



Scotland Learning



HOPSCOTCH

Early/First Level

Spring 2009

Tuesdays 03.30–03.45

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

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Hopscotch

Spring 2009

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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.

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.

<p>Open Arms School Positive Ethos Crescent Homelinks Mooreshire</p> <p>Headteacher: Stella Brown Tel: 123 456 789</p> <hr/> <p>Dear Parents,</p> <p>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:</p> <ul style="list-style-type: none">• 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. <p>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.</p> <p>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.</p> <p>These Parent Prompts are certainly helpful but, most importantly, they should be fun. We would be very happy to hear how you get on.</p> <p>Yours sincerely,</p>

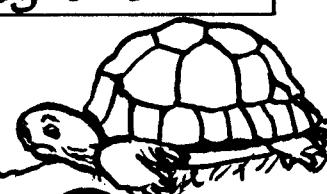
And finally...

to bring the Hopscotch garden to life before the series starts, here is an introductory worksheet to set the scene.

Name _____

The Hopscotch garden

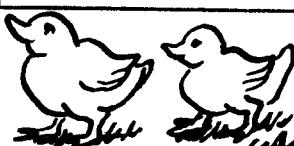
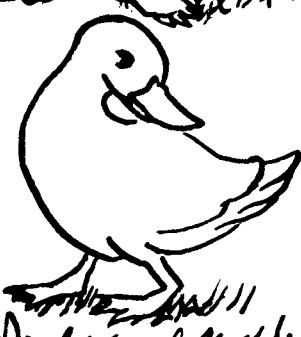
Togus tortoise



Moira mouse



Mother Duck and her ducklings



Puddock

Moudie mole



Stir-Fry the dog



Programme One **Brr, it's cold outside**

—Transmission date 13 January 2009

Programme synopsis

Winter is here! In today's programme, it is very cold outside. The ground is hard and frosty and the birds do not have anything to eat. The presenter visits the pet shop to buy some nuts and seeds to feed to the birds.

Before the programme

Talk to the children about winter weather and the ways both people and animals keep themselves warm.

Ask the children if they know of any birds that visit their garden in winter.

Sounds and words

Meaningful talk

thermal defrost icicle

Rhyme time

snow swirling warm puddle

Listen and chat

Talk about winter sounds, like crunching boots in the snow or the tap of hail on the window.

Story box

Little Robin Red Vest by Jan Fearnley

This is the story of a special little robin redbreast and what he does to keep his friends warm.

Were you listening?

- 1 How many vests did the robin wash and iron to keep himself warm?
- 2 Who visited the robin on Christmas Eve?
- 3 What did the lady make as a special present for the robin?

It's good to talk

The robin was very kind and generous.

Talk to the children about the special talents that they have.

Ask the children to think of a time when they did something special to help a friend.

Sounds like fun!

Make a bird cake.

Make a hole on either side of a margarine tub and thread it with string. Fill it with any of the following: chopped bacon rinds, bread, raisins, sultanas, chopped apple. An adult must pour on some melted fat. Wait until it hardens then hang it up.

Just imagine!

Winter activities.

Act out a winter day's scene. Imagine waking up and discovering that it has been snowing. Before going out, remember to wrap up warm. Once outside, think of all the fun you can have — making snowmen, sledging, skating, having snowball fights and so on.

Name _____

HOPSCOTCH
ON THE RADIO



Brrr, it's cold outside

Winter is here! Only cosy clothes and warm food will keep everyone warm.

On a cold and frosty morning

(to the tune of Here We Go Round the Mulberry Bush)

A cosy jumper will keep me warm, keep me warm, keep me warm.

A cosy jumper will keep me warm

On a cold and frosty morning.

Thermal trousers and nice warm socks, nice warm socks, nice warm socks.

Thermal trousers and nice warm socks.

On a cold and frosty morning.

A woolly hat and a woolly scarf, woolly scarf, woolly scarf.

A woolly hat and a woolly scarf.

On a cold and frosty morning.

A fleecy jacket will keep me warm, keep me warm, keep me warm.

A fleecy jacket will keep me warm

On a cold and frosty morning.

It's good to talk

Make a snowstorm with your child. You will need a jar, water and some dessicated coconut. Fill the jar with water and put some dessicated coconut into it. Create your own snowstorm by shaking the jar.



It's good to do

Make a winter garden picture using white crayons on dark paper. You could also use glitter, cotton wool and shiny paper to make a very cold scene.

Programme Two **East west home's best**

—Transmission date 20 January 2009

Programme synopsis

Poor Moudie Mole, she is very unhappy living in her hillock. When it is too dry the walls dry out and soil falls from her roof. When the weather is too wet the water drips in her lovely home. She decides that living with her friends in the Hopscotch Garden would be a better option.

Before the programme

Speak about where you live. Discuss all the different types of homes there are, such as flats, bungalows, maisonettes and caravans.

You could make a pictorial bar graph showing the wide variety of the type of houses your children live in. This could be done using a simple computer programme.

Sounds and words

Rows of homes are sometimes called streets, sometimes they are roads, avenues, closes or crescents. Talk about the streets where the children live. They may be named after a local person or a famous event (like Coronation Street).

Many are named after members of the royal family. Try to find out the origins of local street names, and the name of your school.

Story box

Meerkat Mail by Emily Gravett (MacMillan)

Sunny is a meerkat whose family do everything together. They are very close. Sometimes Sunny thinks they are too close. So he packs his suitcase and heads off to find a new home. But does he find what he is looking for?

Were you listening?

- 1 What was the name of the desert where Sunny and his family lived?
- 2 Why did Sunny decide to leave his home and his family?
- 3 What was Sunny's family motto?

It's good to talk

Talk about all the things that make your home special and the memories that you have.

Is it a place that you have lived all your life or somewhere that you have recently moved to?

Sounds like fun!

It is not just humans who have homes. Animals have them too. Pair up with a partner. One of you could paint a picture of an animal, say a horse, and the other person could paint their home, in this case a stable.

Cut out the animal and stick in onto the picture of its home.

Just imagine!

Read *The Jolly Postman* by Janet and Allan Ahlberg. It tells the story of a postman who delivers letters to the Three Bears, the Wicked Witch, the Giant from Jack and the Beanstalk, and Goldilocks. Imagine that you are the Jolly Postman. Whose door will you knock on? You could role play this in drama time.

Parent prompt

Name _____

HOPSCOTCH
ON THE RADIO



East west home's best

In today's programme Moudie Mole got fed up with her Moudie Hillock and set out to find a different kind of home. But she soon realised that everyone's home is different and came to recognise how much she liked her own home.

Talk with your child about all the different homes that you have stayed in. What did you like about them? Write down the addresses of the places where you have stayed and discuss the different street names, towns and possibly even countries.



It's good to talk

Go for a walk in your area. Look at all the different types of houses there are. Can you name them all?

