



Andy Day - presenter

**Age: 3-5**

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[www.bbc.co.uk/programmes/b03g64r5](http://www.bbc.co.uk/programmes/b03g64r5)

Refer to the transmission dates below to find out when programmes become available as podcasts and audio on demand.

**Playtime on [bbc.co.uk/schoolradio](http://bbc.co.uk/schoolradio)**

These Teacher's Notes are primarily intended for print. The content - with additional features - can also be found on the *Playtime* pages of the School Radio website.

The website pages include details of all programmes for the coming year as well as online versions of focus images, which can be displayed on your IWB or computer while listening. Go to:

[www.bbc.co.uk/programmes/b03g64r5](http://www.bbc.co.uk/programmes/b03g64r5)

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# Playtime

## Autumn 2013

These programmes are available as podcasts and audio on demand from the School Radio website. Refer to dates below to find out when each one is available.

<b>Introduction</b>	<b>3</b>
<b>1. Sock</b> AOD / Podcast begins 24/09/2013	<b>5</b>
<b>2. Apple</b> AOD / Podcast begins 01/10/2013	<b>6</b>
<b>3. Cat</b> AOD / Podcast begins 08/10/2013	<b>7</b>
<b>4. Toothbrush</b> AOD / Podcast begins 15/10/2013	<b>8</b>
<b>5. Glove</b> AOD / Podcast begins 22/10/2013	<b>9</b>
<b>6. Button</b> AOD / Podcast begins 05/11/2013	<b>10</b>
<b>7. Box</b> AOD / Podcast begins 12/11/2013	<b>11</b>
<b>8. Boot</b> AOD / Podcast begins 19/11/2013	<b>12</b>
<b>9. Raindrop</b> AOD / Podcast begins 26/11/2013	<b>13</b>
<b>10. Robin</b> AOD / Podcast begins 03/12/2013	<b>14</b>
<b>Additional resources</b>	<b>15</b>

## Introduction

### Aims of the series:

*Playtime* is an interactive, classroom-based programme for pre-school and reception children. *Playtime* aims to provide:

- a grounding in the creative arts, including dance, drama and music
- the opportunity to develop listening skills and concentration
- development of language skills
- lively interactive audio
- material from a wide range of cultural backgrounds
- specially-written, dramatised stories
- a range of songs, poems, and finger rhymes to learn and enjoy

### The presenter:

The programmes are presented by Cbeebies presenter, Andy Day. He leads the children through the movement, listening and singing activities.

### Using the series:

*Playtime* can be used in nurseries, playgroups and reception classes, as well as at home with a parent or carer:

- the programmes are designed to be used at a pace appropriate to you and your children. The programmes can be listened to straight through, or you can pause the programme and repeat sections or return to them on other occasions
- each programme is self-contained
- each programme is based around a different object suitable for the age-range (have an example of the object present while you listen to the programme - you may also wish to display an image using the weblinks provided in these notes)
- the series is an interactive resource with a lively mixture of 'doing' and 'listening'
- there are sections in each programme where the movement theme is developed and the children are encouraged to join in
- the activities are all suitable for classroom use in a story corner or small cleared space

- the programmes end calmly with a repeat of the song
- because the programmes are designed to be used in a small space and are not wholly movement-based, there is no formal warm-up (the warm-up is incorporated into the movement itself by starting with small movements and progressing to larger, more extended movements - you may also like to warm up the children before the programme begins by inviting them to shake out body parts; likewise, they could stretch and cool down after the programme)
- you are the link between the programmes and the children - only you can interpret their particular needs
- it is a good idea to use the programmes when the children are not too tired - they need to be alert enough to listen and do

### Playtime and special needs:

*Playtime* is designed to be used by children in various groupings. For children with special needs it may be preferable to use the programmes in small groups with a teacher or classroom assistant and to use small sections of the programme at a time, moving on to the next activity in another session.

### Programme content:

Each programme is self-contained and has a blend of activities, including stories, rhymes, poems, action songs, finger games and suitable accompanying music.

