one arm high and low.
- ➔ Stop and **sit down.**
- ➔ On your knees, **tap** fingertips on the floor.
- ➔ With your partner, **move** out of the ark as your animal – giraffe, crocodile or elephant.
- ➔ **Sit down** and rest.

### Join-up box

- ➔ **Step** your fists from low to high to build the ark.
- ➔ Find a partner.
- ➔ **Step** with long, slow steps as the giraffes.
- ➔ **Lie down**, facing your partner, lift your leg and **snap** it down.
- ➔ **Stand up**, one behind the other. **Bend over.** **Step** with big, heavy steps, **swinging** your arm.
- ➔ **Sit up.**
- ➔ **Tap** your fingertips on the floor.
- ➔ In twos, **come out** of the ark, **moving** as your animal.
- ➔ **Lie down** on the floor, **close** your eyes.

## Follow-up suggestions in class

- Make a list of all the animals to come out of the ark – one for each letter of the alphabet.
- Make a frieze of the ark and the animals – cut out the animals.
- Word association: think of pairs like cup and saucer, pen and paper.
- Count on in twos.

## PE LESSON

5-14 strands:	Using the body, co-operating and sharing, communicating and competing.
PE link with programme:	Working in twos.
Aim:	Improving skills with a partner.
Lesson Emphasis:	Use of small apparatus to develop skills with a partner.

## Warm-up

- 1 Skip round the room, find a partner on 'Stop'.
- 2 Listen to the instruction
  - hands to hands
  - feet to feet
  - back to back
  - side to side
  - elbows and knees together
  - bottom to bottom
  - one hand to one foot
- 3 Skip in between each action. Find a different partner each time.

## Main activity

Equipment: balls, skipping ropes, hoops, beanbags, cones.

- 1 Find a partner.
- 2 Ball between two: find different ways to send the ball to your partner. Keep it under control.  
Select some of the ideas to show the class.  
Try again.
- 3 Repeat with each piece of equipment.  
Encourage the pupils to use their hands and feet and right and left side of the body.

## Climax

Arrange class into four groups, and carry out the following tasks.

### 1 Balls

Set up cones as goals, with one goal keeper. Roll or kick the ball to beat the goalie.

*Teaching Points*

*Goalie: knees bent, hands ready, stand one step in front of goal.*

*Striker: aim away from the goalie.*

### 2 Skipping ropes

Two children make waves with the rope, others take turns to jump.

*Teaching points*

*Rope swings slowly touching the ground. Say 'Jump' when the rope touches the ground to help with the rhythm.*

Develop into skipping, turning the rope over.

### 3 Hoops

In twos, one spins the hoop and the partner runs to a marker and back before the hoop falls. How many times can you run?

*Teaching points*

*Use fingers, thumb and fast twist of the wrist to spin the hoop.*

### 4 Beanbag

Beanbag between feet, hands on the floor. Bunny hop feet into the air to 'throw' the beanbag. Can your partner catch it?

*Teaching points*

*Strong straight arms to bunny jump hips high.*

Rotate activities round groups

## Cool down

1 In twos, face your partner and join hands. Sit down and stand up together, three times.

2 Line up in twos.

## Programme Six **The Very Noisy Night**

—Transmission date 24 February 2009

### Story outline

It was night time. Little Mouse could not sleep because there were all sorts of strange, scary noises keeping him awake. Finally Big Mouse let him come into his bed where they both fell fast asleep and slept right through the alarm!

### Warm-up box

- ➔ Find a space.
- ➔ Scurry round the room on your toes.
- ➔ Scurry and freeze in a statue shape.
- ➔ Sink slowly to the floor.
- ➔ Make a bridge shape using your hands and feet, and crawl on hands and feet, forwards backwards and sideways.
- ➔ Sit down.

### Story box

- ➔ Up on feet and rush into spaces, quickly and lightly, whooshing as you go.
- ➔ Creep round the room, stepping quietly and carefully. Bend down and tap the floor.
- ➔ Sit and listen.
- ➔ Find a partner.
- ➔ A makes a wide shape with arms and legs stretched. B slides under legs and jumps up to stretch high.
- ➔ Change over.
- ➔ Stop and stand beside your partner.
- ➔ Bounce around the room, feet together.
- ➔ Sit up and listen in a space.
- ➔ Hop on your own. Find your partner and hop together. Then lie down together in a space.