It's good to do

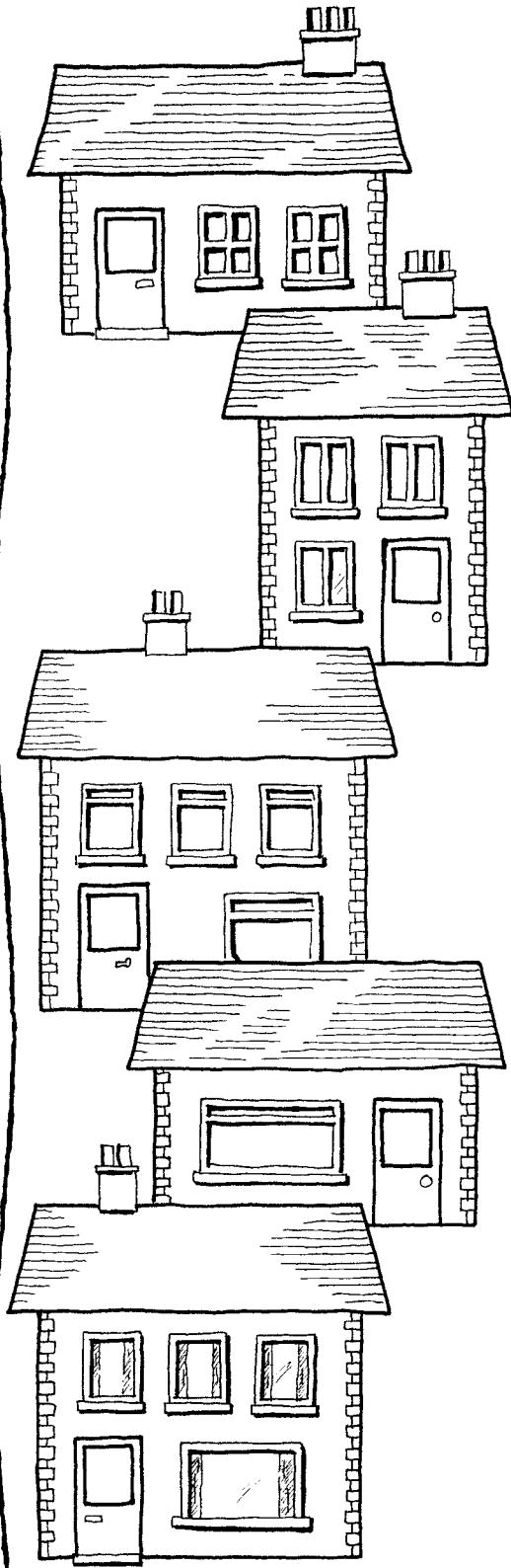
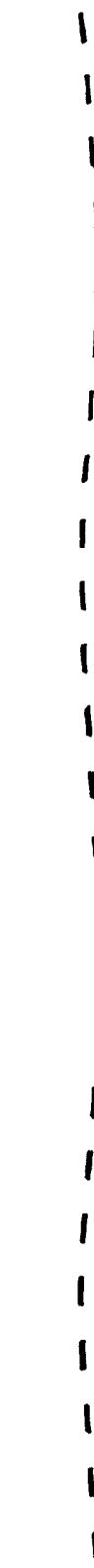
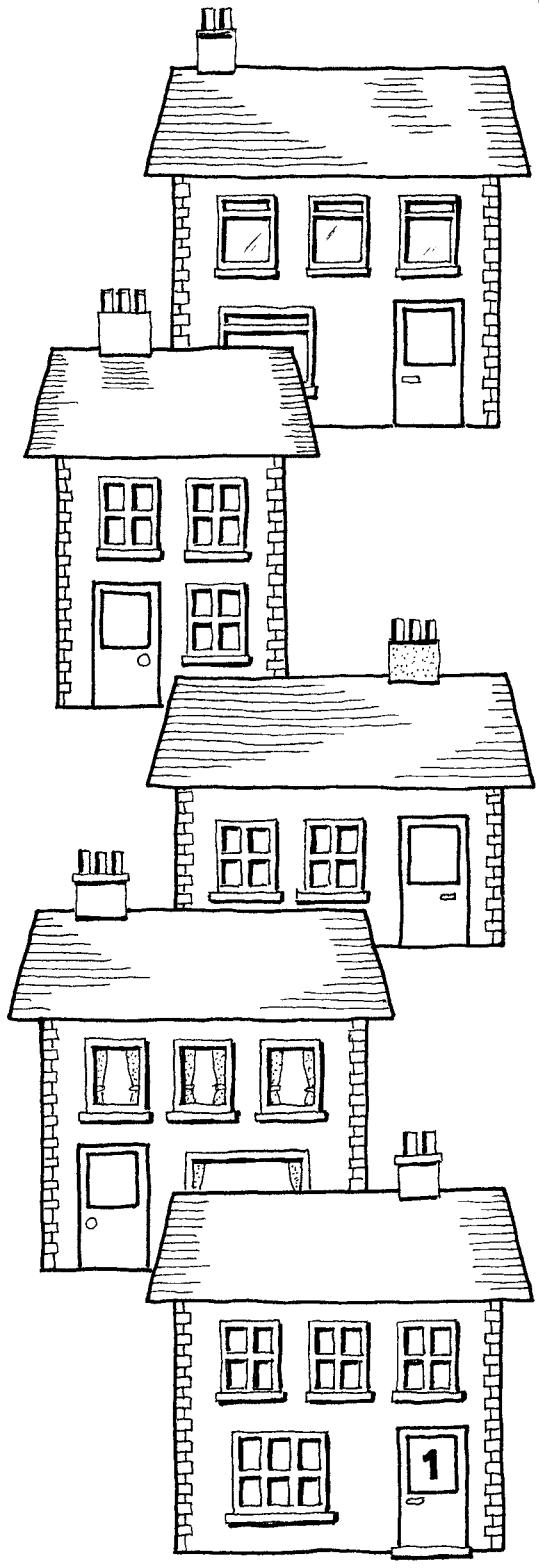
Help your child to learn how to write their address. Show them the post that comes to your home to help them with the presentation and layout.



Name _____

Odd and Even

Write the odd and even numbers on the houses.



Programme Three I can't

— Transmission date 27 January 2009

Programme synopsis

Stir-Fry the dog is in a bouncy, good mood. When he is playing football with the children next door, he discovers he can't kick the ball and so he picks it up with his teeth.

Soon Stir-Fry's mood is as deflated as the ball itself.

Before the programme

Draw a football goal and ball for each child. Ask each child to write down, inside the goalposts, something that they find very difficult or feel they can't do. Display these targets on the wall. Listen to the Hopscotch programme then when a child achieves their target they can stick the football inside the goal.

Sounds and words

Make a collection of positive phrases like 'I can', 'I shall' and 'I will'. Give each table a card folded into a tent shape with the positive phrases on it. Choose someone at each table to act as an 'encourager'. When a child says something negative like 'I can't' the encourager should respond with a positive phrase from the card.

Story box

The Dot by Peter H. Reynolds
(Candlewick Press)

Vashti has no confidence in her artistic abilities, until she makes a mark to see where it takes her. As she experiments with her paints her confidence grows and she begins to encourage others to achieve also.

Were you listening?

- When Vashti had a blank piece of paper in front of her what did her teacher say that it looked like?
- Vashti said that she couldn't draw but what could she do?
- What special type of paints did Vashti use?

It's good to talk

When Stir-Fry couldn't play football or swim in the pond he tried to make excuses for his lack of ability. He tried to cover up the fact that he felt a bit useless by saying things that he didn't mean because he was grumpy. Do you ever say things that you don't mean because you feel left out or don't want to try something new?

Sounds like fun!

Try making a dotty picture like Vashti, the girl in today's story. You can use a paint brush or dip a cotton bud in paint. Make it nice and colourful.

You could even make your own gold frame for your painting, but remember to sign your name on it.

Just imagine!

Stir-Fry wanted to fly like the birds. When birds look down from the sky they have a different view of the world from us. Lay some everyday objects, such as books and bags, down on the floor. Now look at them to get a 'bird's eye view'. What does it look like? Perhaps you could draw a picture of your 'bird's eye view'.

Name _____



I can't

In today's programme Stir-Fry the dog's bouncy mood is deflated when he can't play football as well as the children next door or swim as well as the ducks. But he soon discovers that he CAN do these things in a different way – his own special way.

