

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.

The programmes this term are based on the following books:

by Sam McBratney, illustrated by Charles Fuge (Puffin Books)

by Sheridan Cain and Jack Tickle (Little Tiger Press)

by Toby Morrison (Simon and Schuster)

by Sue Hendra (Walker Books)

by Catherine and Laurence Anholt (Puffin Books)

— Transmission date 16 September 2008

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.

- ➔ **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.

- ➔ **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.**

- ➔ **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**

- 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 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

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!

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 y / oss r tth ippi roos rolliN

— *Transmission date 23 September 2008*

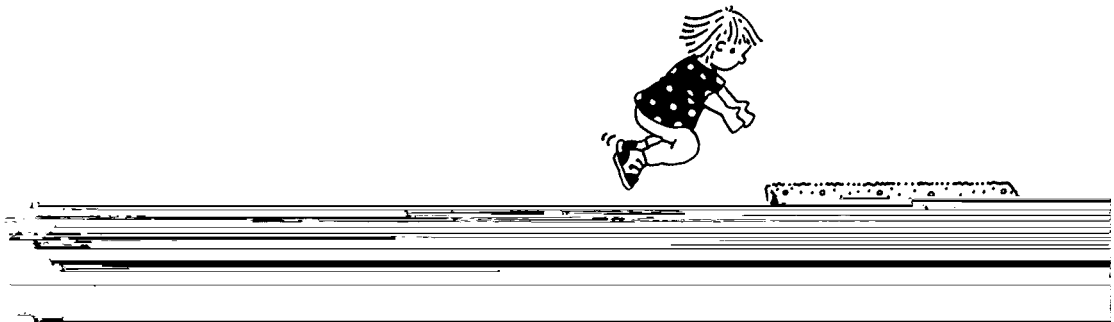
The Teeny Weeny Tadpole wishes he had legs so he could leap and jump rather than just wiggle around in the water where he lived. In the story he meets sheep, rabbits and grasshoppers who are all great at leaping and jumping.

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.



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.

- ➔ **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**.

- Learn how to play a game of hopscotch in the playground.
- On a map of the world, look at how far sw^{er} i1 Repe b

— Transmission date 7 October 2008

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.

- ➔ **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**.
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- ➔ **Curl up** very small, then slowly **stretch** on to your feet.
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- ➔ **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.



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 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

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'.

- 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'.

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.



— Transmission date 14 October 2008

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!

- ➔ **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**.

➔ **Sit** and **listen**.

➔ **Curl up** into a ball, then **stretch**

a bnd

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 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

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.

- 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.

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.