There is also a movement activity in which the children are encouraged to join in with Andy as he helps them to develop and explore a range of simple movements. As stated, the movements will be relatively small and will not require 'travelling around' or lots of space.

### Teacher's Notes:

The content of each programme is outlined in these notes, together with suggestions for discussion before the programme begins. The notes include a list of the key movement language used in each programme. They also indicate which parts of the body will be used in the main movement activity and give a clear description of the movements that the children will be asked to perform.

The words of any songs or rhymes are printed where possible (subject to copyright), together with a brief synopsis of the programme's story.

Finally, these notes include several suggestions for further reinforcement activities after the programme, together with a list of additional resources.

### Before the programme:

Before each programme, it is suggested that you draw the children's attention to a 'focus object' (either an online picture or object) that will help the children to visualise the main subject of the programme, or that can be used as a stimulus for follow-up activities.

Further ideas for helping the children to concentrate are suggested in these notes. You may also like to introduce vocabulary that will be used in the programme.

### Podcasts:

These programmes are available as *downloads* or *podcasts* for a limited period following transmission. This means that you can download each programme (for free) as an mp3 file, for playback either from a computer or from an mp3 player, such as an iPod or similar device.

If you subscribe to the series your computer will automatically search for each new episode when you connect to the internet, ensuring that you never miss a programme.

More information at:

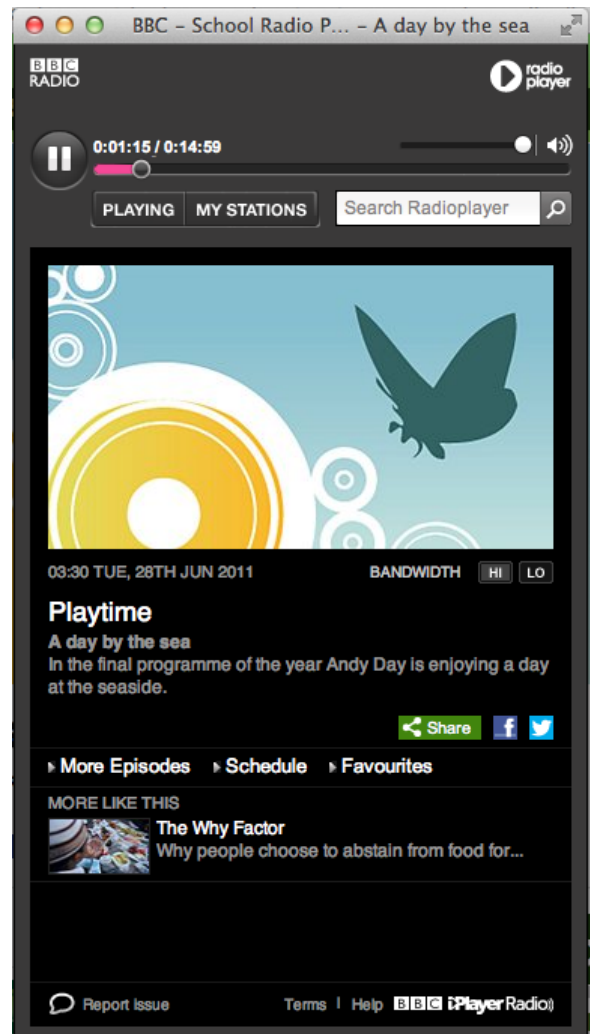
[www.bbc.co.uk/schoolradio/podcasts](http://www.bbc.co.uk/schoolradio/podcasts)

Programmes are also available as *audio on demand* from the School Radio website or the BBC iPlayer Radio following transmission.

The audio on demand is a reliable service that allows you to listen to the programme 'streamed' over the internet. You can play the programme:

- direct from a computer
- from a hifi by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality)
- from the computer via a white-board

Using the audio on demand service is just as flexible as using a download of the programmes. You are able to pause the programme whenever you wish and also scroll forwards and backwards through a programme to locate other sections or to listen to sections again.