I Can't by James Bryce

If you're trying really hard, but there's a voice inside your head
 Saying I can't do it! I can't do it!
 Don't get glum or grumpy – Just sing this song instead
 I can do it! I can do it!
 It's very very easy, sing it every day
 Take a breath, take your time – you're OK.
 You'll find that you might do it in a different way
 Hey, you can do it!

If you're trying really hard, but life seems so unfair
 You cry Oh, I can't do it! I can't do it!
 Imagine it's a game – No need to be scared.
 Sing I can do it! I can do it!
 Look at things another way – try a different view
 You might suddenly do something which you thought you couldn't do.
 And who's the one who does it all? You ! You ! You !
 Yes, you can do it!

It's good to talk

Children can become anxious when faced with new challenges. Remind your child of all the amazing things that you have watched them achieve. How they persevered when learning to walk, how they coped with meeting new children at nursery or how they dealt with their first day at school. Talk about things that as an adult you have found difficult, how you rose to the challenge and how you felt when you had overcome your difficulty.

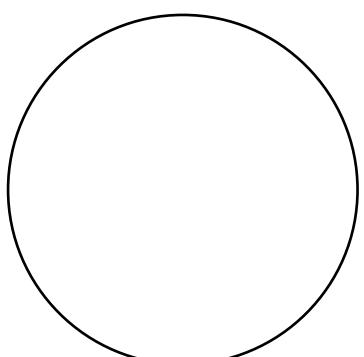
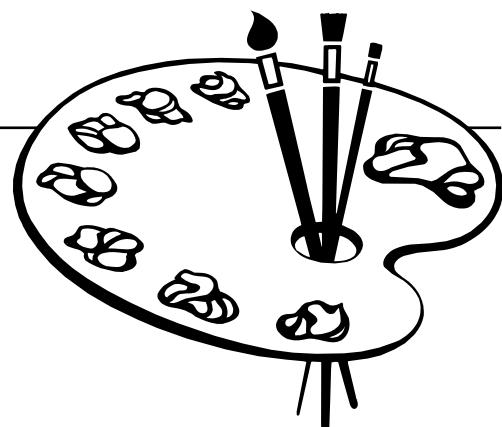
It's good to do

Mix paints together to create new colours. The primary colours are red, blue and yellow. When mixed together they will make different colours known as secondary colours.

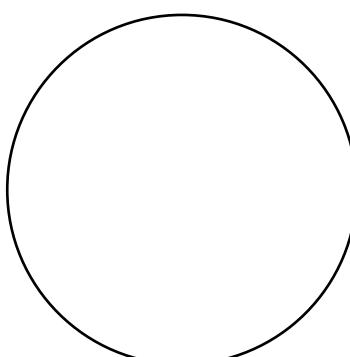
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Paint Sums

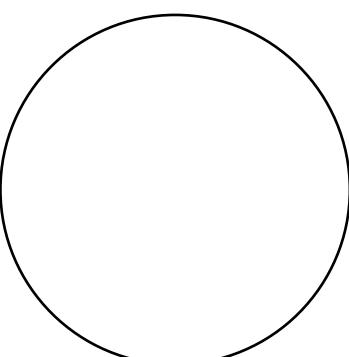
Mix the paints together to make a new colour.



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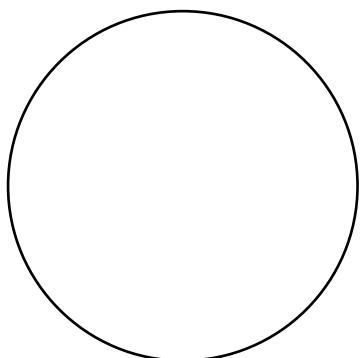


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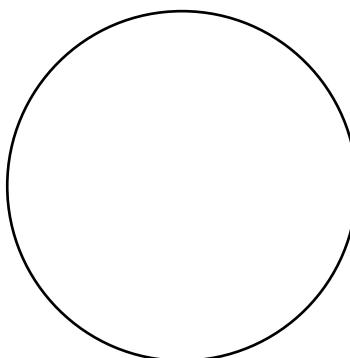


yellow

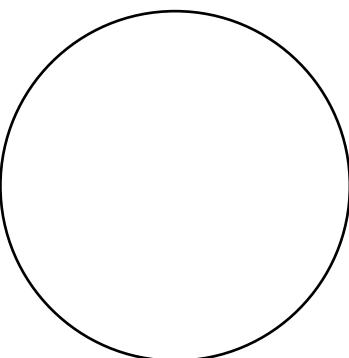
blue



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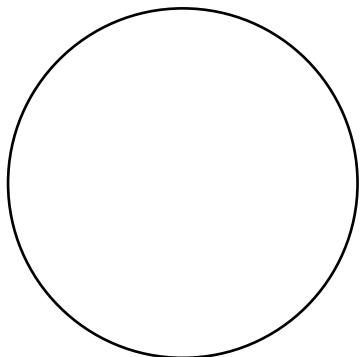


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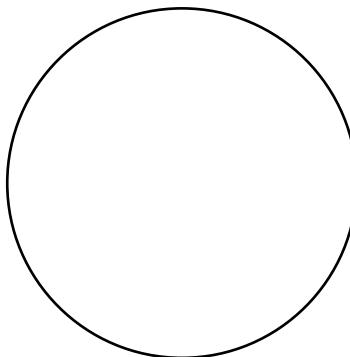


yellow

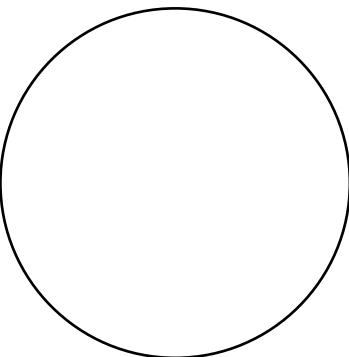
red



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red

blue

Programme Four **As time goes by**

— Transmission date 3 February 2009

Programme synopsis

Stir-Fry is overjoyed because it's spring — a time to catch up with all his old friends. However, changes have taken place in the Hopscotch Garden. As time has gone by, a lot has happened.

Before the programme

Talk about spring and the changes it brings. Ask the children if they like that time of year.

Talk about 'change'.

Sounds and words

Meaningful talk

growing change compost snoozing

Rhyme time

spring cherry grey pond

Listen and chat

Talk about the sounds you can hear when spring has arrived.

Story box

The Attic by James Bryce

Alison always wanted to go up into Grandma's attic. When she eventually got there, she made some interesting finds. She discovered that a lot had changed since 1950 — and some things were still the same.

Were you listening?

- 1 Why was Stir-Fry so excited?
- 2 Who didn't like Stir-Fry's barking?
- 3 What had happened to the cherry tree now that spring had arrived?
- 4 What had happened to the postman?
- 5 What were some of the things Alison found when she went up to the attic?

It's good to talk

Talk about Grandparents.

Ask the children if they have ever seen photographs of their grandparents when they were young.

Sounds like fun!

Make a 'black pen' drawing of Grandma's attic.

Use your black pen to put in plenty of detail.

Just imagine!

'Look what I've found'

Pretend you are in an old attic and you find some hidden treasures from long ago. If it's clothes you find, do you try them on? Do you try to find out about how they got there?

Name _____



As time goes by

Today, Stir-Fry is really excited because spring has finally arrived. However, a lot of changes have taken place. Stir-Fry's not sure if he likes what happens when time goes by.

