



# Learning Scotland



## **HOP, SKIP and JUMP**

**Autumn 2008**

Tuesdays 03.30–03.45

*16 September to 14 October*

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**

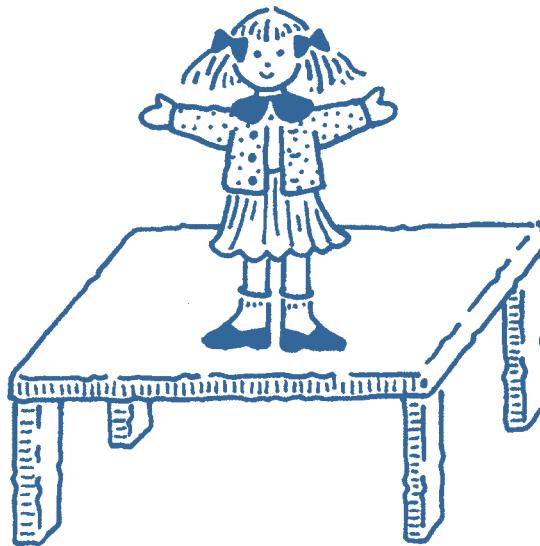
While notes for programmes conceived within the 5–14 framework have retained some of their original format, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors. Curriculum 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.

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# **Hop, Skip and Jump**

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## Introduction

Welcome to the Spring 2008 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:

*Yes We Can!* by Sam McBratney, illustrated by Charles Fuge (Puffin Books)

*The Teeny Weeny Tadpole* by Sheridan Cain and Jack Tickle (Little Tiger Press)

*Little Louis Takes Off* by Toby Morrison (Simon and Schuster)

*Oliver's Wood* by Sue Hendra (Walker Books)

*Little Copy Cub* by Catherine and Laurence Anholt (Puffin Books)

# Programme One **Yes We Can!**

—Transmission date 16 September 2008

## **Story outline**

Roo the Kangaroo, Country Mouse and Quacker Duck are friends who decided to have a challenge. They challenged each other to see who was the best at jumping, floating on water and catching their tail. They found some of the challenges difficult and ended up being very grumpy with each other. Roo's Mum helped cheer them all up by asking them to show one another things that they were good at.

## **Warm-up box**

- **Find a space.**
- **Running** in and out of spaces.
- **Freeze** when music stops and... **go** (running in and out of spaces).
- **Freeze** and... **go**.
- **Freeze then relax.**
- **Kneel down** on floor.
- **Crawl slowly** around room looking for good spaces.
- **Stand up.**
- **Stomp** around room looking for spaces.

## **Story box**

- **Run** in and out of spaces; **reach up high** to catch leaves.
- **Freeze** when music stops and... **go** (run in and out of spaces).
- **Freeze** and... **go**.
- **Freeze then relax.**
- **Running** again but this time **reach high and low** for leaves.
- **Freeze** when music stops and... **go** (run reaching high and low).
- **Freeze** and... **go**.
- **Freeze then relax.**
- **Sweeping leaves** into big pile **with strong arms.**
- **Stand still** and listen.
- **Big steps** then **one big leap** to jump a log.
- **Even longer steps** then **big leap** to jump a tree.
- **Sit down** where you are and listen.
- **Crawl slowly** out of puddle. When music changes **wiggle and shake water off body.**
- **Stand up.**
- **Look behind you.** **Jump round** to catch your tail.
- **Stand still** and listen.
- **Moody stomping.** **Swing arms as you go.**

## Join-up box

- ➔ Running to chase leaves **high and low**.
- ➔ Freeze when music stops and... **go** (running in and out of spaces).
- ➔ Freeze and... **go**.
- ➔ Freeze then **relax**.
- ➔ Sweeping leaves with **strong arms**.
- ➔ **Big steps, jump the log, then kneel down**.
- ➔ **Slow crawling and shake off water**.
- ➔ **Stand up. Jump round** to catch your tail.
- ➔ **Sit down** and close your eyes.
- ➔ **Stomping**.

## Follow-up suggestions in class

- In class or small groups talk about the different things children are good at, then make a display to illustrate them.
- Have a 'Celebrate Success' day (or week, or morning or other suitable time) when the children can demonstrate some of their skills.
- Think of something you would like to get better at. Can you find some time to practise this activity or skill?

## PE LESSON 1

PE link with programme:	Running, freezing, jumping and showing different skills
Aim:	Give children the opportunity to demonstrate a variety of skills which they feel they are good at.
Lesson emphasis:	Knowing your skills. Running and freezing quickly under control.
Equipment:	Music – CD player or similar. Ropes, cones, canes or other things to jump over. Mats for rolling.