### Join-up box

- ➔ Using your arms, rush around the room, whooshing like the wind.
- ➔ Creep carefully. Bend and tap the floor with your hands.
- ➔ Find a partner.
- ➔ Bounce feet together in twos.
- ➔ Hop away into a space then find your partner and lie down together in a space.

## Follow-up suggestions in class

- Discuss what makes you frightened.
- Discuss how we keep ourselves safe outdoors.
- Make a night time picture using charcoal.
- Make sugar mice.

## PE LESSON

5-14 Strands:	Using the body, creating and designing, observing, reflecting, describing and responding.
PE link with programme:	Mirroring and following shapes and shadows.
Aim:	To create a simple dance sequence in twos.
Lesson emphasis:	Contrasts in movement – fast and slow, high and low.

## Warm-up

Use tambourine to control movement.

- 1 In twos, follow the leader travelling in different ways – skipping, hopping, running, slipping steps
- 2 Stop and change the leader.
- 3 Repeat and make a strong, jaggy shape at a high or low level on 'Stop.'
- 4 Repeat, but stop on different body parts to hold shape at a high or low level.

## Main activity

Use the tambourine, rubbing it slowly.

- 1 Face partner to mirror movements.
- 2 Hands together, palms almost touching.
- 3 Slowly raise one hand up and round in a big circle, mirroring your partner.
- 4 Repeat with the other hand.
- 5 Try with two hands, keeping both your hands close together.
- 6 One partner becomes the leader and makes a pathway with their hands in the air, changing levels and direction. Partner mirrors. Use slow, sustained movement.
- 7 Change over.
- 8 Select pairs for observation. Discuss why they are good – focus on partner, slow movement, interesting pathway.

## Climax

- 1 In twos, A leads pathway with hands for B to mirror.
- 2 A travels to stop in a jaggy shape at high level.
- 3 B follows and links on to jaggy shape at a low level.
- 4 Repeat with B leading.

Use tambourine to accompany movement — rub, shake and beat, shake and beat.

Half of the class performs the sequence, the other half observes.

## Cool down

Face teacher in a space.

Mirror teacher – slowly stretch arms high, open into a wide circle and lower to sides.

Repeat 3 times.

## Programme Seven **Night walk**

— Transmission date 3 March 2009

### Story outline

Flute the cat and Daisy the dog lived in the same house. Daisy liked to go out on long walks but Flute had never been out of the garden. One night Daisy went for a walk and Flute decided to join her. They heard lots of strange noises and Flute was a little scared. It was Daisy however who got in to trouble when she got too near some wild cat kittens. The mother cat was very angry at Daisy and Flute had to come to the rescue. Flute was so proud to have saved his friend on her first trip out of her garden. Daisy was pleased her friend Flute was so brave.

### Warm-up box

- ➔ Find a space.
- ➔ Stretch both arms above head and bring arms slowly down to side.
- ➔ Stretch and yawn **three times** to the music.
- ➔ Skip on the spot, high knees, swing arms, **skip faster and faster**.
- ➔ Stop and listen.
- ➔ Walk slowly and **quietly** around the room.
- ➔ Sit down and listen.

### Story box

- ➔ Stand up, stretch and yawn **three times**.
- ➔ Twitch your nose.
- ➔ Small, nervous steps with **hunched shoulders**. Freeze when music stops.
- ➔ Sit down.
- ➔ Fly gracefully, arms outstretched; **twit twoo** to other owls.
- ➔ Sit down.
- ➔ Curl up into a tiny ball **on floor**.
- ➔ Stand up.
- ➔ Find a partner.
- ➔ Face each other, hands palms up.
- ➔ Clap **three times**, turn partner around.
- ➔ Repeat the activity but to the music.
- ➔ Sit down and listen.

## Join-up box

- ➔ **Stand up** and stretch **three** times.
- ➔ Nervous **walking** with small steps.
- ➔ **Fly** like the owl.
- ➔ **Curl up** tiny on floor.
- ➔ **Find a partner.**
- ➔ **Clap** partners **hands** three times and **turn to music.**
- ➔ When **music stops sit down** with hands in your lap.
- ➔ **Lie back to back with partner** and think about the story.