When I was wee by James Bryce

When I was wee I used to be a dribbly-wibbly mutt.
I'd bounce about, fling food about, I really was a nut.
But now that I'm older, it's a really good way to be.
And all these different ages are what I call me.
We couldn't walk, we couldn't talk, we couldn't write or read.
We needed help to eat our tea when it was time to feed.
We didn't know a lot of things that we know now.
And all these different ages are what make us now.

It's good to talk

Talk about the changes that take place as children get older. Talk about the things they learn to do as time goes by...

It's good to do

Gather a selection of photographs showing your child as a baby, then as a toddler and so on, right up to today. Point out all the changes that have taken place — especially in their appearance!



Programme Five **The surprise party**

— Transmission date 10 February 2009

Programme synopsis

Aidan is a guest presenter in this Hopscotch programme. He is thrilled when he is invited to his friend Christopher's party. But when he realises that his sister Jade is also invited and that there are to be no presents and you must wear soft shoes, he begins to wonder if it really is his kind of party after all.

Before the programme

Talk about birthday parties that you have had. Bring in your favourite birthday present for 'Show and Tell'.

Take photographs of everyone's presents and display them in a big class book.

Sounds and words

People have parties to celebrate. Parties can be held for many reasons, not just for birthdays. What other type of parties have you been to?

Sometimes they might not have been called parties. They might have been wedding receptions, end of term celebrations or farewells, for example.

Story box

Crispin and the Best Surprise Ever by Ted Dewan (Doubleday)

Every year Crispin's family tried to give him the best birthday party ever and every year they failed. They tried Cheezy Mouse Burger-Maxx and Cheezy Mouse Pizza Galaxy and Cheezy Mouse's Birthday Surprise Centre. Will Crispin ever get his super special birthday surprise?

Were you listening?

- 1 What kind of animal was Crispin Tamworth?
- 2 Why could Crispin's family not get to Cheezy Mouse's Birthday Surprise Centre on time?
- 3 Crispin's daddy allowed him to hold which type of equipment for the first time on his birthday?

It's good to talk

Aidan mentions that his sister Jade likes different things from him at parties. Make a list of all the things that you like at parties.

Use your list to decide on the definitive guide to birthday parties. Each of you could draw your favourite party game to create a pictorial guide to good parties.

Sounds like fun!

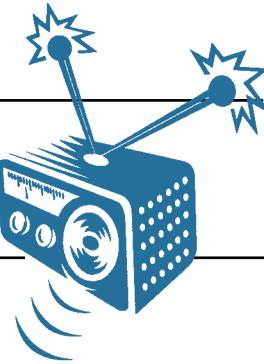
Make a birthday train using the resource sheet on page 18. Print 12 copies and write a month of the year in the panel on each. Once the children have coloured the carriages, cut them out. Take a photograph of each class member and stick it on to the correct month of the birthday train. Display your train on the classroom wall.

Just imagine!

Play an imaginary game of Pass the Parcel. During Circle Time, pass a brightly decorated empty box around the circle. When you are left holding the parcel it is your turn to talk. You have to say what the imaginary present is, and who you would give it to and why.

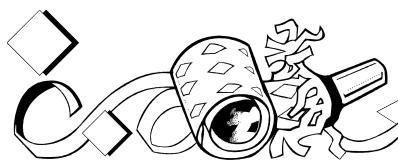
Name _____

HOPSCOTCH
ON THE RADIO



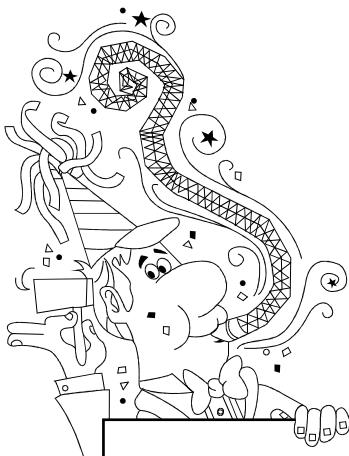
The surprise party

Today's programme is about what ingredients make the best party. Take out all your old family photographs from parties over the years. Talk about which aspects of the parties you enjoyed and then see if you can place them in a time-line chronicling your family over the years.



It's good to talk

Talk about whether you would be happy to have a party without presents. Would you want gifts donated to a particular charity instead?



It's good to do

Play party games. It doesn't need to be your birthday to play musical statues or do the Hokey Cokey.

The Hokey Cokey

You put your left arm in, your left arm out
In, out, in, out, you shake it all about.
You do the Hokey Cokey and you turn around
That's what it's all about...

Chorus —

Woah, the hokey cokey,
Woah, the hokey cokey,
Woah, the hokey cokey,
Knees bent, arms stretched, ra ra ra!

You put your right arm in, your right arm out
In, out, in, out, you shake it all about.
You do the Hokey Cokey and you turn around
That's what it's all about...

Chorus

You put your left leg in, your left leg out
In, out, in, out, you shake it all about.
You do the Hokey Cokey and you turn around
That's what it's all about...

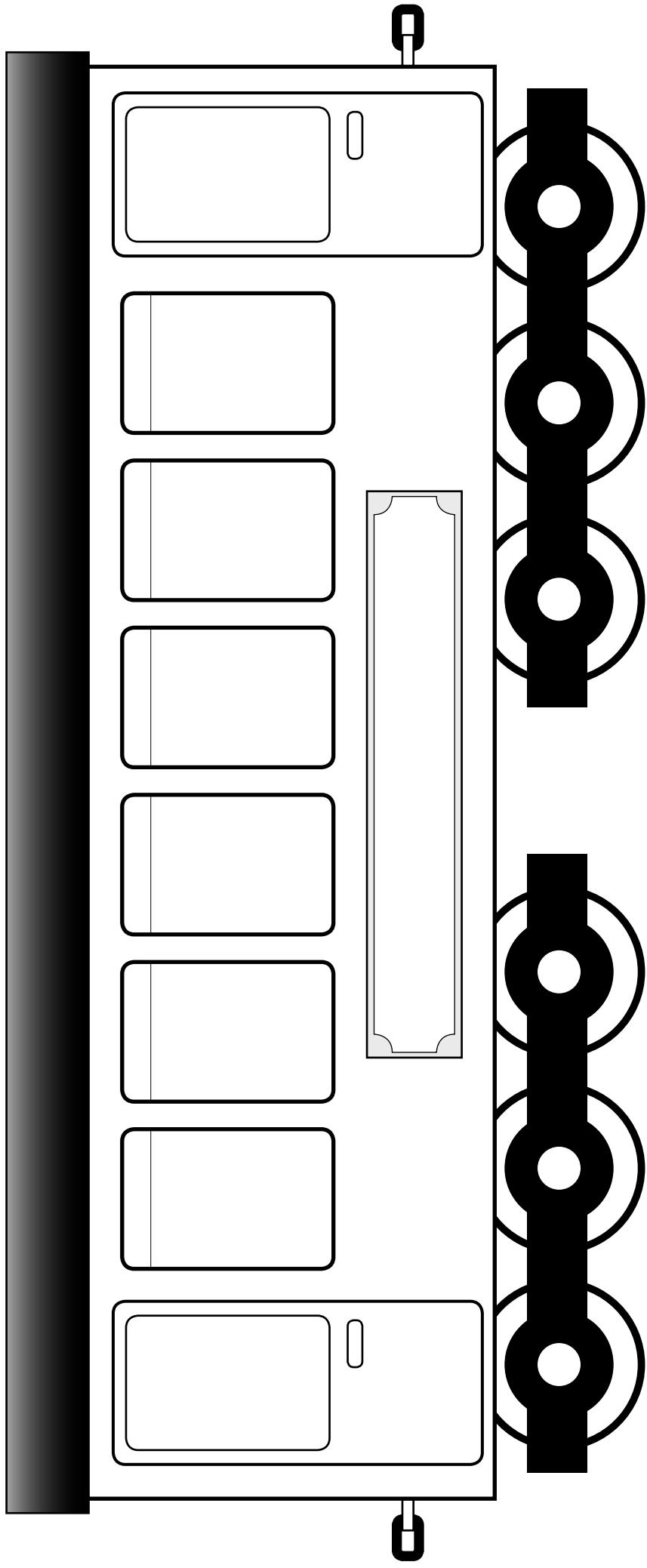
Chorus

You put your right leg in, your right leg out
In, out, in, out, you shake it all about.
You do the Hokey Cokey and you turn around
That's what it's all about...

