

TEACHER'S NOTES

SPRING TERM
CURRICULUM
CYMREIG/GENERAL
KEY STAGE 1/EARLY YEARS
RADIO

Snapdragon



BBC Wales Education - In tune with our audience

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Where to find us

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You can write to us at: **The Education Editorial Unit, BBC Wales, Broadcasting House, Llandaff, Cardiff, CF5 2YQ.**

You may also wish to get in touch via E-mail. Our address is: **edupubw@bbc.co.uk**

Support services

If you would like a member of the team from The Education Editorial Unit at BBC Wales to visit your school or college to show you the range of resources available, please contact us.

We look forward to hearing from you.

Introduction

Snapdragon - a series with a distinctively Welsh flavour - seeks to place popular classroom themes against a backdrop of Welsh life, culture, language and geographical references and locations. Welsh accents abound together with Welsh words and phrases e.g. greetings, numbers, colours.

Snapdragon is a small dragon who lives at the bottom of Nia's garden in a large pot. Nia is the series presenter. Snapdragon should have been born a flower - a snapdragon - but somehow he became a real dragon. He is the playmate every youngster wishes s/he had.

This term's units are:

1. **Numeracy**
2. **Literacy**

In addition to building listening skills the programmes have plenty of material for discussion and exploration.

All programmes contain a song or songs. All programmes contain **Dragonscales** - a copycat, follow my leader musical rhythm rap game. All programmes contain a story - **Dragontale**.

You will find lots of ideas for developing a Curriculum Cymreig. Activities are suggested for your follow-up work together with comments on general learning outcomes for your own teaching documents.

Feedback

We are always pleased to receive comments about our programmes and resource materials. If you have something to say, please get in touch. We are also interested in how you make use of our programmes and what curricular areas/topics you would like to see covered in the future.

Please address your comments to:

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Using the series

Curriculum Areas to be Explored

If these programmes are fully integrated into weekly planning, they will enhance delivery of the curriculum and promote vital listening skills in the process.

Preparing for the programme

It is important to recap previous discussion and work on a particular theme: in this way, children are 'primed' to check new information against existing knowledge. Having the outline of the programme at hand, the teacher may wish to raise questions and ask the children to predict outcomes in the programme based on their knowledge of the central character: *'How do you think Snapdragon would feel if. . .?'*

After the programme

Asking children to make a response to what they have heard in any way appropriate to the curriculum also enables the teacher to assess how well they have listened. The children's enjoyment of the programme will act as a stimulus towards a variety of creative cross-curricular responses.

Curriculum Cymreig

The programmes are set in a modern Welsh context which celebrates cultural diversity alongside the native, evolving culture. In focusing on particular details in the programme, the teacher can lead children in setting their subject knowledge against *'their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales'*.

Programme links with 'National Curriculum 2000'

As the series lends itself to both Early Years and Key Stage 1, relevant elements from the Desirable Outcomes as well as parts of the National Curriculum for KS1 are explored. Please note that quotations from the ACCAC document 2000 are usually partial, dealing with elements relevant to the programmes concerned.

UNIT 1: Numeracy

Programme 1: In Someone Else's Shoes

During the programme, Snapdragon has to compare and order shoes in a practical context. Within the classroom situation, similar practical activities could be staged in the home corner 'shoe shop.' Snapdragon has to find pairs of shoes and compare bigger/ smaller, left/ right.

In the Early Years, the programme lends itself to work fulfilling part of the Desirable Outcomes for Mathematical Development...

"Children are given experiences which help them to acquire and use mathematical language about shape, position, size and quantity: recognise basic patterns; sort, match, order, sequence, compare and count familiar objects..."

Extension work could include a science/ maths investigation activity to find out whether boys feet are bigger than girls'.

Programme 2: Big Dog

In this programme, Snapdragon takes comparison of objects a stage further by using common non-standard and standard units of length within the real life event of building a home for the family pet. Pupils at KS1 might be able to answer Snapdragon's question: Why can't they go to the shop and ask for a plank of wood "three breakfast cereal boxes" long? - for themselves.

From Key Stage 1 Programme of Study for Shape, Space and Measures 3. Understanding and Using Measures:

"Pupils should be taught to..."

