

**OVERALL UNIT LEARNING OBJECTIVES:**

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

**LESSON OBJECTIVE:** To explore moving into a free space on your own, with a partner and a small group.

**Lesson Plan**

- **Warm up:** In a circle, introduce yourself and discuss your expectations in dance. Introduce your chosen command to call out. This will become your freeze command. Whenever this is called, children must freeze like a statue so that they can listen to the next instruction. Have a practise whilst they are sat down in a circle, encouraging them to dance with their arms and their upper body. Call out your freeze command. Repeat using music. Are they remaining still when they are supposed to be frozen? Repeat, allowing the children to stand up so that they can move their whole body.
- Ask the children why it is important to have space?
- **Main activity: Bubbles.** Play the game to encourage decision making and use of space.
- **Plenary:** Discuss and recap what is important about having space when we move?
- **Cool down: Growing.** Ask the children to stretch their bodies to be as big they can be so that they are covering as much space as possible standing up. Encourage them to stand with their feet and arms as wide apart as they can. How much space can they cover?
- Beginning from a small crouch on the floor, give the children 16 counts/beats to grow as big as they can. Using 16 counts again, repeat to melt back into the crouch position.
- Repeat using 8 counts to make it quicker. Encourage the children to count with you. Use every count of the beat so that you are always moving.

**Differentiation**

- To make it easier, children can move only their arms or move on the spot
- Bubbles: To make it easier, assist the children in finding groups. Place spots on the floor for children to travel to.
- To make it harder, increase the numbers of the bubbles.
- Give the children a shorter time limit to create the bubbles.

**Vocabulary & Questions**

- **What** should you do before moving into a space? (Look and check to see if there is space available.)
- **What** might happen if you do not look whilst moving towards a free space? (You might bump into someone.)
- **How** could you change your movement if you approach a space where someone else is? (Stop or change direction.)
- **What** can help you find a partner/group quickly? (Using eye contact.)
- **Can** you make your body cover more space? Are you using all the counts to grow?

**Learning Points and Success Criteria**

- Identify a space
- Move towards space
- Avoid others
- Work with others

**Resources, Pictures and Music**

DDMIX Kids Warm up music

**OVERALL UNIT LEARNING OBJECTIVES:**

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

**LESSON OBJECTIVE:** Explore and identify basic travelling movements whilst moving confidently in the space.

**Lesson Plan**

- **Warm up:** Using animal themed movements
- **Bubbles.** Discuss and recap what is important about having space when we move?
- **Introduction activity:** Discuss what a travelling movement is: A way of moving that takes you from one place to another. Ask the children to demonstrate different ways that they can travel. E.g. Skipping, hopping, crawling, jogging, tip toeing. Look at the way animals move. Using some chart music, call out some travelling movements using animals as stimuli. E.g. Penguin – Waddling, Horse- Galloping, snake – Slithering, Rabbit – Hopping, Dog – Crawling, Giraffe- Tip toeing with a stretched body, Tortoise – plodding. Incorporate your freeze command between movements.
- Discuss which travelling movement was their favourite and why?
- **Main activity:** Take them on a trip to the Zoo to use the movements you have discussed. E.g. Children mime getting onto the coach, putting their seatbelts on and starting their journey to the zoo (moving around the area). Once they reach the zoo the coach parks, children take off their seatbelts and they enter the zoo. What do you see? Ask children to name an animal they may see. Encourage: Giraffe (standing tall on tip toes), Elephant (trunk and arm swinging whilst stamping), Mouse (small and fast running on tip toes) Snake (slither along the ground), Frog (jumping), Lion (fast galloping) etc.
- Once you have gone through different animals, pause the music and ask the group to stop. Imagine it is the coach driver saying he is about to leave.
- You must hurry past all the animals you visited in reverse order and back on to the coach. Children then slow down as they put their seat belt on and slowly drive away back to school.
- **Plenary:** Ask the children to recap and identify travelling movements. Ask children if their favourite travelling movement has changed during the lesson? Did they keep in their own space during your trip? Ask them how they kept in their own space during the lesson?
- **Cool down: Hoop.** Remind the children how small they could make their bodies in the growing exercise from the previous lesson. This will aid them to pass through the hoop at a quicker pace.

**Differentiation**

- Place spots on the floor to help children choose and identify a free space.
- To make it harder, add arms to the travelling movements to imitate the animals. E.g. Stiff arms for the waddling penguin.

**Vocabulary & Questions**

- **What** is a travelling movement? (A way of moving from one place to another.)
- **Why** is it important to travel to a free space?
- **How** can you use your body to make the animal movements clear to an audience? (Big movements/Exaggerated.)
- **How** could we work together to remember the order of the animals and their travelling movements?
- **How** can we make our coach line quickly and safely? (Don't push to get into the line, if there is space in front of you let people join the line.)