## Follow-up suggestions in class

Have you ever been outside in the dark? Were you scared? What did you see?

Make a frightened face to the person sitting next to you. Can you make different faces, happy, sad, and angry? The other person can guess what face you are making.

Draw a picture of Daisy the dog, Flute the cat, the owl or kittens from the story.

## PE LESSON

5-14 Strands:	Using the body, Applying skills, Creating and designing.
P E link with programme:	Creeping and freezing.
Aim:	To perform a balance with the body and a piece of equipment.
Lesson emphasis:	Stillness in balance.

## Equipment

Beanbags

## Warm-up

Creep around room; freeze on teacher's signal. (Call 'freeze', or use a tap on a tambour or some other signal.)

Tiptoe around room; freeze as above.

Change the linking action, using hopping, skipping, moving sideways, moving backwards, jumping and rolling.

## Main activity

The teacher, or an able pupil, demonstrates balancing a beanbag on back of their hand. (Emphasise the stillness of the body, the arm and the beanbag.)

Ask children to copy this beanbag balancing. Now ask them to balance the beanbag on their head.

After all the children have tried this, ask them to show all the different ways they can balance their bean bag. This should be very creative, but if it is not give the class ideas such as using an elbow, a knee, a foot, a shoulder and so on.

Children can creep around the room with a beanbag on their head, shoulder, elbow or hand, and on the teacher's signal freeze and balance the beanbag on a different part of their body. Emphasis the concept of balance — nothing should be moving. Look for complete stillness for a count of at least four.

Use the good examples as demonstrations.

As a lesson extension, follow the procedure above and repeat the creeping and balancing until the children have made a simple sequence of around three different balances.

Have some children watching others make up a sequence, then ask them to swap over. Ask the children to look for good examples of balance. Why do they think it was a good example?

Ask children to join with partners and work out a balancing sequence in pairs. The movements linking the balancing positions can also be changed. Children could perform their sequence to the class. If they cope with this, try groups of four, or adding music, or change the equipment — the possibilities are endless!

## Climax

**Flute Steps** is a good game to quieten class down.

One child stands facing away from the others, playing the part of 'Flute the Cat'. The others line up about 20 paces away, or whatever distance is appropriate for the space you have available. They are the wild cat kittens.

The kittens try to creep up on Flute the Cat. When Flute turns round the kittens must freeze. If Flute sees anyone stepping forward he calls out their name, and that child has to take three large steps back.

The first child to creep up on Flute is the winner, and becomes Flute for the next round.

If you have a large class you can play several games at once across the room.

## Cool down

If there is time, ask the children to curl up in a ball like a kitten in front of the fire. When the teacher touches them, by nudging their foot for example, they should creep to the door and line up.

## Programme Eight **Hugo and the bully frogs**

—Transmission date 10 March 2009

### Story outline

Hugo was a small frog with a small croak. He lived in a pond with lots of other frogs. The biggest of all of these was a nasty frog called Popeyes who liked to bully Hugo. Hugo was scared of Popeyes until his friend the duck taught him how to make a very loud, scary quacking noise. When Hugo made this noise Popeyes got such a fright he hopped off and never bothered Hugo again. Hugo was a wise frog who told his friends about being bullied, asked for their help and stood up to the bullies.

### Warm-up box

- ➔ Find a space with the music.
- ➔ Crouch down on toes, hands in front to balance.
- ➔ Stretch high and wide then small and low with the music.
- ➔ Walk with large, long steps into all the spaces.
- ➔ Jump to the music, land with bent knees.
- ➔ Sit down.

### Story box

- ➔ Stand up.
- ➔ Stride around the room with big bold steps. Make big arm movements.
- ➔ Tiptoe sneakily around room, when the music changes stop, bend at waist and dangle arms and heads.
- ➔ Find a partner with the music.
- ➔ Choose to be 'A' or 'B'. Face each other.
  - 'A' gives little wave, 'B' gives large wave
  - 'A' takes small step, 'B' takes huge step
  - 'A' makes tiny jump, 'B' makes enormous jump.
- ➔ Swap over.
  - 'B' gives little yawn, 'A' gives large yawn,
  - 'B' takes small hop, 'A' takes huge hop
  - 'B' takes tiny kick, 'A' takes enormous kick.
- ➔ Sit down.
- ➔ Choose to be a bird flying with fast wings, or a butterfly making big lazy movements, or a fish flapping on the floor.
- ➔ Sit down.
- ➔ Frog hopping — crouch down, fingertips on floor, knees turned out. Leap high and frog hop to the music.
- ➔ Sit down.

