

MEDIUM TERM PLAN for Dance in PE


Week/ Session	Learning Objectives for each Activity	Activities including Organisation and Differentiated Tasks
1	<p>Using a variety of music:</p> <ul style="list-style-type: none"> • Children to move confidently and safely in own/general hall space. • Respond to music by experimenting with changes of speed, direction, shape and size 	<p>Resources Needed: Music (from youtube?)</p> <p>Warm Up <u>Traffic Lights Game:</u> children find a space in the hall. Explain game and what each word means. Reinforce to not bump into one another, keep looking to move into space, changing direction. <i>Red:</i> stop freeze <i>Amber:</i> slow down, walk with big steps <i>Green:</i> jogging around hall <i>Roundabout:</i> walk in a small circle <i>Bridge:</i> jump with feet together around the hall <i>(Pedestrian) Crossing:</i> side stepping Call red for last time – get children to copy teacher actions: stretching up on tiptoes, fingers down to the ground (legs not bending), write name with hips, or BD call out familiar words to spell altogether.</p> <p>Main Part Sit children down in order to explain task Explain that we're going to be working towards creating our own dance. Before we do that, we need to investigate/look at all the different ways we can move, create different shapes with our body. <i>Would we move/make the same shapes to all music? How does music help us to know how to move differently?</i> Play 3 different types of music e.g fast, slow and loud each time getting the children to move in a different way. Bring them back to discuss speed and the way we travel: gallop, skipping, hop, bounce, fast, slowly, gently, quietly, loudly. <i>Do we always move in the same direction? What are the different directions we can move in?</i> Forwards, backwards, sideways (diagonally). <i>Do we stay in the same place or find different areas?</i> Discuss near, far, on the spot, how we can start and finish in the same place but might want to move somewhere else for the middle. Explain to the children we'll be listening to different types of music and I'll be looking for the different ways they can move based on the music they can hear – speed, direction, shapes. Reinforce the importance of using all part of our body to show me movements, including arms. Play a range of different music – can be songs they know.</p>

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		<p>Cool Down Get children into a space, lying down on the floor, Explain will play some relaxing music, close eyes, and listen to instructions. Get children to stretch out arms above, to side, point toes – general positions to get them to slowly cool down and calm down.</p>
2	<p>Using book “Doing the Animal Bop” – Jan Ormerod & Lindsey Gardiner:</p> <ul style="list-style-type: none"> • Children to explore whole body actions to create linked shapes and balances. • Apply changes of speed, direction, shape and size to stimuli from book. 	<p>Resources Needed: “Doing the Animal Bop” – Jan Ormerod & Lindsey Gardiner (this can be found on youtube)</p> <p>Warm Up <u>Late for School</u>: children find a space in the hall. Explain what the warm up will be doing, children to copy my actions, I’ll be speaking as I go along to help explain. Must stay on the spot.</p> <ol style="list-style-type: none"> 1. Children to lie down - pretend to be asleep, wake up, rub eyes, stretch mouth, gently roll neck, stretch up on tip toes, stretch down low. 2. Look at watch – late – run to brush teeth, wash face, put clothes on – bit by bit. 3. Run down stairs – realise clothes on wrong way – run back upstairs to put on right way. 4. Run back down stairs, eat breakfast, pick up bag, open/shut front door 5. Run down street to school, jump over hedge, look/turn to check road, cross – run to school. 6. Slow down run, getting closer to school, get to gates – realise it’s Saturday! <p>Main Part Sit children down and ask if anyone can explain what we were doing last week? Recap on the types of movements we made, using different types of music. Explain we’ll be using something else to help us with our movements today: book. Read the book. Ask them to listen to the types of words that are used. Explain that we’ll be creating different shapes/movements to represent the different animals. Read each part of the book aloud and let them practice creating the movements of the animals. Allow time for practice. Stop intermittently to show good ideas. Once all animals from book practised, ask children to choose two of the animal movements they’ve practised and try to link them together. Show any good ideas of sequenced movements and end – ask others to guess which animals they’ve put together.</p>