**Learning Points and Success Criteria**

- What is a travelling movement?
- Choose and perform a travelling movement
- Move In your own space

**Resources, Pictures and Music**

DDMIX Kids Warm up music

Fun animal music: E.G. music from Disney's Jungle book or use any of the DDMIX tracks.

Hula Hoop

**OVERALL UNIT LEARNING OBJECTIVES:**

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

**LESSON OBJECTIVE:** To explore jumping in a space.

**Lesson Plan**

- **Warm up:** Using animal themed movements
- **Introduction activity: *Move Master*.** Use the activity to focus on moving around the room and using animal commands to help them recap travelling movements.
- **Main activity:** Create four stations and place a picture card at each station. (Rabbit, frog, Starfish, Cheetah)  
Emphasise the importance of bending knees to:
  - 1) Prepare for a jump
  - 2) Land a jump.
 Spend two minutes at each station performing the basic jumping actions.
  1. Rabbit – hop on the one leg 8 times and repeat on the other leg.
  2. Frog – 4 bounces in a crouch position, followed by a stretch up to the ceiling (using 4 counts to stretch)
  3. Starfish – 8 star jumps
  4. Cheetah- running on the spot for 8 counts
- Repeat and add progression to the movements at each station
  1. Rabbit – Hop scotch: hop on one foot – to 2 feet – to hop on one foot
  2. Frog – 4 bounces in a crouch position, followed by a jump with arms up stretched to the ceiling (using 4 counts to stretch)
  3. Starfish – 8 star jumps to jump straight out and in with one jump.
  4. Cheetah- Leap from one foot to the opposite foot.
- Class travel around the room throughout the space using travelling movements. Teacher calls out one of the Jumping animals. Children must stop in a space and demonstrate the jump using the correct counts.
- Take the children **'Through the Jungle'** to allow them to experiment the different types of jump there are when you meet different obstacles.
- **Plenary:** Children discuss what makes a good jump? What is your favourite jump and why?
- **Cool down: *Hoop*.** Now that children have focused on bending knees they should be able get the hoop around the circle at a quicker speed.

**Differentiation**

- Place spots on the floor to help children choose and identify a free space.
- To make it harder, jump with feet higher

**Vocabulary & Questions**

- **When** jumping, what must you do with your knees? What should you do with your arms?
- **What** will make you jump further/higher? (Bigger knee bend and use of strong arms.)
- **How** did your group practice your jumps together?
- **Were** you able to help each other improve your jumps? What tips did you share?
- **As** we play 'Through the jungle', why is it important to stop in a space to perform each jump?

**Learning Points and Success Criteria**

- Bend knees
- Look straight ahead
- One foot to one foot – Hopping
- One foot to other foot – Leaping
- Two feet to two feet jump
- One foot to two feet back to one foot – Hop scotch

**Resources, Pictures and Music**

Current chart music (radio edit versions)

Picture cards of Rabbit, Frog, Starfish and Cheetah

Hula Hoop

**OVERALL UNIT LEARNING OBJECTIVES:**

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

**LESSON OBJECTIVE:** Create a dance phrase using basic travel and jumping actions.

**Lesson Plan**

- **Warm up:** Recap the different types of jump from the previous lesson. What makes a good jump? (bent knees and using your arms.) *Through the Jungle.*
- Recap what a travelling movement is and the different ways that you can travel around the room.
- **Introduction Activity: Move Master.** Play incorporating travelling movements and the jumps discussed.
- **Main Activity:** Explain as a class that they are going to enter the jungle. Using appropriate music, create a simple dance sequence using travelling and jumping actions. Set the scene and allow the children to put up their hand to pick a travelling or jumping movement to perform for 8 counts to suit the environment. Repeat this for each movement. Recap each movement as it is added on, encouraging the children to count with you.
  - E.g. Monkey gallops across the jungle (8 gallops)
  - The monkey jumps up to reach for bananas in a tree (8 jumps)
  - The Monkey must quietly get past the sleeping crocodiles in the river (8 tip toes)
- Try to include at least two jumps within the journey
- Allow the children to be creative and be interactive with how the story continues.
- Link all the movements together and give the children plenty of opportunity to practise
- Encourage the children to count to the beat.
- **Plenary:** Ask the children to describe the different travelling and jumping movements that they used during the lesson. Reflect on one thing the children did well and one area to develop next lesson.
- **Cool down: Wellbeing wind down.**

**Differentiation**

- Repeat travelling and jumping actions to make it easier
- To make it harder, create their own journey in groups and explain to the class.

**Vocabulary & Questions**

- **When** jumping, what must you do with your knees?
- **Which** different ways can we travel?
- **How** many counts should each movement last for? (8 counts.)
- **How** can we improve our jumps in the jungle dance? (Bend knees more, swing arms to help you jump higher/further.)
- **Why** is it helpful to create a dance as a group? (Share ideas, can help each other remember the order of movements.)  
What did you enjoy about performing the jungle group dance?

