

Action/Warm Up Game: Play *Move Master* using movements and gestures inspired by different nursery rhyme characters, e.g. Little Red Riding Hood, The Wolf, Jack and Jill, Humpty Dumpty, Jack, The Giant, Old Mother Hubbard.

Activity 1: TRAVELLING/TURNING Choose one of the nursery rhymes highlighted in the warm up and act out the story using simple travelling movements and gestures to create a short dance sequence. For example, *Jack and Jill*: 8 marches or skips forward, crouch down and roll on floor, 8 high knee runs, kneel down and sleep. Divide the class into groups and allow children to perform the sequence to each other.

Activity 2: JUMPING/CREATIVITY Ask the children to find a space. Describe how you're now going to become the five little monkeys from the nursery rhyme and that you need different ways of jumping on the bed for each monkey. Practice linking 5 different jumps in a sequence, e.g. small jumps, picked up jumps, jumps side to side, turning jumps and star jumps. If using the music/lyrics of the nursery rhyme to move to, try to use a different jump for each verse.

Activity 3: BALANCING Divide the class into small groups (3-5 children) and give each group a nursery rhyme character's name. Encourage the children to stay in their character groups and now play *Balance in Numbers*. Play music, then each time you stop the music, call out a number. The children must create each balance with all the children in their character group, using only the number of body parts that you call out.

What did we learn today?

- Using simple movements and gesture to encourage character
- Link different jumps together
- Link travelling movements together

Suggested Music:

DDMIX Lumberjack Hoe Down

Additional Resources:

Move Master, Balance in Numbers

Action/Warm Up Game: Play *Move Master* using activities/jobs associated with being on the farm, e.g. driving a tractor, mucking out, feeding the animals, putting on wellies etc. Use ideas from the children too.

Activity 1: BALANCING Ask the children to become their favourite farm animal. As a class, practice being on all fours with knees off the floor. Can they walk on their all fours, keeping their knees off the floor? Are there any other ways the children can balance using the floor? Highlight different examples from the children and try them as a class.

Activity 2: JUMPING As a class, discuss how a horse's gallop sounds, (gallop: picking up legs one at a time during a jump). Divide the class in two groups. Ask one side of the room to clap a 'clip clop' rhythm whilst the other class practice pony galloping. Now swap over groups. To make it harder, one group create a circle and gallop around the circle, whilst the other group of children stand in the middle clapping the rhythm.

Activity 3: TURNING Ask the class to find a space and kneel on the floor. Now make themselves as small as they can by curling over their knees. Keeping this position now encourage the children to roll over like a pig in mud. Repeat the position but this time ask the children to lie flat and then roll. Divide into groups to allow for more space. Practice rolling whilst bending the knees into body and with legs extended, Ask the children which is easier?

What did we learn today?

- Jobs on the farm
- Pony gallops- rhythm and elevation
- Using the floor to balance
- Turning on the floor

Suggested Music:

DDMIX Lumberjack Hoe Down/ DDMIX Line Dance

Additional Resources:

Move Master

Action/Warm Up Game: Using household items, play *What Shape Can You Make?*
E.g. Television, lamp, fork, spoon, bed, table, chair, rug etc.

Activity 1: BALANCING As a class, choose a room from the home. Now identify the different objects found in that room and take a photograph, create a 'freeze frame' as a class. Encourage children to work with others if needed and to hold their shape still. Discuss how can they improve their balancing in their shapes? Apply improvements.

Activity 2: CREATIVITY Divide the class into pairs and ask the children to face each other. Using simple commands, encourage children to perform gestures they might use around the house to each other e.g. making the bed, pouring a drink, telling the time. To make it harder, ask the children to imagine they are looking into the mirror and to take it in turns to copy each other.

Activity 3: TURNING Identify objects that you find at home that involve rotation, e.g. rolling pin, ceiling fan, wheels on a trolley, garden sprinkler. Ask the children if they can think of any? Do the items turn quickly or slowly? Do they turn whilst upright or on its side? Play *Move Master* using the different objects, encourage children to turn in different ways and at varying speeds.

What did we learn today?

- How to use our body to form shapes
- Working together
- Turning at different speeds

Suggested Music:

DDMIX Thai/ DDMIX Irish

Additional Resources:

What Shape Can You Make? Move Master

Action/Warm Up Game: Play *Move Master* using superhero poses (use children's ideas, 5-7 options), E.g. Spiderman, Superman, Wonder Woman, the Incredible Hulk, Batman, Black Widow etc.