- 1. compare and order, and events in time, using appropriate language, by direct comparison, and then using common non-standard units of length, mass and capacity..."*

In addition, pupils could be asked to explore the problem-solving activity for themselves, in constructing skills which involve the KS1 POS for Shape, Space Measures: 1, Understanding and Using Patterns and Properties of Shape: 2, as well as parts of the Desirable Outcomes for Physical Development and KS1 POS for Design and Technology in a 'design and make' activity.

Unit 2: Literacy

In this unit, opportunities for practice and extension of **Oracy, Reading and Writing** are delivered in cross curricular contexts.

Programme 1: Relatively Speaking

Nia and Snapdragon are busy getting in touch with Mamgu's relatives in order to organise her surprise 80th birthday party. The listener is presented with a variety of means of communication in the modern world, for example telephone, fax and e-mail.

From the Desirable Outcomes for Knowledge and Understanding of the World:

"... They are given experiences which help them to begin to understand the use of a variety of information sources (for example information technology)..."

Sending an e-mail to Snapdragon will add to work on Communicating and Handling Information in the KS1 POS for Information Technology.

The awareness of family members of different ages allows for work in the development of pupils' chronological awareness, while locating different areas of and places in Wales sets certain geographical skills in context.

The appreciation of one's own place within the family structure is also a component of the PSE framework for KS1.

Programme 1: Recipe for Disaster

The idea that there are many sources of information is extended in this programme, when Nia and Snapdragon go to the library to search out the recipe for nettle soup using CDROM. There follows a visit to the supermarket where Snapdragon considers all different sorts of food, including vitamins.

From KS1 POS for Science: Life Processes and Living Things; 2. Humans and Other Animals:

"Pupils should be taught:

- 4. that taking exercise and eating the right types and amount of food help humans to keep healthy"*

As extension work, pupils can consult recipe books to see how a recipe is written and write some real/imaginary examples of their own.

About the series

Chrys Blanchard, creator of **Snapdragon**, describes the series:

Although the series has been in existence for several years, Snapdragon himself doesn't really get any older, hovering around the 625 year mark! He is, of course, the 5 year old in our lives - bringing all that a 5 year old contributes to our daily existence!

The programme are especially written for younger children **and** the adults who listen with them. Each programme aims to provide topics for discussion and material that will stimulate ideas for using songs, stories and creative activities. The action is based on everyday experiences and events which explore the relationship between a young child and the world he lives in.

Snapdragon is set in Wales, providing the listeners with a background to which they can relate by means of geographical and cultural references. While reminding children of the more established customs and traditions of Wales, I have avoided being stuck with a stereotype of the 'Welsh' image.

To claim that there is such a thing as a 'typical' Welsh person would be to miss out on the diversity and culture we now have in Wales. Consider the life of a youngster living on a remote hill farm compared with that of a child in a busy seaside resort or that of a young Asian girl living in one of our big cities. Indeed, they are all 'Welsh'. In the **Snapdragon** series I try to acknowledge this diversity and address the real world, thereby helping our 5 year olds to put themselves into context.

The issues that apply to our 5 year olds here in Wales are the issues that belong to children all over Britain. Today's youngster lives in a world of computers, electronic toys, television, fast food, changing family structures and greater mobility - whether they're from a tiny village in North Wales, or the middle of Swansea! They are increasingly aware of global issues, such as war, politics, disasters and the environment, while at the same time they are going through the usual stages of development and are concerned with basics such as, *themselves, their bodies, their families, feelings, numbers, days of the week, size and colour*.

In **Snapdragon**, I create a role model who has the freedom to ask questions. It is often through addressing the myriad of questions we adults are asked daily by our young children that we begin to understand some things which we'd never even thought about before, things we'd taken for granted. There are many occasions when our **children** are our **teachers**, where **we** are **their facilitators**. While we can answer many of their questions, we don't know **all** the answers and it is very liberating for adults to free themselves from the role where they feel that they must be **all knowing**. It is also empowering for the children to feel that they can join adults in puzzling out some of the answers - they often add a completely different perspective to matters. This approach moves away from the 'us and them' concept and helps us all to learn together, while also improving everyone's self-esteem.

I hope **Snapdragon** provides a vehicle for some of the things I've mentioned, and that the setting of Snapdragon and his friend, Nia, in their home, together with this special relationship they share, provides the secure base which is needed if we are to reach out into the rest of the world with confidence. Above all, I hope that for the 10-15 minutes or so our listeners are with us, that they'll enjoy the drama, songs and laughter as Snapdragon bumbles his way through yet another situation.