Chorus

You put your whole self in, your whole self out
In, out, in, ooh, out, ooh you shake it all about.
You do the Hokey Cokey and you turn around
That's what it's all about...

Chorus



Programme Six **You can help too**

— Transmission date 24 February 2009

Programme synopsis

Puddock wants to entertain all the creatures in the Hopscotch garden with a show. He soon realises it can be much more fun with the help of his friends.

Before the programme

Talk about putting on a show — name some of the people involved.

Talk about some shows that the children have been to — what did they enjoy about them.

Sounds and words

Meaningful talk

swamp newt plunged toppled nuzzled

Rhyme time

throat show dance sing friend breeze

Listen and chat

croak flip-flop scurrying panting growl

Story box

What Newt Could Do for Turtle
by Jonathan London (Walker Books)

Newt and Turtle were good friends. Turtle was always doing things to help Newt — now it was Newt's chance to help Turtle.

Were you listening?

- 1 What did Puddock decide to do, to entertain everybody?
- 2 What did Newt do to help Turtle?
- 3 What was Moira Mouse going to do at the concert?

It's good to talk

Ask why it's good to have the help of others.

Talk about different ways of entertaining others, such as taking them on trips and visits, or buying them presents.

Sounds like fun!

- 1 Make some 'crafty hands'. Make handprints on paper with paint and then, when they are dry, decorate them with cloth or other colourful materials.
- 2 Design posters to advertise a show you might put on.

Just imagine!

Put on your own show and entertain the whole school. Try to have dancers, singers, magicians, and any other performers you can find. Think about the stage and scenery, the lights and the curtains. Who does all the different jobs in a theatre?

Name _____

HOPSCOTCH
ON THE RADIO



You can help too!

Today's programme looked at how we need the help of others to make something 'special'. However, we can only get the help of others after we get to know them. Use this 'getting to know you' song to meet your neighbours.

The getting to know you song

Hello Hello
Who are you?
Tell us your name
Please please do
Hello (Name)
How are you?
We're very pleased to meet you
How do you do.



It's good to talk

Talk about the different jobs around the house where a little help from others can make the job much more fun. They might include

washing and drying the dishes, or
polishing, cleaning and tidying.

Then try putting the theory into action. Good luck!

It's good to do

Using junk, scraps of cloth, scissors and glue, make a robot 'friend' who can help you around the house. It might have special gadgets to do special jobs, such as dusters on its feet to help with polishing, or a hat made from a washing up bottle filled with a little liquid for cleaning the dishes.

Name _____

Who am I?

Teacher instructions: talk over the words in the box, and about what each of these people do to help us.

Lollipop Lady Postman
Policeman Teacher

Talk about each of the descriptions in the large boxes below. Write the name of the person in the space provided, then draw and colour a picture of the person in the box.

I can help you across the road with my lollipop.

I deliver letters to you.

I help you learn.

I will be there if there is any serious trouble.

When you are finished, cut out the pictures. Then you could use them to make a class pictograph of people who have helped you recently. Ask everyone which of these people have helped them, and for each one add a picture to the chart.

Programme Seven **It's good for me**

—Transmission date 3 March 2009

Programme synopsis

Moudie helps Morag to make a healthy packed lunch. They decide on pizza, and go off to the Clyde Valley in search of some tomatoes. When they come home, they turn the tomatoes into a sauce for their delicious home-made pizza.

Before the programme

Talk about healthy eating choices. (It is perhaps diplomatic to refer to 'healthy' food for growing and 'fun' food for treats.)

Ask the children about their favourite pizza topping.

Sounds and words

Meaningful talk

greenhouse liquidiser herbs yeast

Rhyme time

spaghetti cheese wrinkly

Listen and chat

Invent pizza toppings. Marmalade and banana! Cherry and custard! How healthy would they be?

Story box

Oliver's Milkshake by Vivian French
(Hodder)

Auntie Jen thinks Oliver doesn't like milk, so she sets out to change his mind by making him a yummy scrummy milkshake. But first they have to get the ingredients together...

Were you listening?

- 1 Why does Auntie Jen say milk is better for you?
- 2 Where do they get the milk?
- 3 What is Oliver's favourite fruit?
- 4 Does Oliver like milk?

It's good to talk

- 1 Ask the children for their ideas for a healthy packed lunch.
- 2 Pizza is from Italy. Which other foods from other countries do we now take for granted (pasta, rice, curry, chilli, burgers etc).
- 3 Talk about favourite foods. How healthy are they?

Sounds like fun!

Use paper plates and collage materials (salt dough, wool, string, sponge, fabric, tissue paper etc) to design and make a pizza.

Set out a table, with a cloth, plastic knives and forks and so on, to display your work.

Just imagine!

Set up a café corner (or a pizzeria) in your classroom. Design menus, napkins and place settings. Make food from salt dough. Use the café for role play. The menus will be useful for mental maths activities.

Name _____

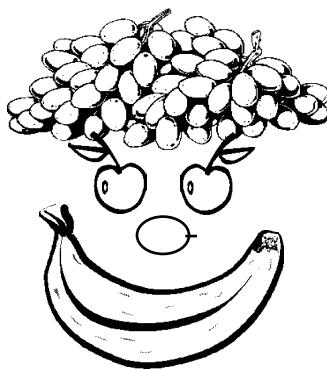


It's good for me

Today Moudie and Morag made a pizza. They talked about healthy eating choices, and then went in search of fresh ingredients to make their pizza.

It's good to eat

Make a funny-face fruit salad. You could use a slice of apple for a smiling mouth, two grapes for eyes and a cherry for a nose. Experiment with whatever fruit you have around.



Aiken Drum (traditional)

There was a man lived in the moon,
Lived in the moon, lived in the moon.
There was a man lived in the moon
And his name was Aiken Drum.

And he played upon a ladle,
A ladle, a ladle,
And he played upon a ladle,
And his name was Aiken Drum.

And his hair was made of spaghetti,
Spaghetti, spaghetti.
And his hat was made of spaghetti,
And his name was Aiken Drum.

And his eyes were made of beans,
Beans, beans.

And his eyes were made of beans,
And his name was Aiken Drum.

And his ears were made of apples,
Apples, apples.

And his ears were made of apples,
And his name was Aiken Drum.

And his nose was made of cheese,
Cheese, cheese.

And his nose was made of cheese,
And his name was Aiken Drum.

And his mouth was made of cornflakes,
Cornflakes, cornflakes,
And his mouth was made of cornflakes,
And his name was Aiken Drum.