## Warm-up

### Copy time

Use a piece of music which has a good simple beat and rhythm.

Children should spread out around room facing the teacher. Ask the children to copy some of the jumps below, all jumping at the same time in rhythm with the teacher. (If you are not confident in being the leader choose a child or children who are happy to demonstrate.)

Jumping jacks (ten times)

Spotty dogs (ten times) — arms and legs go forward and back

Hopscotch on the spot

Two-footed jumps from side to side (ten times)

It is also great fun – and helps keep the class working to the same rhythm – to let the children count down out loud as they do each exercise. Ten, nine, eight, seven... the more noise the better!

## Main activity

Divide the room into four areas described below. If space allows, you could add more spaces with different activities.

- A **travelling area** with mats on floor. Children choose different ways to cross the mats, such as rolling, bunny jumping, twisting, hopping or sliding.
- A **jumping area** with cones, canes and skipping ropes on the floor. Children move around the area jumping over the obstacles.
- A **dancing area**. Have music playing and allow the children to dance freely to the music.
- A **bean bag area** in which children try to balance bean bags in a variety of ways on their bodies, both when still and when moving around the area.

Arrange the children into four groups (or into more groups if you have more spaces).

After the children have been active in one space for a time, move them on so that they rotate around each of the different areas.

## Cool down

Lie down and place a bean bag on your tummy or back. Try to stand up without dropping the bean bag.

Lie down close your eyes and think of all the different things you were good at today.

## Programme Two **The Teeny Weeny Tadpole**

—Transmission date 23 September 2008

### **Story outline**

The Teeny Weeny Tadpole wishes he had legs so he could leap and jump rather than just wiggle around in the water where he lived. In the story he meets sheep, rabbits and grasshoppers who are all great at leaping and jumping.

Teeny Weeny's Mum and all the animals he meets tell him that one day he will grow legs and turn into a frog. He too will then be able to jump and leap wherever and whenever he wants.

The story is about his adventure as he changes from tadpole to frog.

### **Warm-up box**

- **Find a space.**
- **Hands on hips, wiggle hips and bottom.**
- **Stay in your space.**
- **Front or back crawl swimming.** Circle arms one at a time in large circles by sides.
- **Stand still and listen.**
- **Running and swerving around room.**
- **Stand still and listen.**

### **Story box**

- **Wiggle high and low.** Also wiggle fingers and arms.
- **Listen.**
- **Breast stroke swimming. Hands on chin to start.** Swim around room to music.
- **Front or back crawl swimming.** Walk around room whilst circling arms one at time.
- **Stand still and listen.**
- **Bunny jumps. Crouch down. Move hands then feet, hands then feet around room.**
- **Grasshopper leaps.** Leaping around room same leg leading each time.
- **Repeat Grasshopper leaps.** Other leg leading.
- **Running and swerving.**
- **Repeat running,** listen to changes in music to swerve.
- **Feel your heart beating.**
- **Frog jumps. Hands on floor to balance.**
- **Repeat frog jumps.** Jump as high or higher as those next to you.
- **Have a rest.**

## Join-up box

- ➔ Wiggle high and low.
- ➔ Breast stroke around room.
- ➔ Grasshopper leaps.
- ➔ Run and swerve around room.
- ➔ Lie down in a space.

## Follow-up suggestions in class

- Investigate links to *Living and Growing* programme. Explore how animals and insects change as they grow older. (Tadpoles turn into butterflies, cygnets turn into swans.)
- What things do you wish you could do now that you can't because you are still too young?
- Have a class nature walk, observe tadpoles in ponds.
- Find out which animals and insects are nature's best leapers!

## PE LESSON 1

PE link with programme:	Running, swerving and jumping
Aim:	To run, swerve and jump around, over and under a variety of equipment and obstacles
Lesson emphasis:	Body control, moving safely whilst running, swerving and jumping at speed
Equipment:	Any or all of the following – benches, mats, hoops, spots, ropes, cones, mini hurdles, tunnels, beanbags, relay batons

## Warm-up

### Tadpole tig

Choose some *Scary Fish*. (These are the catchers, about four or five for a class of 25.)

If the children are **caught** by the Scary Fish they have to stand on the spot and **wiggle and wriggle up and down** like the tadpoles in the story.

Other children who are not caught try to run around and **free the tadpoles** by waving a magic wand in front of them turning them back into boys and girls who can run around again.