## Join-up box

- ➔ Listen carefully.
- ➔ Stand up.
- ➔ Large striding steps.
- ➔ Sneak on **tiptoes** and **dangle** from waist.
- ➔ 'A' gives **little wave**, 'B' gives large wave  
'A' takes small **step**, 'B' takes huge step  
'A' makes tiny **jump**, 'B' makes enormous jump.
- ➔ Frog **hopping** around the room.
- ➔ Lie **down**, arms behind head, **cross legs** and relax.

## Follow-up suggestions in class

Has anyone ever been nasty to you?

Were you scared? Did you tell anyone?

Have a class discussion about what you should do if you are being bullied. Remember all the things Hugo did in the story.

## PE LESSON

5-14 Strands:	Applying skills, Investigating and developing fitness.
P E link with programme:	Frog jumping, contrasts between large and small movements.
Aim:	Children should be able to demonstrate different types of throwing.
Lesson emphasis:	Throwing for distance (overarm, with opposite leg forward).

## Equipment

Green bibs or bands.

Soft sponge tennis balls or shuttles.

## Warm-up

### Frog Tig

Choose some children to be Hugo (give them bibs or bands to put on). Pick about five children, or fewer if you have a small class.

The 'Hugo's are the catchers. When the other children are caught, they must do five frog jumps on the spot, landing with bent knees, before they can join in again.

The 'Hugo's should try to catch as many frogs as possible. A great challenge is to try and have the whole class caught at the same time.

Keep swapping around to give different children a chance to be catchers.

## Main activity

Use sponge tennis balls or shuttles, ask the children to throw as low as possible, using tiny movements. Then throw as high as possible. Then throw as far as possible.

Ask the children to show different ways of throwing — under a leg, backwards, round their side and so on.

Pick some good examples to demonstrate to the rest of the class.

Ask the children to watch a partner and try to copy the way they threw their ball or shuttle.

The lesson can be extended over a number of weeks to teach the basic technique for overarm throwing — use a good wide stance to start, put the opposite foot to the throwing arm forward, rotate the trunk and follow through with the throwing arm.

## Climax

### Clear the Pond

This is a game, which helps the children improve throwing for distance without realising that they are practicing a skill. They love it!

Mark out a 'pond' in the middle of the room with cones, ropes or other suitable equipment. Only the teacher is allowed in this area, to collect the equipment that falls in the 'water'.

Ask half the class to stand, randomly spaced out, on one side of the pond and half on the other. They are all to be frogs. Give each child a sponge ball or a shuttle. (If you have enough, give them two each.)

Then, when you shout 'Clear the pond', the children should throw their balls or shuttles as far as they can over the pond and into the other frogs' area. They should pick up anything that lands in their area and throw it back. The object is to keep their side empty of balls or shuttles.

The game can go on as long as you wish. When you shout 'Stop!', all throwing should cease. Then check to see which team of frogs has the fewest balls or shuttles in their area. They are the winners.

You can make the pond smaller or larger to suit the ability of the children. Put the less able throwers towards the front of their area.

## Cool down

Ask the children to lie down on their backs with their arms behind their heads and their legs crossed. They should imagine they are sitting by a large pond and the sun is shining on their faces. Can they hear the frogs splashing in the water?

## Programme Nine **Mo's smelly jumper**

— Transmission date 17 March 2009

### Story outline

Mo was a monkey with a favourite rainbow coloured jumper. Mo's Mum wanted to wash the jumper as she thought it was really smelly. Mo did not want his jumper washed so he and all his friends heaved the jumper at one end away from Mo's Mum and her friends who were pulling the other end. The tug of war ended with everyone falling into the mud and the jumper was so muddy Mo had to wash it. Not only did the jumper look very clean and colourful again, it was so big after the tug of war that it made a great hammock for Mo to sleep in!