You can choose to listen to programmes on the iPlayer Radio using a pop-up window, meaning you can listen to the programme while using your computer to display other content, such as a focus image.

### Feedback:

Please send your comments to:

BBC School Radio  
4th Floor Bridge House  
MediaCity UK  
Manchester M50 2BH

## 1: Sock

### Before the programme:

*Playtime* is a new series that the children will not have heard before so they will need to be reminded of listening skills. For some, of course, it may be their first experience of listening to audio content in this way. During the course of the programme, they will be asked to participate with movement, poems and songs while at the same time listening to the presenter, who cannot be seen.

Tell the children that today's theme is socks. Where do we put them on our bodies? Are they easy to put on? How many make a pair? Have they ever lost one sock from a pair? A collection of various types of socks (adult/children, short/long, different colours) can be made prior to the programme and displayed on an interest table.

### Movement language:

The following vocabulary will be used in the programme:

*pair, stretch, wiggle, push, pull, take off, stand, wobble, peg*

You might wish to acquaint the children with any of these and introduce awareness of the feet, ankles and toes.

### Programme content:

#### Movement

Actions will be based on putting on socks, making sure they fit properly. The children will then stand up and pretend to take their socks off - standing on one leg, without wobbling.

#### Song

'Rub a dub dub' - a traditional rhyme with new words:

*Rub a dub dub  
Dirty socks in a tub  
Red and yellow and blue and green  
With a hole in the toes and a hole in the heel  
Wash them all till they're fresh and clean.*

*Rub a dub dub  
Clean socks in a tub  
Hang them out in a row to dry  
With a hole in the toes and a hole in the heel  
Watch them bounce on the line up high.*

The children will join in with washing sock movements, wiggling fingers through the holes in the socks and then pegging them out on a washing line.

### Story

*Delila's football socks.* A specially-commissioned story about a girl who believes she can only score goals when she's wearing her lucky football socks - until she loses them!

### Suggestions for further activities:

When the programme has finished, look at the types of socks that have been collected. Discuss with the children their length, size, colour and texture and who might wear them. Allow the children to try on socks of various sizes.

The above activity can be extended into a matching/sorting game. The children can match all the pairs of socks and then sort them into, say, dark or light colours.

Cut out paper sock shapes and ask the children to colour a pair the same as their own. The finished socks can be pegged up on a washing line.

Talk about the clothes worn by different cultures worldwide. Look to see if they wear socks. Do the children in the group wear their socks all year round?

### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vfs>

## 2. Apple

### Before the programme:

Introduce today's theme of apples to the children. Where do apples grow? Do the children and their carers buy their apples from a street market, a fruit shop or a supermarket? Maybe they grow in their gardens?

Ask the group to bring in one apple each. These can provide the basis of a nature table for the children to experience the differences within one type of fruit. Encourage use of the senses to explore the differences between the fruit.

### Movement language:

The following vocabulary will be used in the programme, which teachers/carers might wish to explore with the children before listening to it:

*crunchy, shiny, pick, juicy, stretch, bend, polish*

### Programme content:

#### Movement

Actions will be based on picking apples from a tree, stretching up high into the branches and bending down low to place the fruit in a basket. The sequence will end with a polish and bite of the crunchy apple.

#### Song

'Five little apples'. The children will use fingers to represent apples and blow through cupped hands to make the noise of the wind:

*Five little apples so red and bright  
Were dancing about on a tree one night  
The wind came rustling through the town  
One little apple came tumbling down.*

#### Story

*The rolling red apple.* A specially-commissioned story about a boy who goes to the supermarket and finds himself chasing an apple that won't stop rolling down the aisles past all the different groceries.

### Suggestions for further activities:

When the programme has finished, make a simple pictogram of the different coloured apples that have been collected in the group.

Have a break with apples and milk. Prepare the apples with the children, talking about hygiene and safety. Discuss with the children how the apples grow and count the seeds from the core. Encourage new language throughout the exercise.