Foreword by Chrys Blanchard - author

In this series of Snapdragon I have experimented with a different format. The first part of each unit is an 'episode' where the action takes place, and the children just listen. Snapdragon and the other characters are set in everyday situations that can give rise to teaching opportunities. The second part of each unit is a different style in which Snapdragon and Nia talk directly to the listeners, posing questions, asking opinions, telling a story, learning and singing a song, and learning some Welsh vocabulary by playing Dragonscales.

Songs - Unit 1 focuses on **Numeracy**, and Unit 2 on **Literacy**. Several of the songs are intended to be sung unaccompanied in the classroom, in a chatty style. Sit as you would for circle time and stop to talk between verses. This approach would particularly suit the song "**Send a letter**".

Take time to go around the circle using each child's name for a verse. It's best to go round the circle in order, then each child will know when his or her turn is coming up, and there won't be so much anxiety about possibly not getting a turn. It also stops all the "Me next! Me next!" element and each child is treated with equal status. I would probably sing all of the first part of the song using the child's name. . . " **Send a letter to Sophie asking her to tea/ask her to bring something nice/to share with you and me.**" And then I'd stop and ask Sophie what she'd like to bring . . . Something beginning with 's' (Use letter sound) When she's decided, I would make sure all the rest of the children had heard, and then we'd sing the second bit. "**Sophie is bringing sausages, Sophie is bringing sausages, Sophie is bringing sausages, to share with you and me.**" Then we'd move onto the next child and repeat the pattern. Although it may seem longwinded to do every single child in the group, it is best to persevere. The children don't like shortcuts, and usually make sure nobody is left out. This one song may take up your whole session, but whilst singing, the children are getting chance to play with letters and letter sounds.

Another song I would take time over is **New Shoes** . . . I'd try and do a verse for every type of shoe the children have . . . I've even been known to sing "**Shiny, shiny trainers**" or "**Shiny, shiny, Barbie shoes!**"

Don't miss the opportunity to take off all your shoes and colour match them, make piles of each colour, make them into columns of same colours like a graph. Put all the shoes in a long wiggly line and make a shoe snake . . . and walk along the shoe snake, play Shoeshop as described in the support programme, make your shoes into a circle, shape now try a smaller circle how many shoes do you need more or less make your shoes into a flower shapes make them into a square.

Using every day objects such as shoes, in spatial play, often combines elements of both literacy and numeracy. In choosing non-competitive activities such as these, and the songs that become games' (Send a letter) the children have an opportunity to learn and explore in a non-threatening environment without fear of failure. I hope you enjoy this series of Snapdragon. If you would like to ask me any questions please e-mail me : chrysblanchard@aol.com

UNIT 1 - NUMERACY

PROGRAMME 1 - IN SOMEONE ELSE'S SHOES

PART 1 - SCENE SETTING

Content

Snapdragon and Nia are preparing for a Car Boot Sale in their local village. Their task is sorting out all the shoes for the sale. Another person is sorting out the toys and yet another one is sorting out the books. All the shoes are jumbled up in a black plastic sack and it is Snapdragon's task to sort them into pairs. Of course he has to try out all the different types of footwear: wellingtons, trainers, slippers, boots, football boots, babyshoes. Nia and Snapdragon pretend that they are working in a shoe shop and have lots of fun. They try and compose poems and songs about shoes.

Welsh words and phrases

prynhawn da	-	<i>good afternoon</i>
esgid	-	<i>shoe</i>
esgidie	-	<i>shoes</i>
newydd	-	<i>new</i>
esgidie newydd	-	<i>new shoes</i>
os gwelwch yn dda	-	<i>please</i>
coch	-	<i>red</i>
glas	-	<i>blue</i>

PART 2 - SUPPORT WORK

Content

In order to develop the theme set up in part one there will be opportunities to sing songs, hear a story - Dragontale - and play Dragonscales.

Songs

1. New shoes

verse 1 - blue
verse 2 - green
verse 3 - white
verse 4 - pink
verse 5 - (your choice)

2. All different sizes

verse 1 - bananas
verse 2 - mice
verse 3 - pizza

Dragontale

Where's my shoe? . . .

"Put your shoes on," said Seren's Mum.
"We'll go to the park!"