Activity 1: TRAVELLING Play *Follow the Leader* using simple travel movements associated with superheroes or their adventures, e.g. tip toes over a bridge, creeping through a tunnel, walking backwards, quick running on the spot as if being chased. To make it harder, ask different children to lead either around the room or by coming to the front of the class.

Activity 2: BALANCING Practice standing on one leg with the other leg extended behind and arms in a chosen superhero pose from the warm up game. How long can you balance for? Try counting as a class or in pairs. Ask the children, what can help us balance for longer? (Eye focus, straight back, keeping arms still). Try balancing again.

Activity 3: JUMPING Learn how to perform a star jump (jump with feet apart and arms stretched in V). To make it harder, make it a super-star jump, by creating the jump in the air. Discuss the use of bending first, then stretching arms and legs. Allow children to move freely to music, encourage the children to use some of the themed travelling movements or create their own. When you shout the word 'POW!', they must perform a star jump. Repeat the activity. As an option, select a child to become the master and shout out 'Pow!'

What did we learn today?

- Different types of travelling
- How to balance on one leg
- How to do a star jump

Suggested Music:

DDMIX 1980's/ DDMIX Russian

Additional Resources:

Move Master, Follow the Leader

Action/Warm Up Game: *Fire/Water activity* Ask the class to make a circle. Invite a volunteer to go to the middle of the circle- they are going to be the spark that starts the fire. Encourage the 'spark' to start moving slowly like fire. Now call out children from the circle to join the fire in the middle of the circle and copy the fire-like movement as the fire spreads. Repeat this with more children. Now select approx. 2-3 children to now be the water that puts out the fire. The 'water' children must gesture rain and place their hands on another child's shoulders to extinguish their fire and that child crouches to the floor. Repeat until each child is extinguished. Choose another child to start the fire and repeat the process from the beginning.

Activity 1: TURNING Play *Bubbles* to introduce the 'Air' theme. Highlight how bubbles are full of air and that air is all around us. People can't see air, but we can sometimes see the effects of it. For example, when air builds up or gets hot or cold it can change how the weather behaves. Air can form storms or even tornados. Add a command e.g. 'a storm is coming' into the bubbles which speeds up the children up and include a 'whirling' gesture with the arms. Remind the children that they must still avoid bumping into others.

Activity 2: BALANCING Earth activity: Describe how the earth is made up of different levels, like an onion or a cake. Divide the children into groups of 4 (or small groups). Ask each group to form a line and number the children, e.g. 1,2,3,4. Explain that they will be balancing using different levels. Ask the first child to create a balance that is on the floor (a low level), ask the 2nd child to create a balance on their knees slightly higher (low-middle level), the 3rd child to create a standing balance (on a medium level) and the final child on their tiptoes (on a high level). To develop, swap children around to encourage them to balance using a different level. Ask them which level was the hardest to balance in?

Activity 3: TRAVELLING Play *Move Master* using different actions associated with each element. For example- flames for fire, whirling wind, wavy arms for water, or sharp icy marches and mountain balances for earth. Make it harder by asking just one side or a group of children to become a particular element, whilst another group become a different element.

What did we learn today?

- How to move and spread like fire
- Balancing in levels with others
- Turning at different speeds

Suggested Music:

DDMIX Hawaiian

Additional Resources:

Bubbles. Move Master

Action/Warm Up Game: Use *Let's Get Ready* to make sure children are dressed warmly to play outside in the snow. Use actions and gestures for each item you put on e.g. hat, scarf, gloves and coat.

Activity 1: TURNING Play a variation of *Bubbles*. Ask the children to be snowflakes floating in the sky. When the sun comes out, they must slowly melt to the floor. Ask the children to become another snowflake and repeat the process. Option to make bigger snowflakes with a partner or small group.

Activity 2: TRAVELLING Ask the children to find a space. Play *Move Master* using a winter activity theme, e.g. ice skating- sliding, sledding down hill on your bottom, snow angels, waddle like penguins, throw snow balls, etc.

Activity 3: JUMPING As a class create a short 'Ski Slope Dance'. Perform 8 Ski jumps sideways alternating direction, then sit in the imaginary ski lift and go all the way back to the 'top' travelling backwards with little runs on bent knees. Make it harder by changing the jump each time, (e.g. spotty dog jumps like speed skating, tuck jumps for big ski jumps). Option to perform in small groups.

What did we learn today?

- Turning in a space (spatial awareness)
- Using different ways of travelling
- Jumping in different ways/directions

Suggested Music:

DDMIX Scottish

Additional Resources:

Let's Get Ready, Bubbles, Move Master