Cut apples in different ways. What do the children notice? Leave the apples on a plate and what do they notice now? Experiment with lemon juice or cover with cling film after cutting. Now what happens if the apples are left for a while?

### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vft>

### 3. Cat

#### Before the programme:

Talk about cats. Be aware that within some cultures cats are thought to be unlucky. If the children have cats, who feeds and cares for them? Who cares for them if they become ill?

Make an interest table about cats. Collect soft toys, ceramics or pictures of cats.

#### Movement language:

The following vocabulary will be used in the programme:

*asleep, curl, paw, uncurl, wake, lick, wash, whiskers, scratch*

#### Programme content:

##### Song

'I have a little kitten' (to the tune of 'Sing a song of sixpence'):

*I have a furry kitten  
He's black and white and grey  
When I try to cuddle him  
He always wants to play  
So I drag a piece of string  
Across the kitchen floor  
He thinks it is a little mouse  
To chase out of the door.*

The children use their hands to show the wriggling string and the kitten's paw.

##### Movement

Actions are based on a cat who is asleep, wakes, stretches and cleans itself. Use of the upper body, back and arms from a kneeling position.

##### Story

*Mr Tong's Song.* A specially-commissioned rhyming story about a cat's quest to form a band.

#### Suggestions for further activities:

Talk to the children. Have they seen cats wake up, stretch and clean themselves as in the movement session?

Make a collection of books/pictures and photographs of cats and allow the children to examine them. Talk about what they notice, the similarities and differences.

Cut out cats in different positions and, with the children, make textured collage cats for a frieze.

Turn the home corner into a vet's surgery or a pet shop for role-play.

#### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vfv>

#### 4: Toothbrush

##### Before the programme:

Today's theme will relate to dental care and hygiene. Ask for the children's experiences of visiting the dentist. Who takes them? Do they go with their brothers and sisters?

Do they receive stickers from the dentist or nurse? Ask the children what they need to keep their teeth clean.

##### Movement language:

You may wish to explore the following vocabulary included in the programme:

*brush, squeeze, squiggle, up, down, jump, forwards, backwards*

##### Programme content:

##### Movement

Children will be asked to do the actions involved in cleaning teeth. Opening wide and brushing up and down, back and front. Then they become the toothbrush themselves, jumping up and down landing on toes with bendy knees.

##### Song

'Brush your teeth' (to the tune of 'Jingle bells'):

*Brush your teeth, brush your teeth  
Give them all a treat  
Brush up and down and all around  
To keep them clean and neat.*

*In the morning and at night  
Clean them twice a day  
Brush up and down and all around  
Keep fillings well away.*

More toothbrush actions for the children to join in with - to keep the dentist happy!

##### Story

*Mrs Featherduster's toothbrush.* A specially-commissioned story about a magic toothbrush.

##### Suggestions for further activities:

Talk about food that is good for teeth and food that is bad for them.

Find pictures of different foods and make a collage under the two headings: 'Bad food' and 'Good food'.

Using old toothbrushes, experiment with splatter painting using various colours.

Compare shapes of teeth. Look at the teeth of different animals in reference books.

Make a chart of the toothpaste the children use, collecting packets or advertisements to remind them. With the younger children use the colour of their toothbrush as a basis for a chart.

##### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vfw>



## 5: Mitten

### Before the programme:

The theme this time is gloves and mittens, which the children may start to wear as the weather gets colder. A collection of different types of hand-wear can be displayed on an interest table with relevant resource books and photographs of people wearing gloves.

Talk about other types of gloves that may be worn for other reasons than weather conditions. For example, oven-gloves, gardening gloves or other protective gloves. Have they seen adults wearing any of these types of gloves?

### Movement language:

Make the children aware of fingers and hands and what you can do to make cold hands warmer:

*blowing into cupped hands, rubbing hands together*

### Programme content:

#### Movement

The actions will be based on warming up the children's hands and then stamping up and down to warm the feet.