When Seren went to get her shoes, one of them was missing.
*It wasn't **on** the shoe shelf with all the other shoes.*

*She looked **by** the back door. There was one pair of Wellies, Daddy's gardening shoes, two pairs of Bryn's trainers and mummy's slippers, but Seren's shoe wasn't there.*

*She looked **under** the sofa. There was one empty crisp packet and two bits of lego but **no** shoe.*

*She looked in the big box **next to** her bed. There were three teddies one toy rabbit (with one of his ears missing), five dirty socks and an orange! But no shoe.*

She looked in the cupboard in the hall, where you could find all sorts of things.

*It wasn't on the bottom shelf.
It wasn't on the middle shelf.
It wasn't even on the top shelf.
Where on earth was Seren's missing shoe?*

*She looked
on top of the piano
under the stairs
next to the telephone
by the computer
in the living room
out in the shed
she even looked
inside her bed!
But still she couldn't find her other shoe.*

Never mind said Mum. You can wear your wellies for now until the other shoe turns up; and off they went.

*That night when Daddy came home he looked rather puzzled.
"When I got to the office this morning," he said, "I opened my brief case and guess what I found inside?"*

Dragonscales

***Dau** . . . That's two
(And **dwy** that's two)*

***Dau** . . . That's two
(And **dwy** that's two)*

***Newydd** that's new
Esgid that's shoe*

***Newydd** that's new
Esgid that's shoe*

*(**Dwy esgid newydd**)
Two new shoes*

*(**Dwy esgid newydd**)
Two new shoes*

*(**Dwy esgid newydd**)
Two new shoes*

*(**Dwy esgid newydd**)
Two new shoes*

***Glas** . . . that's blue
Two new blue shoes*

***Glas** . . . that's blue
Two new blue shoes*

*(**Dwy esgid newydd lliw glas**)*

*(**Dwy esgid newydd lliw glas.**)*

Rap along with the singer. You can add the more difficult bits in brackets when you rap along after the programme. Practise the new Welsh words.

Follow up suggestions

1. Talk about shoe sizes. Who has the biggest/smallest shoe?
Make a collection of footwear. Discuss size, colour and style.
Do you know who wears the different kinds of shoes? e.g. football boots, ballet shoes, wellingtons etc. Talk about the people who wear these shoes/boots and tape record your discussion.
2. Talk about things that go in pairs, e.g. socks, shoes, gloves, etc. Ask the children to bring a pair of clean socks to school. Examine the different sizes and compare grown ups socks with those of a child. (Use vocabulary, e.g. longer, shorter, bigger, smaller). Muddle the socks up and play a matching game.
3. Learn well known Welsh song - *Dau gi bach*. It tells of the new shoes that the puppies are wearing.

Dau gi bach

*Dau gi bach yn mynd i'r coed
Esgid newydd am bob troed.
Dau gi bach yn dwad adre
Wedi colli un o'u 'sgidie.
Dau gi bach.*

4. Ask each child to make a Christmas stocking shape. Draw photographs of toys beginning with the letter 'd' on the stocking shape. Now cut the shape out and put all the stockings together to make an attractive frieze.
5. Play a 'Where is Mr Clown' game.
Blow up a balloon and gently paint a sad clown face on it.
Hide Mr Clown anywhere in the classroom and your friends can ask questions, e.g. Is Mr Clown under the table/behind the door/on the chair/above the radiator, in the cupboard etc



6. Help children read the story 'New Shoes' (in large font) on the internet site.
Print out. Read. Discuss.

PROGRAMME 2 - BIG DOG

PART 1 - SCENE SETTING

Content

Snapdragon hears the sound of something in the garden. Could it be a dog? But Nia and Snapdragon don't have a dog. The sound comes from their next door neighbour's garden. But Mrs Powell, next door doesn't have a dog either. But there is a dog there. In fact it's Gelert, a dog Mrs Powell is looking after for her daughter. Gelert will need a kennel to live. Who will build it? Who better to sort out the problem than Snapdragon and Nia. Listen carefully to them taking all the measurements. Off they go to a local D.I.Y. store to buy all the materials. Eventually the new kennel is ready.