**Learning Points and Success Criteria**

- Bend knees
- Identify jumping actions
- Link travelling and jumping movements together
- Demonstrate movements using 8 counts

**Resources, Pictures and Music**

Current chart music (radio edit versions)  
Picture cards of Rabbit, Frog, Starfish and Cheetah

**OVERALL UNIT LEARNING OBJECTIVES:**

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

**LESSON OBJECTIVE:** Explore and understand balance, using visual images.

**Lesson Plan**

- **Warm up:** Animal themed warm up incorporating the jumps and travelling movements that the children have learnt in the lessons 1-4
- **Introduction activity:** Discuss the term balance, what does it mean? What helps us balance? **Balance in numbers.** Introduce this activity to explore different parts of the body that we can use to balance.
- **Main activity:** Use four pictures from a chosen theme and place them in different corners of the room. For example; Things you might see in the city.

**Tower:** Standing on two feet with arms above their head together forming a tower top with their fingertips.

**Flamingo at the zoo:** Standing on one leg with the other leg bent. Arms out to the sides

**Aeroplane:** Standing on one leg with the other leg stretched out low to the back. Arms out to the side representing wings.

**Bridge:** With a partner place palms, together. Stand on one foot with the other leg stretched out low to the back.

- Practice by holding up pictures for them to demonstrate balances.
- Explain they are going to be going on a journey to go explore all the balances they've learnt in the lesson. E.g. using a city theme: "today we are going through the city of London, and are starting at Big Ben." Children must then show the Big Ben(tower) balance as quickly as possible. Give the children five seconds to form the balance once hearing the command. Use both individual and paired balances.
- **Plenary/ Cool down:** Discuss the bridge. Was this balance harder or easier than the other balances? What did they do in their pairs to make this balance work well?
- **Cool down:** *Wellbeing wind down.*

**Differentiation**

- To make it easier, keep both feet on the floor for all balances.  
For the aeroplane and the bridge balances, the foot can point to the back instead of being slightly raised.
- To make it harder, close your eyes, tuck arms in and you can bend the knee to lower the balance in the aeroplane and bridge.  
Lift the leg higher, focusing on keeping a straight leg.

**Vocabulary & Questions**

- **Can** you describe what a balance is?
- **How** can you balance using different body parts?
- **What** can help us balance? (Hold out your arms, look at a still object in front of you, keep breathing.)
- **Which** balance do you find the easiest/hardest? Why?
- **How** did you create the 'bridge balance' with your partner/s? How did you help each other to improve your balance?

**Learning Points and Success**

- Spread body weight evenly to prevent a fall.
- Remain still
- Head up
- Balance for 8 seconds

**Resources, Pictures and Music**

Current chart music (radio edit versions)  
Picture cards of Tower, Flamingo, Aero plane and Bridge.

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**LESSON OBJECTIVE:** To use travel, jumps and balance to create a simple dance sequence.

**Lesson Plan**

- **Warm up:** Warm up incorporating the movements that the children have learnt in the previous lessons
- **Introduction Activity: Shapes.** Incorporating the jumps, balances and travelling movements that they have learnt during the unit.
- **Main Activity:** As a class, explain that we are going to go on holiday. Create a simple dance sequence using a travelling movement, a jump and a balancing movement. Allow the children to put their hand up and pick different movements/actions that are performed for 8 counts. Repeat this for each movement chosen, to create a holiday dance sequence. Recap each movement as it is added on to keep the children moving and encourage the children to count with you.
- For example:
  - Walking to the airport (8 walks)
  - Walking to the airport – Flying in the aeroplane (balance for 8 counts)
  - Walking to the airport – Flying in the aeroplane – Skipping to the hotel (8skips)
  - Walking to the airport – Flying in the aeroplane – Skipping to the hotel – Jumping into the swimming pool (4 bounces into a Jump up)
- Allow the children to practise and perform in two halves
- **Plenary:** Children comment on the performances. Which was their favourite part of the holiday sequence? Which types of travelling/jumping and balancing movements did they see?
- **Cool down: Wellbeing wind down**

**Differentiation**

- To make it easier, slow down the tempo by either counting at a slower pace and/or use slower music.
- To make it harder, allow the children to create their own dance sequence in small groups. Incorporate more jumps.

**Vocabulary & Questions**

- **What** actions could we include in the holiday dance sequence? (Jumps, balances, travelling movements.)
- **How** many counts should each movement/action last for? (8 counts.)
- **Do** the movements fit well together? Could a different movement work better?
- **When** performing in groups, how can we make sure everyone has space and can be seen? (Spread out evenly.)
- **What** did you enjoy about the group's performance? Did the children perform the jumps and balances well?

**Learning Points and Success Criteria****Dance sequence**

- Dance in a space
- Identify and choose travel, jump and balance movements
- Move in counts of 8

**Resources, Pictures and Music**

Current chart music (radio edit versions)  
Picture cards of Tower, Flamingo, Aero plane and Bridge.