#### Song

'The mitten hokey cokey' - a variation on the familiar party dance:

*You put your right mitten in  
You take your right mitten out  
You put your right mitten in  
And you shake it all about  
You wriggle and you wobble  
And you turn yourself around  
That's what this song's about. Oi!*

There are a lot of actions in the song, following Andy's instructions and finishing with a wriggly wobbly jelly action and a turn around on the spot.

#### Story

*The lost mitten.* A specially-commissioned story. Maya loses one of her mittens at the park but thanks to a succession of creatures it turns up on her doorstep.

### Suggestions for further activities:

Ask the children about their own gloves. When do they wear them? How do they prevent them from getting lost. Are they attached to their coats in any way?

Help the children to draw round their hands with open fingers for gloves or closed fingers and thumb out for mittens. Cut out and colour.

Make a collection of gloves, hats and scarves for the dressing-up box.

### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vfx>

## 6: Button

### Before the programme:

Introduce today's theme of buttons to the children. Ask them if they know anyone with a button box. Why do people have button boxes?

Make an interest table of buttons incorporating the various sizes, shapes, colours and the different materials they are made of.

Ensure that the size of the buttons is appropriate and that they are presented as things not to be put in the mouth or up the nose!

### Movement language:

Make the children aware of how they dress themselves/are dressed and the sequence of *doing up* buttons and *undoing* them.

### Programme content:

#### Movement

The actions will be based on standing up and putting on coats, then a sequence of buttoning from top to bottom.

When Max the Friendly Giant arrives, the children help him with his buttons stretching up as tall as they can and pushing his enormous buttons into their holes.

#### Poem

'Five little buttons'. Children can count along with the poem and do the button actions. Dad, Mum, Brother and Sister could be substituted by the names of children in your group, letting them remove the button of the appropriate colour:

*Five little buttons on the coat that I wore  
Dad buttoned the red one, then there were four  
Four little buttons, two by two you see  
Mum buttoned the orange one then there were three  
Three little buttons and before I knew  
My brother buttoned a yellow one then there were two  
Two little buttons, oh what fun  
My sister buttoned a green one then there was one  
One little button, blue and undone  
I buttoned it myself and then there were none.*

### Story

A specially-commissioned story of stories! When Poppy loses the button from her coat, her Mum shows her a special drawer where buttons are kept. Each one has a story.

### Suggestions for further activities:

Talk about the story. What do the children think should have happened at the end?

A button box could be sorted into size, shape, colour, texture or number of holes.

The group could try a threading activity with various buttons or, with the help of the children, stitch a large button onto a felt sample with a blunt darning needle.

Simply allow children to experiment doing up and undoing buttons and toggles on clothes in the dressing-up box.

Make pictures and collages using buttons.

### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vfy>

**7: Present****Before the programme:**

Today's theme is about boxes and, in particular, surprises and presents. All children will have shared this experience one way or another, big or small, but be aware that some religions/cultures do not celebrate birthdays.

Talk to the children about the day they were born on and how this birthday is celebrated. Do they receive presents? Make a selection of boxes and containers with the children that can be wrapped up for pretend parcels and presents.

**Movement language:**

The programme will contain references to wrapping, unwrapping and tying a bow:

*smoothing, crinkly, wrapping, folding, edges, tear, rip*

**Programme content:****Movement**

It's Andy's birthday and the children wrap him up a pretend present. Then an enormous teddy bear needs wrapping up with one very long sheet of paper - walking round and round bending low to start at its feet and getting higher before ending with a big bow on the top of its head.

**Poem**

'Here is a box' - the children will be invited to respond to different sound effects - the clues as to what is in a series of presents:

*Here is a box, it has a big lid  
I wonder whatever inside is hid  
Why it's a (SOUND EFFECT) without any doubt  
Open the box and let it come out.*

**Story**

*The best present of all.* Finlay doesn't know what to give his new baby sister when she comes home from the hospital. A specially-commissioned story.

**Suggestions for further activities:**

Discuss the children's own experiences of giving and receiving presents - they don't have to be big!