Welsh words and phrases

shwmae?	-	<i>how are you?</i>
cwpanaid o de	-	<i>cup of tea</i>
thank you	-	<i>diolch</i>
llaeth/llefrith	-	<i>milk</i>
siwgr	-	<i>sugar</i>
un dau tri pedwar pump	-	<i>one two three four five</i>
wyt ti'n hoffi llaeth?	-	<i>do you like milk?</i>
ci	-	<i>dog</i>

Language for sizes and measuring and buying

very big
 ruler
 tape measure
 sliding tape
 how high is she?
 how tall is she?
 centimetres
 as big as . . .
 as tall as . . .
 measure from the tip of the nose to the tip of her tail
 twenty pounds (£20)
 six sheets of wood
 sides
 top
 bottom

PART 2 - SUPPORT WORK

Content

In order to develop the theme set up in part one there will be opportunities to sing a song, hear a story and play dragonscales.

Song

Big Dog

*BIG DOG, bounding and bouncing
Playing with me in the park
Big eyes, big nose, big ears, big tail.
Big teeth and a very big bark! "WOOF"*

*Tiny little dog, leaping and lolloping
Playing with me in the park
Little eyes, little nose, little ears, little tail
Little teeth and a very little bark! "woof".*

*BIG DOG little dog
BIG DOG little dog
BIG DOG little dog
WOOF woof
BIG DOG little dog
BIG DOG little dog
BIG DOG little dog*

Dragontale

Harry's House

Harry was a hare.

Harry lived in his own little house in a hollow in Hollybush Woods. One day there was a knock at the door.

KNOCKING ON DOOR

It was cousin badger.

"Hello Harold," said cousin badger.

"I need your help.

The diggers, have come into the woods where I live. They're digging up everything to make a new road, and my home has been destroyed so I have come to live with you."

*"Of course, of course," said Harold Hare, "Come on in."
And because Harry's House was quite small, he set about immediately making a new room for cousin badger to live in.*

He measured the wood.

He cut the wood.

He tapped and tapped with the hammer and nails and soon the new room was ready.

Cousin badger was very pleased.

Just then there was another knock on the door.

KNOCKING ON DOOR

"Hello Uncle Harry," said the weasel twins from windy woods. "The wind has blown over a huge tree, and it's squashed our little home so we've come to live with you."

"Of course of course," said Harold Hare "Come on in," and he set about building them a room.

He measured the wood.

He cut the wood.

He tapped and tapped with the hammer and nails and soon the new room was ready.

The weasel twins were very pleased.

Not long after, came another knock on the door.

KNOCKING ON DOOR

*"Harry!" cried Henrietta the old farm hen from Hollybush Farm. "Happy to see you."
"Horrible thing happened! Our hen house has been flattened by a hurricane and now we have no home, so we've come to live with you."*

"Of course, of course," said Harold Hare. "Come on in."

And in came Henrietta, Mirabelle, Annabelle, Claribelle and Magdalene and Harry set about building them a new room.

He measured the wood

He cut the wood

He tapped and tapped with his hammer and nails.

Harry's House was no longer small, in fact it was getting quite big, with all the extra rooms.

Over the next few days there were more knocks at the door and more people came to live with him.

*There was Mr and Mrs Mole "We've had trouble with our hole"
and the three squirrel sisters*

a rather quiet rat

and two lively blackbirds who just couldn't stop chattering!

Harry had four more rooms to build!

*He measured the wood.
He cut the wood.
He tapped and tapped with his hammer and nails.*

HAMMERING FOUR TIMES

*Soon the work was finished and Harry's house was a very big house indeed.
I wonder if you can count how many extra rooms Harry has had to build altogether and how many now live in Harry's house?*

Dragonscales

*BIG is MAWR
little is bach*

*BIG is MAWR?
little is bach*

*big . . . mawr
little . . . bach*

*big . . . mawr
little . . . bach*

Dog . . . ci

Dog . . . ci

WOOF

*BIG DOG
BIG DOG*

*CI MAWR
CI MAWR*

*little dog
little dog*

*ci bach
ci bach*

ci bach

ci bach

Follow up suggestions

1. Build a new house for Teddy using cardboard boxes.
Measure Teddy to see how big the house needs to be.

OR build a garage for the little red car using Lego Bricks.

Discuss: Is the house big enough?
Is the car too big for the garage?

2. Make a wall chart showing how tall the children are.
Extend this comparison to feet and hand sizes.



3. Take a set of cards marked from 1-10 and sort them in order.
Now do this and count in Welsh.
Sing some number songs, e.g. 'Ten Green Bottles'.
Ask the children to sort objects, e.g., blocks, beads, crayons, pencils etc into groups of ten.
4. Collect some items from around the school yard, e.g. stones, bricks, leaves, pebbles. Observe them very closely and draw them much bigger than they really are, with as much detail as you can. Use a magnifying glass to help you. Discuss your work using words, e.g., bigger, smaller; large, larger, largest; etc.
5. How many objects can you fit into a match box?
Discuss the size of the objects and count them.
6. Play a 'Pass the Parcel' game. The parcel can be a large box with lots of smaller boxes inside. Talk about biggest/smallest box. 'My box is smaller than Mari's box.'