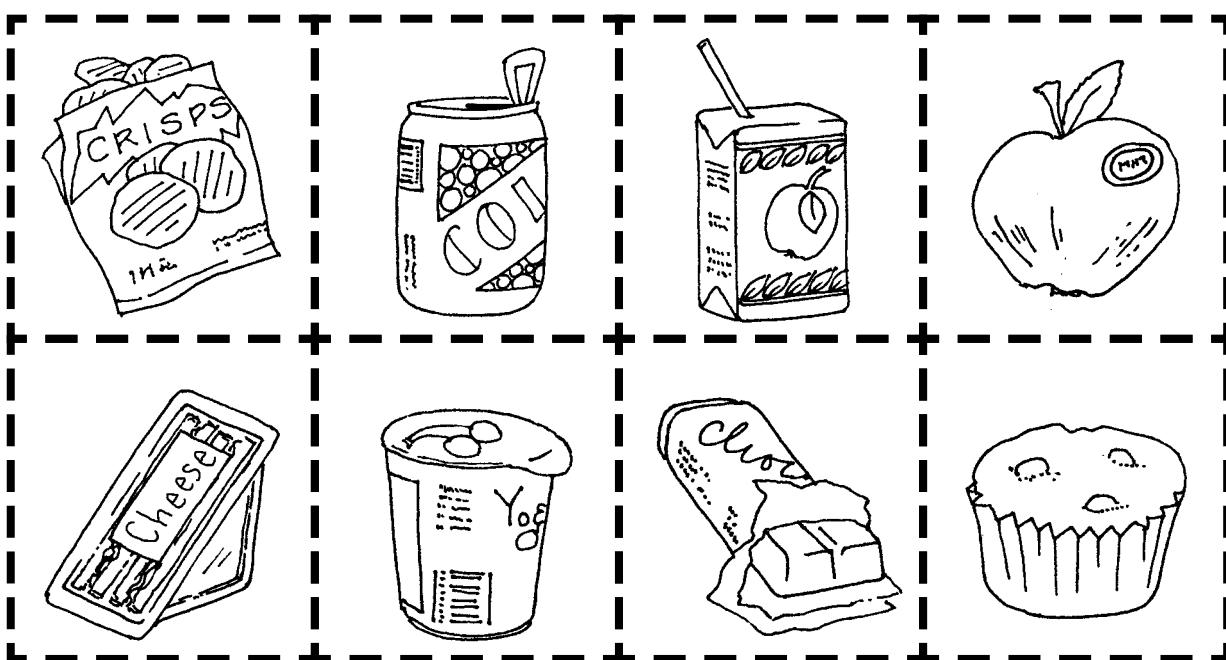
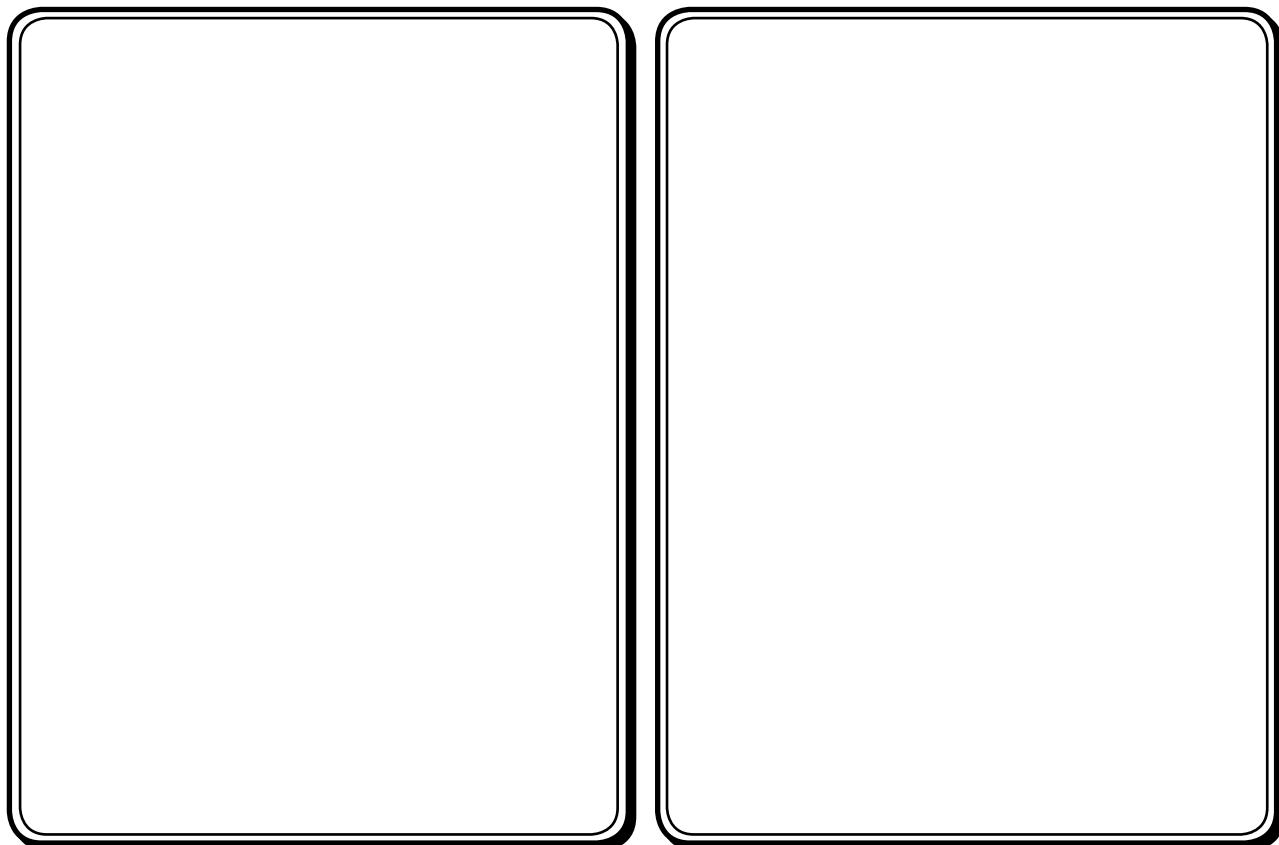
It's good to do

Cut some vegetables or fruits in half and make vegetable prints. Potatoes, carrots and apples are good. Brush the fruit with poster paint and stamp them on to paper.

Name _____

It's good for me

Cut and stick the pictures to make a healthy lunchbox and a not so healthy lunchbox.



Programme Eight **Fresh and clean**

—Transmission date 10 March 2009

Programme synopsis

Today's programme focuses on when and why we need to wash our hands.

Stir-Fry keeps putting off washing himself until a bad dream makes him realise how important it is to keep clean.

Before the programme

Why is it important to keep ourselves clean?

Talk about the routines we follow to do this — baths and showers, washing hair, cleaning teeth and so on. (Note that these routines may reflect cultural differences.) Which ones do the children enjoy most?

Sounds and words

Opposites

Talk about the words you could use to describe Stir-Fry before his wash (grimy, smelly, dirty, tired) and then after (clean, fresh, energetic, spick and span, and so on). The words could be displayed on two large cut-outs of Stir-Fry, one clean and one dirty!

Story box

Wash your Hands by Tony Ross
(Anderson Press)

The little Princess loved getting dirty, but after learning about the germs and 'nasties' she decided there are some times when we really need to wash our hands!

Were you listening?

- 1 What woke Stir-Fry up?
- 2 What special treat did Stir-Fry find in the bin?
- 3 Why did Mrs Duck and Moudie hurry away from Stir-Fry?
- 4 How did Stir-Fry feel after his wash?

It's good to talk

Discuss what the children have in common with the little princess. Do they have fun playing messy games in their playgrounds or gardens? Do they play with pets? Talk about why these are good things to do, but why we should wash our hands afterwards. At what other times should we wash our hands?

Sounds like fun!