With the group, design wrapping paper with various types of printing.

Let the children experiment wrapping up boxes with different types of paper. Talk about the properties of the paper used - strong, flimsy, tears easily, soft and so on.

Talk with the children about festivals and times for giving and receiving.

**Focus image:**

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vfz>

## 8: Boot

### Before the programme:

This time the theme is Wellington boots. Talk to the children about times when they may wear boots: in the rain, on muddy paths, in the snow.

Encourage the children to bring their boots into the group to use in movement sessions. A display of boots, including adults and baby-sized ones, with appropriate resource books and pictures can be a focal point for discussion.

### Movement language:

Familiarise the children with vocabulary, such as *balance*, *lift*, *stamp*, *march* and *swing*, which will be included in the programme. Also, rainy words such as *splash*, *soggy*, *puddles* and *soaking*.

### Programme content:

#### Movement

The actions are based on marching through puddles, swinging arms, lifting knees and standing up straight. The children will balance on one leg to tug off each of their Wellingtons.

#### Song

(To the tune of 'The Grand Old Duke of York'):

*On a damp and rainy day  
I pull on my pair of boots  
I march around on the soggy ground  
Through the puddles I salute  
I am splashing here and there  
I am splashing everywhere  
And when I am wet, I am soaking wet  
And everybody stares.*

The children can join in by marching their feet up and down in front of them while they sit, adding a smart soldier salute on the appropriate line.

#### Story

The specially-commissioned story of *Ipek's wellies*. A girl who lives by the sea gets stuck in the mud on a beach walk and comes home with just one boot.

### Suggestions for further activities:

Talk about the collection of boots you have assembled referring to their size, colour and different treads. Talk about the different uses boots may have.

Use the treads of old wellies dipped in paint to make a roll frieze. Try charity shops for a cheap supply.

Examine the materials which are used to manufacture boots and the different properties of each, i.e. fur fabric for warmth inside, waterproof rubber outside.

### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vg0>

## 9: Raindrop

### Before the programme:

This programme can be used as an extension of the previous one about Wellington boots and rainy days.

Encourage a discussion about the different weather types we experience at this time of year.

Make a nature table about rain and water. How does it rain? Where does the rain go? Explain to the children how important rainwater is to humans and to plant and animal life.

### Movement language:

Words associated with different types of rain will be used in the programme:

*spitting, drizzling, pouring*

The children will be asked to work in pairs using arms, hands and fingers from high to low in a standing position.

### Programme content:

#### Movement

Children will express the various types of rainfall using their fingers and hands. Once they have made the actions solo, they will work with a partner standing up to make their raindrops fall at same speed and level as their partner - mirroring movements.

#### Song

*I hear thunder  
I hear thunder, I hear thunder  
Hark don't you, hark don't you  
Pitter patter raindrops, pitter patter raindrops  
I'm wet through so are you.*

*I see blue skies, I see blue skies  
Way up high, way up high  
Hurry up the sunshine, hurry up the sunshine  
We'll soon dry, we'll soon dry.*

In the first verse the children can put hands up to ears to listen to the thunder; in the second they make the shape of the big round sun with a circle in the air.

### Story

The specially-commissioned rhyming story of *Racing raindrops*. Raindrops racing down a window pane work together to beat the big, bully raindrop.

### Suggestions for further activities:

When the programme has finished, talk about today's weather and the types of clothes the children need for it.

Melt ice to water for a science activity, observing the changes.

Collect a variety of ice-cube sizes and shapes (not straight from the freezer, as they may stick to little fingers!) and let the children draw on one with a felt-tip pen. Talk about what they notice as they watch what happens.

Blow runny paint with straws across paper to make a rainy window pane. Or just let the paint drip down the page.

Paint a pattern and, with a dropper, allow 'raindrops' to fall onto it. Talk about what the children notice.

Make a weather chart with the children using different colours or materials for different weather types.

### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vg1>

## 10: Robin

### Before the programme:

The final programme in this term's *Playtime* is about the robin. In group discussion, ask the children if they have ever seen this type of bird and how it can be recognised.

Where have the children seen a robin?

Robins are particularly associated with Christmas. Investigate with the children the various ways that the robin is depicted at Christmas: on cards, calendars, wrapping paper and decorations. Make a display of these.

### Movement language:

Today's programme will include vocabulary associated with the ways in which a robin may move:

*hopping, jumping, flapping, pecking*

The children will be made aware of a bird's movements using their whole body.

### Programme content:

#### Movement

The actions will be based on the various ways a robin moves around a garden or park. The children will be asked to move about in a limited space, jumping up and down in bird hops with feet together, tucking elbows into sides and flapping arms as wings, and making beak actions with hands to gobble up the worms.

#### Song

'The north wind doth blow'

*The north wind doth blow (BLOW BLOW)  
And we shall have snow (BBBRR, BBBRR)  
And what will the robin do then, poor thing?  
He'll sit in a barn and keep himself warm  
And hide his head under his wing, poor thing.*

*The north wind doth blow (BLOW BLOW)  
And we shall have snow (BBBRR, BBBRR)  
And what will the robin do then, poor thing?  
He'll sit on a twig and we'll feed him some bread  
And he'll sing to say thank you my friends, poor thing.*

In the first verse, the children can join in with the blowing and shivering sounds and tuck their head under their 'wing'. In the second they will hear the beautiful song of a real robin.

#### Story

A specially-commissioned Christmas story in which a robin helps Father Christmas in return for a smart red waistcoat.

### Suggestions for further activities:

When the programme has finished, talk to the children about the story and how they can find out the information needed to be able to feed wild birds correctly. Talk about observing wild birds and how important it is to be quiet.

Make a feeding block for the birds from wild bird seed and, if location allows, position it near to your playgroup or nursery window. Be sure to keep it out of reach of cats.

Make textured robin collages or greetings cards with available materials.

Talk about wild birds in your area, and about nesting, eggs, fledglings and feathers. Be aware that some children have allergies to feathers.

#### Focus image:

To display a focus image for this programme copy and paste this link from the School Radio website:

<http://www.bbc.co.uk/programmes/b03g6vg2>

**Additional resources****Programme 1:**

Sarah Garland, *Doing the washing* (Bodley Head)  
Washing day events at home.

Hilda Offen, *Fox got my socks* (Hutchinson)  
Lost washing off the line; the names of the animals rhyme with the items of clothing.

Henry Pluckrose, *Way to wear it* (Franklin Watts)  
Photographic reference book about clothes.

Fiona Pragoff, *Clothes* (Imago Publishing)  
Photographic sequences of getting dressed.

Read Rainbow series, *Our clothes* (Evans).

**Programme 2:**

Diana Bentley, *Harvest festival at my school* (Wayland)  
Events, activities during harvest festival.

Helen Bliss, *Go set go*, Autumn Festivals (Watts Books)  
Different cultural festivals held during the season of autumn.

Dick Bruna, *Apple* (Methuen)  
An apple wants to be picked and go on an adventure.

Christine Butterworth, *Fruit* (Giraffe Books)  
Fruit bought locally; relationships with home and supermarkets, extending to fruit grown round the world.

Kay Davies and Wendy Oldfield, *My apple*, Simple Science (A&C Black)  
Resource and science book about apples.

*Autumn is here*, Rainbow series (Evans)  
Three children see the signs of autumn – harvest.

**Programme 3:**

Helen Arnold, *Tamla's cat* (Piccolo)  
Events leading up to the birth of kittens.

Patricia Casey, *My cat Jack* (Walker Books)  
Pictorial and language cat movements.

Lynley Dodd, *Hairy Maclary scattercat* (Spindlewood)  
Another adventure with Hairy Maclary, this time chasing cats.

Martyn Hamer, *Cats: a first look book* (Franklin Watts)  
Pet care book.