(A variation of this game may be played with the Russian Wooden Dolls which fit one into the other.)
7. Help the children read the story '**Harry's house**'. Print out. Read. Discuss.

UNIT 2 - LITERACY

PROGRAMME 1 - RELATIVELY SPEAKING

PART 1 - SCENE SETTING

Content

Nia would like to organise a party for her gran's (mamgu or nain) 80th birthday. It's a big family and Nia is not sure where all the relatives live. Aunty Blod who lives in Aberystwyth, will be sure to help out. She will know everyone's addresses and telephone number. Aunty Blod has all the details and offers to fax them through but Nia and Snapdragon do not have a fax machine but Aunty Blod can send them an e-mail. Most of Nia's relatives live in North Wales and gran lives in North Wales. Perhaps it would be a good idea to hold a party somewhere in Mid Wales. Nia and Snapdragon look for a map of Wales and then study it. Help them find suitable locations in Mid Wales. Llandrindod Wells? Newtown? Welshpool? Caersws? Llanidloes? Aberystwyth? Where do you think?

Welsh words and phrases

mamgu	-	<i>grandmother</i>
prynhawn da	-	<i>good afternoon</i>
da iawn	-	<i>very good</i>
Blodwen (sy') yma	-	<i>Blodwen here</i>
shwmae?	-	<i>how are you?</i>
sut ych chi?	-	<i>how are you?</i>
mae e wedi blino	-	<i>he's tired</i>

PART 2 - SUPPORT WORK

Content

Nia and Snapdragon have sent out lots of invitations to the party for mamgu and they are now receiving replies. They talk about different ways of communicating with people: letters, postcards, telephone calls, faxes, e-mails

Song

1. Send a letter

verse 1 - Sophie - sausages
verse 2 - Carys - crisps
verse 3 - Ryan - raspberries
verse 4 - Chelsea - cheese
verse 5 - Luke - lemonade

Dragontale

Ffion's family

Ffion's family is a very funny family.
A far-flung funny family.
Mountains and coast, valleys and vales
Ffion's family live all over Wales!

There's Sister Susie in Swansea who is a singer
and on Saturday sews sequins onto silver sandals.
And Aunt Alys in Aberporth who has an annaconda
and advertises apples all over America.

Her brother Bryn's a brain surgeon
and her brother Bill is a builder
who builds bungalows for blind businessmen.
They both live in Bangor!

And of course there's Granny Gee in Gwynedd
who grows green grapes in her greenhouse
and goes go-go dancing at the globe disco.

Cousin Carys from Carmarthen
creates countless coloured cardigans.
and gives them to everybody for Christmas.

*Uncle Unwin lives in Undy
He's an undertaker.
Unbelievably he understands Urdu.*

*Norris and Nan are nephew and niece from Nant-y-glo.
Norris knows knots and Nan knows nine hundred and ninety-nine names.*

*Aberystwyth, Bala, Caerdydd, Dolgellau, Eglwysrwrw, Felinfach, Goginan, Harlech,
Llangollen, Maentwrog, Nant-y-glo, Onllwyn, Pumpsaint, Ruthin, Swyddffynnon, Tanglwst.*

*Ffion's Mother is in Meirionydd
She makes meringues every Monday
and minds monkeys from Mozambique
whilst her Father is a fisherman,
and on Fridays he's a fire-eater at the fair!*

*Ffion's family is a very funny family.
A far-flung funny family.
Mountains and coast, Valley's and Vales
Ffion's family live all over Wales!*

Dragonscales

Shwmae
Hello

Shwmae
Hello

Shwmae
Hello

Shwmae
Hello

Sut rych chi?
How are you?

Sut rych chi?
How are you?

Sut rych chi?
How are you?

Sut rych chi?
How are you?