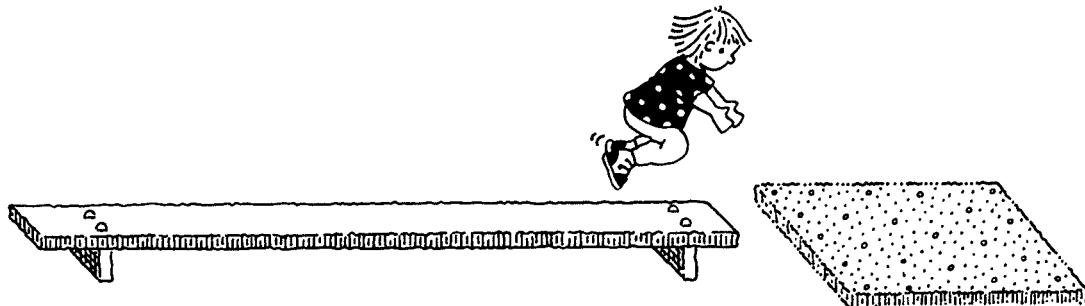
## Main activity

Arrange the children into teams

Start with relay races where children have to run and swerve in and out of cones. Gradually add equipment to each team's lane. Choose things the children will have to jump over/across, swerve around, crawl under and so on.

Examples of layouts might include

- **spots on ground.** Children jump from spot to spot with both feet together. Alternatively, they could leap from one foot to the other.
- **benches and mats.** Children bunny-jump across or along the bench. They could hop along, jump off or jump over the benches, and frog jump around the mats.
- **skipping ropes spread out on floor.** Children run around and try to find different ways of jumping over the ropes. They should run at speed and swerve around the wiggly ropes.
- **skittles with cones, ropes or poles** raised just off ground. Children run and jump over the cones and mini hurdles.



## Cool down

Find a partner. Lie on your back. One partner curls up small and tiny like the Teeny Weeny Tadpole's head. The other stretches out as long and thin as they can and wriggles their tadpole body. Then the partners swap over.

Lie on your back and close your eyes. Think of some of the different animals and insects you know about. Imagine which one you would like to be and why.

## Programme Three **Little Louis Takes Off**

—Transmission date 30 September 2008

### Story outline

This story is about a little swallow called Louis who had not learned how to fly. So when his family flew to their winter home Louis had to go by aeroplane. One day when Louis was standing on top of the hotel roof waiting for his parents to arrive, his aeroplane ticket blew away. Louis tried to catch it, jumped off the roof and found he could fly. Later, he enabled his new friend Gwynn, a penguin, to fly too.

### Warm-up box

- **Find a space.**
- **Hop and land on one foot**, then **hop and land on two feet**. Repeat two more times.
- **Stand still.**
- **Stretch arms out** as long and wide as possible, **stretch fingertips**.
- **Stand tall and straight**. Take **big strong steps** into all the spaces.
- **Stand still** and listen.

### Story box

- **Hopscotch** (hop and land on one foot, hop and land on two feet) whilst **moving forward**.
- **Repeat Hopscotch.**
- **Aeroplane flying**. Arms outstretched, **glide** gracefully round room.
- **Stand still.**
- **Balance on one leg**. Arms outstretched to help balance.
- **Balance on the other leg.**
- **Hands high above head**. Let hands **flutter and swoop** all the way to the floor. Repeat.
- **Flying like a bird**. Arms flapping up and down by sides. Move in and out all the spaces.
- **Repeat flying** make **bigger, slower and more graceful** arm movements.
- **Penguin waddle**. Arms by side, knees together.
- **Proud walking**. Walk tall in and out of spaces, **smiling** as you go.
- **Lonely sad walking**. When music changes go back to **proud walking**.

## Join-up box

- **Hopscotch** (hop and land on one foot, hop and land on two feet) whilst **moving forward**.
- Repeat **Hopscotch**.
- **Aeroplane flying**. Arms outstretched, glide gracefully round room.
- **Dancing hands**. From high above head let hands flutter and swoop to the floor.
- **Flying like a bird**. Large, slow arm movements by sides.
- **Penguin waddle**. Arms by side, knees together.
- **Proud walking**. Walk tall in and out of all the spaces. Keep smiling as you walk.
- **Lie down** on your back and **close your eyes**.

## Follow-up suggestions in class

- Learn how to play a game of hopscotch in the playground.
- On a map of the world, look at how far swallows fly to find warmer weather. In which parts of the world do penguins and flamingos live?
- Find out why swallows fly to a different country when winter arrives. Which other animals, birds or insects move their homes or hibernate when winter arrives?
- Make or decorate paper aeroplanes or model aeroplanes and let them hang from the classroom ceiling.