Rose Hill, *Cats and kittens: a first book of pet care* (Usborne)  
Pet care book.

Sarah Garland, *Sam's cat* (Bodley Head)  
Sam makes a box for his cat to have kittens in, yet she decides to have them in a drawer.

Deborah King, *The black-and-white cat* (Hutchinson)  
Urban cat goes off to find a new home in the country.

**Programme 4:**

Althea, *Visiting the dentist* (Dinosaur)  
A boy's experience of visiting the dentist.

Anne Civardi, *Going to the dentist* (Usborne)  
Story of children's visit to the dentist

Rose Impey and Sue Porter, *The toothbrush monster* (Heinemann London)  
The little 'baddy' doesn't like to wash or clean his teeth.

Henry Pluckrose, *Look at teeth* (Franklin Watts)  
Resource book about teeth.

**Programme 5:**

Henry Pluckrose, *How to wear it* (Franklin Watts)  
Resource book about clothing.

Alison Winn, *Thomas goes out* (Hodder & Stoughton)  
Sequence of getting dressed for cold weather.

*My first look at clothes* (Dorling Kindersley)  
Resource book about clothes, including gloves and mittens.

**Programme 6:**

Donna Bryant, *One day at Grandma's* (Hodder & Stoughton)

A toddler spends the day with Grandma, making biscuits and playing with the button box.

Don Freeman, *Corduroy*, taken from *The read aloud treasury* by Joanna Cole and Stephanie Calmenson (Viking Penguin)

An American story about a bear who lived in a store; he was never bought because of a missing button, until one day a girl came by.

Henry Pluckrose, *Know about sorting* (Franklin Watts)

Resource book about sorting collections of items.

### Programme 7:

Rod Campell, *My presents* (Campell Books)  
Various ways that presents can be wrapped.

Chris Deshpande, *Diwali celebrations* (A&C Black)  
Festival of lights and the celebration.

Berlie Doherty & Christian Birmingham, *The magical bicycle* (HarperCollins)

A boy's experience of a new bicycle for his birthday and how he learns to ride it.

Kim Lewis, *The shepherd boy* (Walker Books)  
James lives on a farm and wants to be a shepherd like his father; he has to wait until a surprise present arrives.

John Williams, *First technology packaging* (Wayland)

Resource book about everyday objects; children will associate with their boxes/containers.

### Programme 8:

Shirley Hughes, *Alfie's feet* (The Bodley Head)  
Alfie gets a new pair of wellies and tries them out.

Katie Teague, *Liam's day out* (Magi Publications)  
A dual language book; Liam and his friends go on a trip on the bus to a rural farm.

Amy Hest, *In the rain with Baby Duck* (Walker Books)

Baby duck doesn't like walking in the rain to Grandpa's, but hidden in the loft Grandpa has the solution.

Arlene Blanchard, *Sounds my feet make* (Methuen Children's Books)

Story full of sounds which children enjoy making with their feet and various kinds of footwear.

*My first look at clothes* (Dorling Kindersley)  
Another resource book about clothes and footwear.

### Programme 9

Caroline & John Alstrop, *Weather* (Troddy Books)  
Resource book for early years

Donna Bryant, *One day in the rain* (Hodder & Stoughton)

Boy and father go for a walk and bear gets dropped in a puddle

John Burningham, *Mr Gumpy's motor car* (Jonathan Cape)

Mr Gumpy and friends go for a motor car ride and get stuck in the mud and rain

Kate Petty, *A stormy day* (Hodder & Stoughton)  
Short story of girls experience in the rain, and a resource book

Joy Richardson, *Wet and dry* (Wayland)

Short story of boy's experience in bath, and a resource book about water and weather

### Programme 10

Jo Furtado & Frederic Joos, *Special visitor* (Andersen Press)

Events of visitors to a girl's house leading up to Christmas, one of the visitors is a robin

Michael Hodgson, *My first birds: A RSPB guide*  
Resource book about 25 British bird species

*I spy birds* (I Spy Ltd)

I Spy book about British birds