Fine thanks!
Da iawn diolch

Fine thanks!
Da iawn diolch

Fine thanks!
Da iawn diolch

Fine thanks!
Da iawn diolch

(IN FUNNY VOICE)

Mae e wedi blino
He's tired

Mae e wedi blino
He's tired

Mae e wedi blino
He's tired

Mae e wedi blino
He's tired

Follow up suggestions

- Investigate the different ways of sending a message, e.g. by word of mouth, letter or note; telephone; e-mail; internet, fax etc.
Talk about the importance of being careful and not rushing your message.
Explore what happens if a message gets muddled up. Play 'Chinese Whispers' and see what happens.
Can you communicate without talking . . . by using body language?
Discuss the importance of sign language for people who cannot hear.
Try some simple mimed commands, e.g., stand up; sit down; quiet;
See if the children respond. If they do, ask them how they knew what you meant.



- Talk about situations where we might need help.
Discuss who we can turn to for help, e.g., a friend, parent, teacher, Aunty Blod, etc.
- Set up a Birthday party in the Wendy House for one of the dolls or Teddy.
Draw up a menu, decorate the corner.
Design and make a birthday card.
Discuss a suitable present and design and print some wrapping paper.
Design and make a birthday badge.
Make up some music for the party using home made instruments, e.g. drums and shakers. Invent a 'magic trick' for the party using a magnet.
- How will Nia and Snapdragon travel to Mid Wales to Mam-gu's party?
Plot the route on a map of Wales.
Talk about the towns and villages they will travel through.
Are there any Welsh place names beginning with the letter 'Ll'.
How many are there?
- Talk about your favourite food.
Now practise some Welsh sentences.

Pwy sy'n hoffi caws/hufen iâ/sgloddion?
Dw i'n hoffi hufen iâ.
Dw i ddim yn hoffi caws.
- Help the children read the story **Ffion's family**. Print out. Read. Discuss.

PROGRAMME 2 - RECIPE FOR DISASTER

PART 1 - SCENE SETTING

Content

Nia is looking in recipe books for a recipe. She would like to cook a special meal for Aunty Carys and Uncle Phil and is searching for ideas. Snapdragon does not know what a recipe is so Nia explains to him. They decide to go to the Public Library to search for more cookery books. Nia is keen to find a recipe for 'nettle soup'. Snapdragon learns about how a library is arranged into different sections. Afterwards they go to the supermarket to buy the food for the special meal. The meal and the nettle soup were very succesful.

Welsh words and phrases

nionod/winwns - *onions*

moron - *carrots*

caws - *cheese*

Song

Squeaky trolley

*My trolley's got a squeaky wheel
It makes a lot of noise
Mummy puts me in the little seat
That's made for girls and boys.
She pushes me past rows of tins and reaches for a packet.
I wish this supermarket trolley didn't make such a racket.*

*Squeak, squeak, squeak . . . We come here every week.
Buying lots and lots of stuff
You think by now we'd have enough
But mummy says it won't last long
And that is why I sing this song
Squeak, squeak, squeak . . . We come here every week!*

Dragontale

Silas

Silas was a snake!

Silas was a very special snake.

Silas knew how to spell.

*Silas could twist his body to make any letter of the alphabet. He found **i** and **j** a bit difficult because they had dots on the top.*

*Mr Avery his handler used to help him out. He'd throw a ball to Silas, who would throw it up in the air just at the right moment to make the dots for the **i** and **j**.*

***k** and **x** were a bit tricky too. He'd sometimes pull a muscle doing them.*

Mr Avery was very proud of Silas. He'd take him to fêtes and fairs and together they'd do an act to entertain the crowds.

Mr Avery would hold up an object and ask Silas what it was and the crowd would watch with amazement as Silas spelt it out. There seemed to be no words he didn't know - doll, shoe, lollipop, ball. Time after time he spelt out the objects Mr Avery would hold up. The only time he made a mistake was once when tried to spell bun and he sneezed and it came out as bum!

The crowds loved him, and very soon they became famous.

They toured all over the world: Paris, Rome, New York, China, Outer Mongolia.

They worked very hard. Then one day in a Marquee in Moscow Mr Avery held up an object as usual and said. "Silas tell us what this is?" And to everybody's surprise Silas just tied himself into a knot and refused to budge.

"Eh hem," said Mr Avery, a little embarrassed. "Silas, could you please tell us what I am holding up?" But still Silas didn't move.

Mr Avery started to turn red with embarrassment. And he turned redder, and redder!

"Silas the ladies and gentleman are waiting," he said, and then he whispered very quietly it's a necklace. In case Silas didn't know.