## PE LESSON

PE link with programme:	Hopscotch movement patterns. Different types of jumping. Aeroplane tig.
Aim:	To create a movement or dance sequence using a variety of different jumps and turns
Lesson emphasis:	Awareness of the five different types of jump recognised in Physical Education (see <i>Main Activity</i> section below). Repetition of movements. Quality of jumps and turns.
Equipment:	This lesson could be done without music, but the use of music would enhance the children's experience.

## Warm-up

### Aeroplane tig

Choose four or five catchers depending on the number of children in the class.

When **caught**, children stand with **arms outstretched at sides** like aeroplane wings.

To **free** someone, children who are not caught can **run under the aeroplane wings** (after looking to check no one coming from the other direction).

## Main activity

### Hopscotch dance

Start with children working on their own or in twos. Show the children some or all of the five key jumps:

- one foot to the other foot
- one foot to the same foot (a hop)
- one foot to two feet
- two feet to one foot
- two feet to two feet

This may sound complicated but given time children pick some of these jumps up very quickly. Break it down and perhaps just start with two or three of the above.

Also remind the children of **half turn**, **three-quarter turn** and **full turn** jumps.

From the story ask the children to practise the **flamingo balance** on each leg.

Now the children have all the ingredients necessary to make up a little sequence.

For example, tell everyone they must start and finish their sequence with the flamingo balance (no wobbling!). In their sequence they should have two different types of jumps and two turns. They should practise their sequence, then show it to a partner or a small group.

If the children find this easy, increase the number of jumps and turns you would like to see in the sequences.

If this is too difficult, show the children a simple sequence which everyone can copy to start with. This will help give them an idea of what you are looking for and they should then be able to create their own sequence.

## Cool down

Stand on one leg like the flamingo. Can you close your eyes without falling over?

Lie on your back and stretch your arms out as wide as you can like aeroplane wings, then make your body as long and thin as you can. Close your eyes and imagine where in the world you would fly to if you were a bird or an aeroplane.

## Programme Four **Oliver's Wood**

— *Transmission date 7 October 2008*

### **Story outline**

Oliver the owl and his friends the hedgehogs, badgers, and bats play all night and sleep all day. One day Oliver decides to stay up late and not to go to sleep at all during the day. The daytime animals do not know him and he feels quite lonely. He eventually falls fast asleep. His friends wake him up later, and he is really excited – he wants to tell them about all his adventures during the day.

### **Warm-up box**

- **Find a space.**
- **Stop and stay still.**
- **Run on your tiptoes, find a space, and stay very still.**
- **Bounce** on the spot, with your feet together, then stay **still**.
- **Bounce** around the room.
- **Sit** down in a space and **listen**.

### **Story box**

- **Curl up** very small, then slowly **stretch** on to your feet.  
*Ensure that the children stretch through the body, from fingertips to toes.*
- **Relax.**
- **Curl up** again on to a different part of your body, and **relax**.
- **Stretch and curl** twice, in different directions.
- **Relax and sit** down.
- **Move** on your **hands and feet**, keeping close to the floor.
- **Stand** up, and **find a space**.
- **Listen** and make **jaggy, spiky shapes**.
- **Relax.**
- **Flap your arms** and **whizz** from space to space, then **stop** and **balance** with at least one foot in the air. Repeat.
- **Relax and sit** down and **listen**.
- **Stand** up.
- Make **bunny jumps** into spaces.
- **Flutter** gently, **swooping** up and down.
- **Stop and sit** down.
- **Shout** 'Wake up, Oliver!'
- **Sit** down.

## Join-up box

- **Curl up** small, and slowly **stretch**.
- **Move** on your **hands and feet**, close to the ground.
- **Make three spiky shapes**.
- **Whizz** like a bat, and **balance** with one foot in the air. **Repeat**.
- **Lie down** in a space and **stretch out**. Close your eyes and pretend to sleep like Oliver and his friends.

## Follow-up suggestions in class

- Make a class list of all the creatures that come out at night.
- Owls, bats and butterflies fly. Which other creatures fly? (Wasps, seagulls, robins, swans, dragonflies, and so on.)

## PE LESSON 1

PE link with programme: Actions of animals

Aim: Body management

Lesson emphasis: Responding to commands

Equipment: Percussion instruments

## Warm-up

Run on your tiptoes into spaces without touching any one else. Then stop and stay still.

Keep the children repeating this until they are sweating.

Move over the floor on your hands and feet looking for spaces and stop when your teacher says 'Stop'. (If you lower your voice, the children will hear the command more readily and should respond more quickly!)