### Warm-up box

- ➔ Find a space.
- ➔ Stretch up high with **right arm**.
- ➔ Stretch up high with **left arm**.
- ➔ Repeat **three times**.
- ➔ Walking in sticky mud, **high knees** arms out to balance.
- ➔ **Tug of war** — feet wide apart, arms in front holding rope, heave rope towards body, lean forward.
- ➔ Repeat.

### Story box

- ➔ Walking round room, **stretching high and low** collecting berries.
- ➔ Make **mud pies** — stretch down, **pick up** mud, **pat** it and put it down to dry.
- ➔ To music, **find a partner**.
- ➔ **Face partner**. To music, **heave-ho** at the pretend.
- ➔ **Sit down** and listen.
- ➔ **Stand up**.
- ➔ **Join** with partners next to you. **Heave-ho**, two against two.
- ➔ **Find another** set of partners. **Heave-ho**, three against three.
- ➔ Walk in squelchy mud, **high knees**.
- ➔ **Wash** arms, legs, toes, hair.
- ➔ **Sit down** and listen.
- ➔ **Stand up**.
- ➔ **Wave** with dangly arms to music.

## Join-up box

- ➔ Stand up.
- ➔ Walk and stretch to pick berries **high and low**.
- ➔ Scoop up mud, pat it in hands.
- ➔ Find your partner.
- ➔ Heave-ho with partner.
- ➔ Walking in squelchy mud with **high knees**.
- ➔ Wash the mud off.
- ➔ Wave with dangling arms.
- ➔ Curl up on floor; **remember** your favourite moves from today.

## Follow-up suggestions in class

What is your favourite thing? Is it a toy, a person or something to eat?

Talk as a class about everyone's favourite things and why they picked them.

Draw a picture of Mo's rainbow jumper. Colour in all the stripes with the rainbow colours.

## PE LESSON

5-14 Strands:	Applying skills, Co-operating, sharing, communicating and competing,
PE link with programme:	Rainbow colours and jungle animals.
Aim:	Play a jungle game safely and understand the rules.
Lesson emphasis:	Safety and listening to instructions.

## Equipment

Coloured markers to mark out area for main activity game. (Not essential, especially if room has lines on the floor.)

## Warm-up

**Rainbow Game** (This is similar to traffic lights.)

Children start by finding a space. The teacher calls out signals, and the children do appropriate actions.

- On 'Red', they stop.
- On 'Green', they jog around.
- On 'Orange', they jog on the spot.
- On 'Puddles', they jump around the room splashing in puddles.
- On 'It's raining', they use their arms to wipe away the rain.
- On 'Here come the clouds', they curl up small because the clouds have hidden them.

If children play this game regularly, you can make the commands more challenging or ask them to come up with new ones.

## Main activity and climax

### Jungles on Fire

Line the children up and give each of them the name of a jungle animal, such as lion, elephant, monkey, tiger and cheetah. Five animals is about right for 25 children in a small space. If you have more space, four different animals will be fine.

Either the teacher or a few children start off in the middle of the area, as hunters. They stand facing the line of animals.

The hunters tell a story about going to the jungle. When they mention one of the animals, all of the children who have been given that animal name must try to run to the other end of the hall without being caught by the hunters.

If the children are caught, they join the hunters and catch animals crossing the middle.

If there is enough space, and it is safe, the hunters can call 'The jungle's on fire'. At this, all animals must try to cross at once.

If you are playing in a small area, you can change the rules slightly so that, rather than have too many hunters in the middle, you allow the 'animals' who have been caught to join the herd again.

## Cool down

Ask the children to imagine the room is a jungle. They should move around the way they think their animal would move. On a signal from the teacher (voice, rainmaker, bells or a similar noise) they should lie down on the forest floor, close their eyes and think about their favourite jungle animal.

## Programme Ten **Super Sid — the silly sausage dog**

— Transmission date 24 March 2009

### Story outline

Sid was a Sausage dog who had no owner and lived in kennels. Sid badly wanted a home, and was always trying to show people how clever he was by jumping, digging and singing. Something always went wrong and instead of finding a home everyone just called Sid a silly sausage dog. One day Sid discovered a fire in a house and barked until the firemen came to put the fire out. Sid had been so brave — he saved Billy's house. Billy's Gran said that Sid could live with them. Sid now has a lovely home with two owners who love him very much.