Just then a loud scream came from the audience.

(SCREAM)

A lady with pink hair piled on top of her head started shrieking "My purse, my purse! Somebody's stolen my purse!"

"Nobody move!" shouted the chief of police, who just happened to be in the audience.

"The thief must still be in the Marquee." And he called for the attendants to guard the doors in case the thief should try to slip away.

"Now," said the chief of police. "Own up who took the lady's purse."

No one moved a muscle.

"We can stay here all day if necessary," said the chief of police." But I'm not letting anyone go until I find out who stole the purse."

The crowd stood in silence until Silas started to twitch. Very slowly he managed to untie himself from the knot he had made and began to spell some thing out - the . . . man . . . with . . . the . . . hat . . .

Everybody turned to look at the man with the hat, who looked very guilty indeed. The chief of police found the purse in his pocket and took him away in handcuffs. The lady with the pink hair was very grateful to Silas indeed. When Silas had been tied in a knot he had been in the perfect position to see everything.

*"But why on earth did you tie yourself in a knot," said a puzzled Mr Avery.
"Because I'm fed up of working so hard. Everyday, everynight, this place and that all over the world. I want some time off!"*

*"Of course," said Mr Avery. "I'm sorry. I've worked you too hard. From now on we'll only work on Tuesdays and Thursdays and the rest of the time we'll have some fun."
And they did!*

Dragonscales

Winwns
Onions

Winwns
Onions

Winwns
Onions

Winwns
Onions

Moron
Carrots

Moron
Carrots

Moron
Carrots

Moron
Carrots

Caws
Cheese

Caws
Cheese

Bara
Bread

Bara
Bread

Follow up suggestions

1. Talk about your favourite recipes.
Ask your mother/grandmother for her favourite recipe.
Compile a class book of "OUR FAVOURITE RECIPES".
Try baking some of the easiest recipes.
Practise some Welsh phrases, e.g.,

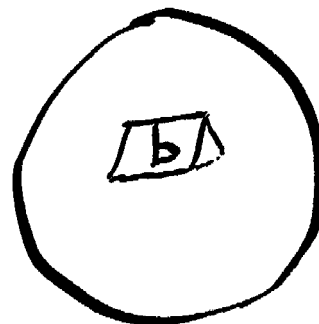
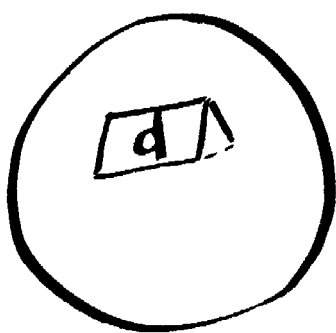
Dw i'n pwyso blawd.

Dw i'n pwyso siwgr/menyn/ffrwythau etc.

2. Make up a shopping list. What is the first item on your list? Has anyone else in the class placed the same item of food at the top of his/her list? Try telling your friend what the items on your list are in Welsh.
3. Make a letter card using the initial letter of your name. Can you spot any words in the room beginning with your letter?
4. If you have a "Class Notice Board" write a message for your friend or teacher.
5. A sorting Game.
(A version of a sorting game which will stimulate language and encourage phonic awareness.)

Ask the children to sit in a large circle around two large P.E. hoops. Mark each hoop with a letter, e.g., d and b

A draw string bag of objects, (e.g. a ball, toy duck, box, small doll, beads, toy bus, etc) can be passed around. Each child in turn puts his hand in the bag and removes an object, describes and names it and then places it in the appropriate circle.



6. Help the children read the story Silas. Print out! Read! Discuss.

Poem

Black shoes?

Blue shoes?

Trainers?

Wellies?

Daps or slippers?

Sandals? Jellies?

Boots for walking?

Boots for digging?

Boots for football?

Clogs for jigging?

Shoes for dancing? Ballet? Tap?

Buckles? Laces? Velcro? Straps?

High heels, low heels

Whatever you choose.

You can buy them here

'cause we sell shoes!

Acknowledgements

Chrys Blanchard - writer and song writer

Loreen Williams - follow up suggestions

Ruth Morgan - learning outcomes

Music setting - Dr Neil Day

Production Assistant - Sian Thomas Hart

Producer - Margaret Bird

Editor - Dr Eleri Wyn Lewis



A BBC Cymru/Wales Education Production.

www.bbc.co.uk/wales/snapdragon

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