With the children, make up verses and actions to fit the tune of *The Mulberry Bush* illustrating different washing routines, such as

This is the way we brush our teeth,
Brush our teeth, brush our teeth,
This is the way we brush our teeth,
After eating dinner.

Just imagine!

Talk about what a germ might look like. Ask them to draw and colour one. Give it a name reflecting its effect (such as Sniffles the cold germ). The germs could be cut out and stuck around a rhyme such as —

*Whatever you're doing at work or play,
Washing yourself makes these germs go away.*

Name _____

HOPSCOTCH
ON THE RADIO



Fresh and clean

In today's programme, Stir-Fry the dog learned how important it is to keep clean

Take a little dip, have a little splash,
It doesn't take as long as you think,
Take a little dip, have a little wash,
And wash away the grime.



It's good to talk

Is it important to be clean all the time?
When is it all right not to be clean?
When is it very important to be clean?

It's good to do

Make a collection of things around the house that you use to make yourselves clean (a sponge, a toothbrush, shampoo, and so on).

Use them to play a game. One person mimes how they would use an object. When the other person thinks they have guessed which object is being mimed, they hold the real object up. If they are right, it's their turn to mime.

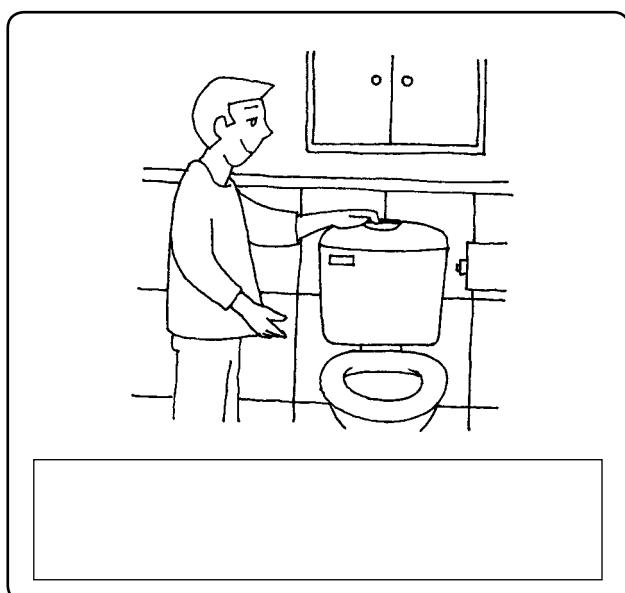
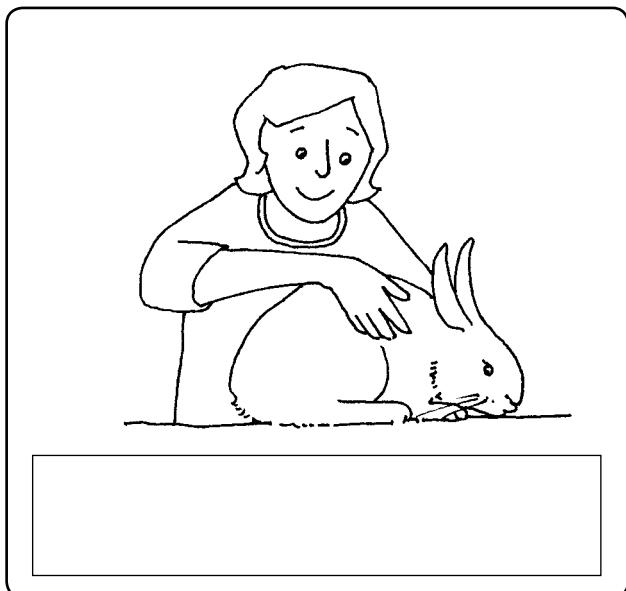
Have fun.

Name _____

Keeping ourselves fresh and Clean

Cut and stick each sentence to the correct picture.

Then colour each picture.



Wash your hands before
you bake anything.

Wash your hands before
you eat your meals.

Wash your hands after you
have been to the toilet.

Wash your hands after you
have touched an animal.

Programme Nine **Day animals, night animals**

—Transmission date 17 March 2009

Programme synopsis

Today's programme deals with Night and Day. Puddock compares the different things that happen in his garden during the day and during the night. As he will discover, there are interesting things happening all the time!

Before the programme

Have a class discussion to make sure everyone knows the differences between night and day. The children could make a list of these differences highlighting day and night animals, people's jobs and the changing of the sun and moon.

Sounds and words

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

mowing weeding buzzing digging.

Encourage the children to talk about all the different activities they do within a day and make a class collection of verbs.

Story box

Day monkey, Night monkey by Julia Donaldson

Today's story is about two monkeys who spend their time very differently. Night monkey compares what he does and sees at night with what Day monkey does during the day. But they both have fun.

Were you listening?

- 1 What were some of the activities Puddock did during the day?
- 2 Name three animals that came out at night.

It's good to talk

Encourage the children to talk about the different animals that appear during the day and at night. Discuss some of the events that happen at night time, such as fireworks, bonfire night, the night of Christmas Eve. Ask why some things have to happen at night.

Sounds like fun!

Make a list of some of the rhyming words from the story *Day monkey, Night monkey*. Can the children use some of the words to make their own night and day poem? They could add their own illustrations and make a class poetry book.

Just imagine!

The children could make a wall frieze or display for *Day Monkey, Night Monkey*, to illustrate the differences between day and night. They should use different media, such as tissue paper, chalks, pastels, gummed paper and paint to create a bright and attractive collage.

Name _____



Day animals, night animals

Today's programme was all about the differences between night and day.

Extract from **Day Monkey, Night Monkey**
by Julia Donaldson

'Help!' said Day Monkey. 'Flying mice!
Or maybe I'm wrong and they're rats.'
Night Monkey laughed and said,
'Don't be daft! Haven't you heard of bats?'
'Stop!' said Day Monkey. 'Listen to that!
They're sawing the tree into logs.'
Night Monkey laughed and said,
'Don't be daft! It's only a chorus of frogs.'
'Hey!' said Day Monkey. 'There's a banana!
How does it manage to fly?'
Night Monkey laughed and said, 'Don't be daft!
That banana's the moon in the sky.'

'Look!' said Night Monkey. 'Moths wearing make-up!

Why are they in disguise?'

Day Monkey laughed and said 'Don't be daft!
They're beautiful butterflies.'

'Help!' said Night Monkey. 'Look at those giants
swinging about in the trees.'

Day Monkey laughed and said, 'Don't be daft!
Those giants are chimpanzees.'

'Stop!' said Night Monkey. 'Screeching owls,
the colour of peas and carrots!'

Day Monkey laughed and said 'Don't be daft!
Haven't you heard of parrots?'

Night Monkey sleeps in the daylight.

Day Monkey sleeps in the night.

And now and again at sunrise
when it isn't quite dark or light.

They share a bunch of bananas
half way up a tree.

Day Monkey calls it breakfast.
Night monkey calls it tea.

It's good to talk

Talk about night and day
and discuss the differences
between them both.
Read the poem extract
and ask your child which
monkey they would like
to be!