## Main activity

- 1 Flutter in and out, and up and down. When your teacher says 'Settle!', stay still, down near the floor — absolutely still!
- 2 Move over the floor on your hands and feet like a badger, as fast as you can, looking for spaces. Stop when your teacher say 'Stop'.
- 3 Flap your arms and whizz from space to space like a bat. Stop still with at least one foot in the air.

## Climax

### Animal dance

1 Get into three groups — Butterflies, Badgers and Bats.

2 The teacher calls out 'Butterflies' or 'Badgers' or 'Bats'. When their group is called, Butterflies should flutter,

Badgers should move on hands and feet,

Bats should flap their arms and whizz, then balance with one foot in the air.

Use percussion instruments to give the dance a good rhythm.

Repeat the dance until the children are physically exhausted. The command 'sit and rest' should make them all sit quietly on the floor!

To vary the dance, call out 'Choose'. Then each child can choose which of the three animals he or she wants to be and can move accordingly.

## PE. LESSON 2

PE link with programme: Actions of animals

Aim: Body management

Lesson emphasis: Awareness of hands and feet

Equipment: Benches, mats, hoops to jump in and out of, ropes or canes to jump over

## Warm-up

Move over the floor on your hands and feet. Stop in a bridge shape.

Choose an able child to demonstrate this position. Bridge shapes may be tummy to the ceiling or back to the ceiling.

Move over the floor again on your hands and feet, this time moving forwards, backwards, or sideways. Stop on 'Stay still'.

## Main activity

1 Crouch and stand, keeping your back straight. Bend your knees until your hips touch your heels. Repeat, ensuring that you adopt good posture.

2 Bunny jump over the floor.

3 Bounce over the floor. When your teacher says, 'Stop', make three spiky shapes. Start to bounce again when your teacher says, 'Off you go again'.

## Climax

Get into four groups.

**Group 1:** Bunny jump from side to side along a bench.

**Group 2:** Bounce on to a mat, make three spiky shapes, and bounce back to your place.

**Group 3:** Bounce in and out of hoops, without touching them.

**Group 4:** Bunny jump over canes or ropes on the floor.



## Programme Five **Little Copy Cub**

—Transmission date 14 October 2008

### **Story outline**

Little Lion Cub lives in a big, busy jungle. He wants to be able to do all the things other people can do. He copies everyone he meets. Sometimes he is successful — but sometimes not!

### **Warm-up box**

- Find a space.
- Stand still.
- Run with tiny quick steps.
- Find a space and lie down.
- Shake hands and feet in the air.
- On to hands and knees and crawl.

### **Story box**

- Sit and listen.
- Curl up into a ball, then stretch and squeak.
- Stand up — scurry and scamper.
- Walk with heavy steps and wiggle.
- Sit down and listen.
- Stand up.
- Stand quite still.
- Bend over and touch toes. Repeat again and again.
- Sit down and listen.
- Lie down.
- Roll over on to tummy and back again. Repeat.
- Sit down and listen.
- Stand.
- Hop high.
- Sit down and rest.

### **Join-up box**

- Curl up and stretch and squeak.
- Walk and wiggle.
- Bend and touch toes.
- Hop high.
- Lie down in space.

## Follow-up suggestions in class

Which animal would you like to copy? Maybe you could try a few to warm you up the next time you go to the hall?

Does a member of your family ever copy things you say or do? Do you like this or not? Why?

## PE LESSON

PE link with programme: Knowing exactly what body parts are doing. Ability to copy

Aim: Body management

Lesson emphasis: Quality of copying

Equipment: Simple apparatus to travel over, under, along or through

### Warm-up

Teacher chooses someone for a special reason. He or she stands in front of the class and hops, bounces, marches on spot. Class copies.

**Make sure the children work hard and sweat.**

### Main activity

- 1 Travel over the floor on hands and feet. Stop in a bridge shape. Teacher chooses someone's bridge. Travel over floor again, and this time copy the chosen person's bridge. Try to make sure your bridge shape is exactly the same as the one you're copying.  
**Demand quality. Check that the position of the feet (together or apart) and the head (up or down) are the same.**
- 2 Scamper all over the floor, looking for spaces. Teacher adopts a particular shape. On the command 'stop', the children copy the teacher's shape.
- 3 Find a partner. Stand one behind the other. Travel over the floor with the one behind copying the one in front. When the teacher says stop, one makes a bridge and the other goes through.

### Climax

Divide the class into groups.

Have simple layouts of apparatus. Each group should explore different ways of travelling over, under, along or through the apparatus. One child from each group demonstrates one method, and the rest of the group copy. Ask the children who they think are good at it, and why. Groups should change round as directed by the teacher.

**Ask the less able children to demonstrate the simple methods, to boost their confidence. Praise even the simplest skill if it's executed well.**