### Warm-up box

- ➔ Find a space.
- ➔ Lie down; curl up in a ball.
- ➔ Stretch into a long shape.
- ➔ Creep with slow steady steps.
- ➔ Rush quickly around room with quiet feet. No bumping.
- ➔ Sit down.

### Story box

- ➔ Stand up.
- ➔ Leap high from one foot to another over the wall.
- ➔ Kneel down and dig furiously with hands.
- ➔ Sit down.
- ➔ To music, find a partner.
- ➔ Listen.
- ➔ Choose to be Sid or an angry person.
- ➔ Angry person lifts bucket, throws water and makes an angry face.
- ➔ Sid shakes then creeps away from partner.
- ➔ Lift noses, walk around room sniffing.
- ➔ Climb out of window...
- ➔ ...across yard...
- ➔ ...over wall...
- ➔ ...under fence...
- ➔ ...through the garden...
- ➔ ...round the bird table...
- ➔ ...through the archway.
- ➔ Stop and freeze.
- ➔ Pretend to be the fireman, make big shapes in air with arms.

## Join-up box

- ➔ Stand up.
- ➔ **Leap over** the wall.
- ➔ **Dig** furiously with hands.
- ➔ **Sniff** round room.
- ➔ **Climb** out of window...
- ➔ ...**across** yard...
- ➔ ...**over** wall...
- ➔ ...**under** fence...
- ➔ ...**through** the garden...
- ➔ ...**round** the bird table...
- ➔ ...**through** the archway.
- ➔ **Stop** and freeze.
- ➔ Put out the fire making **large arm movements** in the air.
- ➔ **Lie down** and relax.

## Follow-up suggestions in class

Does anyone you know have a pet? What is the pet called?

What other silly things do pets do?

Are you a good singer? What is your favourite song?

As a class, sing some favourite animal songs.

## PE LESSON

5-14 Strands:	Using the body, Investigating fitness, observing, reflecting, describing and responding.
P E link with programme:	Negotiating obstacles, sausage dog tig.
Aim:	Provide children with the opportunity to move in different ways over, across, under and through a variety of obstacles.
Lesson emphasis:	Quality of movement and safety.

## Equipment

Bands or bibs for tails in warm up.

Hoops, benches, skittles, ropes, marker cones and mats. If your equipment is limited, use what you have available to create the same movement opportunities. There are some ideas for different equipment at the end of the the main activity section.

## Warm-up

**Sausage dog tig** (This is like 'foxes and chickens'.)

Pick a few children to start as 'Sid the sausage dog'. All the other children are cats. Tuck a band or bib into the back of the shorts of each cat, as a tail.

The sausage dogs must try and catch as many tails as possible.

When children are caught, they must jog on the spot.

Children should try to be the last cat with a tail.

Keep swapping the children playing the sausage dogs.

You can play this game in a slightly different way, where no one is actually 'out' as such. Starts as above with a few dogs, but this time when the dogs steal a tail they keep it, tuck it in and become a cat. The cat they stole the tail from is now a dog and has to go and steal another tail

Which cats managed not to lose their tail?

Which dogs managed to steal a tail?

## Main activity and climax

Set up equipment to allow children opportunities to go over, under, through, round and across. For example, 'through' might be a hoop, 'across' might be a bench, 'under' might be skittles and rope, 'in and out' might be markers, and 'round' might be a rope arranged in circle shape on floor.

Set up four or five lines of the same equipment, and divide the children into the same number of groups as there are lines of equipment. Children in each group then line up and take it in turn to negotiate the obstacles.

The equipment suggested above is just an example. Use simple apparatus, which is easy to set out. If possible, ask the older children to help set up the room.

Other equipment that could be used includes mats rather than benches to travel across, and skipping ropes or cones to mark the beginning and end of activity areas. If there is no appropriate equipment for going under, children could go under another person.

You could also have different sets of equipment in different areas of the room, and move groups from one area to another.

## Lesson extension

Ask the children to jump from a bench to a mat, making different shapes in the air. They should land with bent knees, and roll along the mat.

They could carry an item such as a beanbag or a ball through the course with them.

They could play 'follow my leader' with the people in their group. Each group member should copy the way the first one moved around the course.

## Cool down

Ask the children to lie down on their tummies and close their eyes. They should think about your favourite obstacle. Did they prefer going over, under, round, through or in and out?