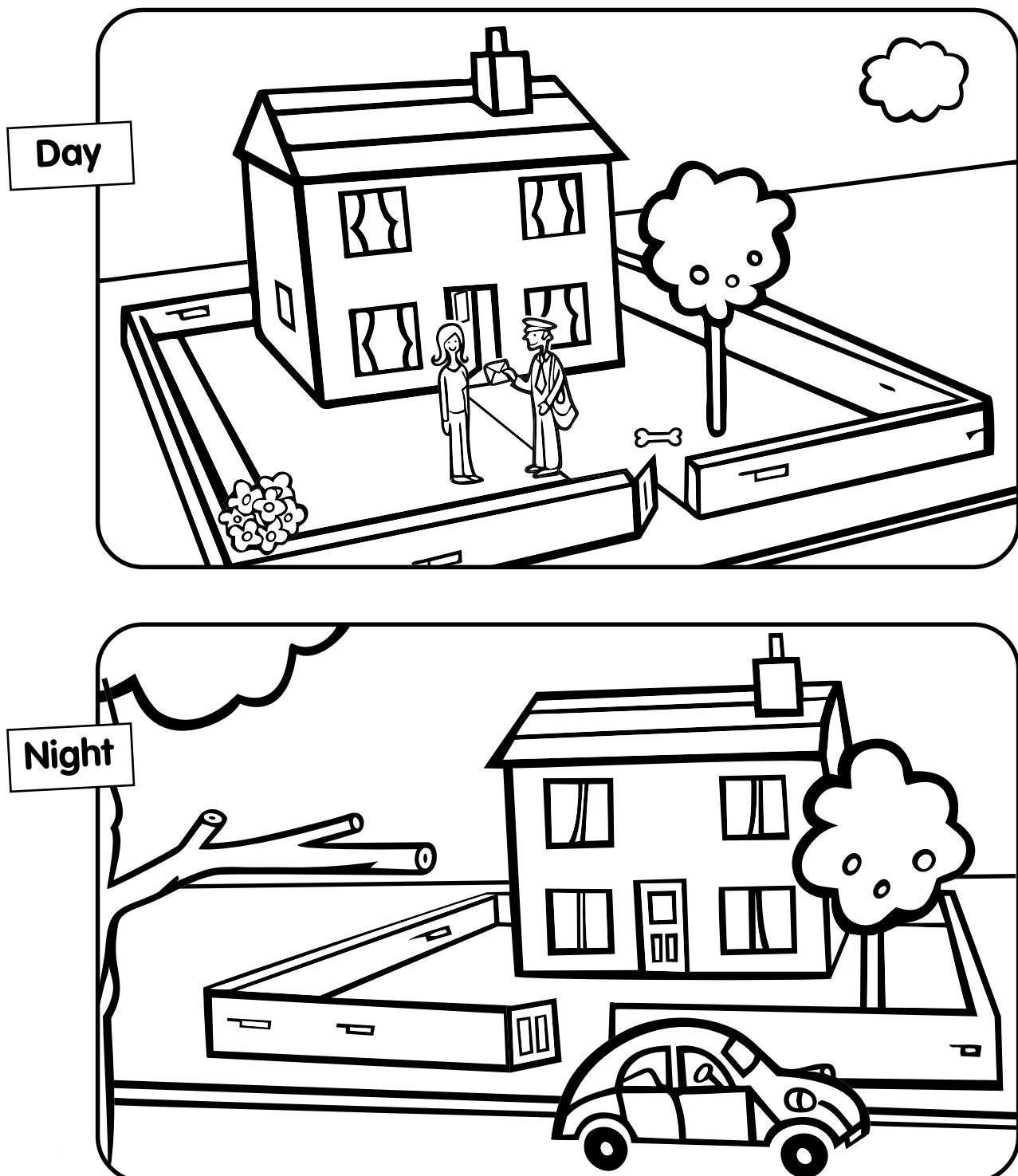
It's good to do

Look through magazines
and cut out pictures of
things you would do
during the day and night.
Talk about the differences
between them and sort
them into groups, such
as day, night or both.

Name _____

Day animals, night animals

Colour in the pictures to show the difference between night and day. In the 'day' picture, add an animal you might see during the day, and in the 'night' picture add an animal you might see at night.



Programme Ten **The very unusual pet**

— Transmission date 24 March 2009

Programme synopsis

Today our focus is on 'pets'. The presenter, James, is looking after his friend's pet mouse but discovers caring for a pet is more demanding than he had thought!

Every pet, even unusual ones, need looking after.

Before the programme

Have a class discussion about the children's own pets and how they look after them — what do they need to eat, what do they live in and what are their needs? Highlight how some pets need more care than others, for example a dog compared to a goldfish.

Sounds and words

Encourage the children to think of a pet for each letter of the alphabet by playing the game

I went to the pet shop and I bought...

(an alligator, a bear and so on).

Story box

Rocky by Rebecca Lisle

Ruby is jealous of Jane's beautiful black and white kitten. She wants a pet so desperately that she invents her own unusual pet.

Both pets are entered for a competition at the Church fête — who will win?

Were you listening?

- 1 What kind of pet did Jane get for her birthday?
- 2 Describe Ruby's unusual pet.
- 3 Who wins the competition?

It's good to talk

Discuss different kinds of animals that would make unusual pets. Talk about the difficulties of housing, feeding, exercising and caring for pets such as an elephant or a crocodile.

Do the pupils know anybody who has an unusual pet?

Sounds like fun!

Design a passport for a pet.

Draw a picture of the pet on the front cover and give it a name. Inside the passport give relevant details of the pet like its colour, its age, what it eats, where it lives, its favourite activities and any distinguishing marks.

Just imagine!

Create an unusual pet. Give each child a piece of paper folded in three. On the top part draw a detailed, unusual head. Then fold it over to hide the head and pass it to a friend who will draw the body. Fold and pass to a third person who will draw legs and feet. Open it up and each child should have their very own unusual pet! These pets could be used for imaginary stories.

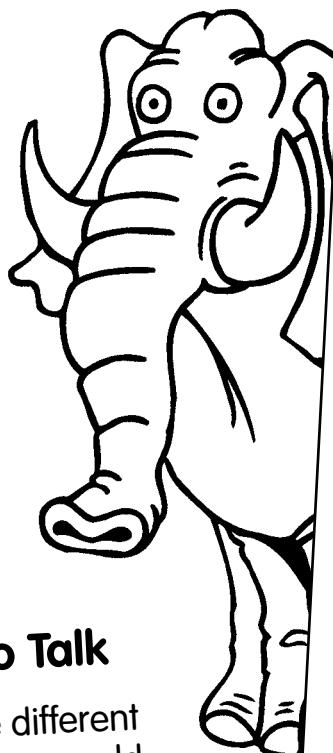
Name _____

HOPSCOTCH
ON THE RADIO

The very unusual pet

Today's programme was all about pets. James the presenter realised that all pets can be great fun but are hard work too. James nearly lost Minty who was just a tiny mouse. This poem is about someone who has lost a pet a lot bigger than a mouse!

Talk over the words of today's poem with your child.



It's Good to Talk

Talk about the different kinds of pets you could have and the different ways of looking after them.

My elephant is missing

by Ken Nesbitt

I cannot find my elephant
He must have run away.
He isn't on the sofa
Where he promised he would stay.
He isn't in the basement
Or the attic or the yard.
You'd think, to find an elephant
Would not be quite so hard.

Perhaps I'll make some posters,
And I'll offer a reward.
I'd make it more, but fifty pence
Is all I can afford.
If you should see my elephant,
He answers to 'Jerome'.
Please tell him that I miss him
And wish he'd come back home.

He knows the way. It's up the street
And down our garden path,
And next time I won't warn him
When it's time to take his bath.

It's Good to Do

Design a poster to advertise a lost animal like the elephant in the poem. Remember to include a 'lost' heading, a picture and the animal's name and address. Make your poster bright and bold.

Name _____

Looking after all kinds of animals

All pets need care and attention and water to drink, while a fish needs water to help it breathe. But what other things might these animals need? Draw a line from each animal to the things it needs.

