



Low Down



Programme 7 by Isobel Gamble

4 March

Following on from last week's programme about things we find high up, this time Libby and Michael will be looking at all sorts of things underfoot, including footprints in the snow or sand and hard and soft surfaces, all illustrated with a variety of poems.

Poem

Penguins On Ice

Every penguin's mum
Can toboggan on her tum.
She can only do that
As she's fluffy and fat.

It must be nice
To live on ice.

Every penguin's day
Is happy and glad.
He can slip and slide
And swim and glide.

It must be nice
To live on ice.

All penguin chicks
Do slippery tricks.
They waddle and fall
But don't mind at all.

It must be nice
To live on ice.

Celia Warren

Footprints In The Snow

Who made the footprints in the snow?
Who came along?
And where did they go?

The farmer's wife has just been out
To scatter bits of bread about;
So she made footprints in the snow....

A little sparrow was out today,
He ate some bread, then hopped away;
So he made footprints in the snow...

A duck went off to have a swim,
The pond was not too cold for him;
So he made footprints in the snow...

I went out across the way,
To ask my friends to come and play;
So I made footprints in the snow.

Tom Stainer

Muddy Boots (extract)

Trudging down the country lane,
Splodgely thlodgely plooph,
Two foot deep in slimy mud.
Falomph polopf galloph.
Hopoposplodgely go your boots,
Then you find firm ground again,
Plonky shlonky clonky.
BUT...Then you sink back in again,
Squelchy crathpally hodge.
Sitting outside scraping your boots,
Scalpey gulapy criketty,
Cursing the horrible six inch slodge,
Scrapey flakey cakey
Flakes of mud, crispling off the boots,
Rinkey splinky schlinkle.
Never again, will I venture into that
....Schlodgely, Flopchely, Tholdgely,
schrinkshely,
slimy,
grimy,
squelchy,
ghastly
MUD!

Philip Paddon

Story

Mole loved to dig holes - big holes, long holes, deep dark holes. And even more than digging holes, when he got to the other end Mole loved to stick his head out and shout to the wind - "YIPPEE, I've done it!"

Songs

The Drillers*Peter Bond*

1
You can feel it in the pave-ment, Un-der-neath your feet.

4
Rat - tl - ing clat - ter - ing Bat - ter - ing the street. Tear-ing up the tar - mac,

7
Crunch - ing up the cob - bles, Shak - ing up the kitch - en,

9
(See the jel - ly wob - ble), It's a road drill - Road drill!

verse 2

You can't hear a word
 Or even a shout
 You quake and you shake
 Till your teeth fall out
 I hope it's going to stop
 I hope it will be soon
 If it gets any louder
 They'll hear it on the moon
 It's the road drill -
 Road drill!
 Brrrr.....!

Wiggly Woo

David Evans

F C F



C F C



F Bb C F



C F C



F



words for discussion:- to be frozen solid; a snowfall; 'tracks' in the snow; footprints; surface; gravel path; a road drill.

After the programme

- Make footprints in some damp sand and compare sizes, different shoe prints etc. Make hand prints in sand as well - or paint hands and make pictures and designs.
- If the children have experienced a good snowfall, talk about the games they have played on snow or ice.
- Discuss all the different sorts of surfaces the class can think of. Where might you find each? e.g. cement, gravel, grass, tiles, carpet, wood, mud, sand, rubber etc. What is the purpose of manmade ones?
- Talk about the reasons for drilling into the earth e.g. for coal, oil or water.
- What else can be found underground? Tunnels through mountains and the sea, drains, pipes, sewers, underground railways. Eurotunnel.
- Talk about animals that live underground and their habitats e.g. moles, rabbits, foxes, hare, rats, mice, snakes.
- Discuss different types of footwear. How many sorts of shoes do we really need? How are they fastened?
- Talk about what it must be like to have a 'baby's eye view' of the world from a crawling position, or if you were an animal on all fours.
- Read the Muddy Boots poem again and look at the words. Make up your own words to describe something else - like jam, or chewing gum or a fizzy drink.
- Do some finger printing. Talk about its use in solving crime.
- If possible find a picture of a mole for the story.

Story Comprehension

- Who loved digging holes? (*mole*)
- What creatures did he meet when he came to the surface? (*a cow, a brown rat, a squirrel and a labrador dog*)
- Where did mole come up to find a roof over his head? (*he was under a caravan*)
- Who helped mole? (*mouse*)
- Where did mole end up? (*back home where he started - beside a hedge of roses and honey suckle*)

Northern Ireland Curriculum

English Writing:

Pupils should have opportunities to: experiment with words; read and to be read to from a wide selection of poetry; experiment with simple poetic forms.

Geography**The Natural Environment:**

Pupils should have opportunities to learn about:
materials in the natural environment; some common
landscape features.

Cross-Curricular Links**Programme 7: Low Down****ENGLISH**

language of comparison
comprehension
discussion
poetry writing

SCIENCE

animals underground
measurement
data

ART

hand and finger
painting

GEOGRAPHY

underground resources