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		<p>Cool Down <u>Getting Ready for Bed (a lot slower pace):</u> Get children into a space in the hall, explain to copy my actions and I'll be explaining as I go along. Must stay on the spot.</p> <ol style="list-style-type: none"> 1. Mime eating my supper 2. Help with the washing up – stretching to put the plates, etc away 3. Take clothes off slowly and put PJs on, putting clothes away as we go. 4. Go and brush teeth 5. Hug teddy, stretching – hugging yourself, yawning 6. Getting into bed – pulling duvet over and lying quietly. Make sure children are lying still.
3	<p>Using book “ The Gruffalo” – Julia Donaldson and music –</p> <ul style="list-style-type: none"> • Children to build upon existing skills and body actions to apply to a new context (animals in the Gruffalo). • Children to use familiar pictures and descriptive words from book and use in conjunction with new 	<p>Resources Needed: Music for Gruffalo Performance (youtube) Cool down music</p> <p>Warm Up <u>Pasta Warm Up:</u> children find a space in the hall. Explain game and what each word means. Reinforce to not bump into one another, keep looking to move into space, changing direction. <i>Spaghetti:</i> walk around the hall, tall and thin, arms pointed to ceiling <i>Macaroni:</i> walk around the room with arms by the side <i>Pasta Twist:</i> jumping with feet together and twisting at the same time. <i>Pasta Bow:</i> walk around with arms and feet wide apart – almost like a star <i>Lasagne:</i> lie flat on the floor <i>Ravioli:</i> find nearest person to you and stand back to back <i>Spaghetti hoops:</i> make a circle of 4 people and hold hands Call lasagne for last time</p> <p>Main Part Sit children down <i>What animals are there in the Gruffalo?</i> Gruffalo, fox, mouse, snake, owl – explain we can include the Gruffalo's child. Recap on what we were doing last week, building on words previously used to describe movements. Ask children to think of the different movements we could use for each of the animals from the Gruffalo book: <i>Gruffalo</i> – big, slow, steps, creating big shapes with arms. <i>Gruffalo's child</i> – mimicking the Gruffalo, but on smaller scale</p>

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	music.	<p><i>Owl</i> – large arms, swooping arms for wings, faster movements in different directions, smooth movements, high and low</p> <p><i>Fox</i> – prancing around quickly, slight jumps</p> <p><i>Mouse</i> – small steps, dainty movement</p> <p><i>Snake</i> – slithering, quickly and slowly, same level - low</p> <p>This time we'll be using music as well. Reinforce how they'll be using the book and the ideas from that to create the movement of the animals, but have to put it to the music. So we'll be using the same music for the different animals. Important to be able to use our bodies to show the different animals. <i>If someone was to watch you, would they be able to tell which animal you were?</i></p> <p>Pick an animal to practice – play music and get them to explore the different movements.</p> <p>Allow time for practice.</p> <p>Once all animals from book practised, ask children to choose two of the animal movements they've practised and try to link them together.</p> <p>Ask others to guess which animals they've put together.</p> <p>Cool Down</p> <p>Get children into a space, lying down on the floor,</p> <p>Explain will play some relaxing music, close eyes, and listen to instructions. Get children to stretch out arms above, to side, point toes – general positions to get them to slowly cool down and calm down. When finished, ask all to remain lying down.</p>
4	<p>Using book “ The Gruffalo” – Julia Donaldson and music –</p> <ul style="list-style-type: none"> Children to create a sequence of animal movements for performance with starting and finishing positions. 	<p>Resources Needed:</p> <p>Music for warm up</p> <p>Music for Gruffalo Performance – youtube ‘gruffalo soundtrack’ has music for each animal</p> <p>Warm Up</p> <p>Children find a space in the hall. Explain going to play music – listening to my instructions (e.g. run, walk slowly/fast, jog, skip, hop, jump, twist, hop scotch, etc.) copy my movements (e.g. spotty dog, burpees, twist, stretching up, down, moving hips, etc.) Reinforce to not bump into one another, keep looking to move into space, changing direction.</p> <p>Main Part</p> <p>Sit children down</p> <p>Recap on last session. <i>What animals are they? What kind of movements did we make?</i> Ask children to give words to describe movements, if appropriate ask some children to show movements.</p>

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	<ul style="list-style-type: none"> Children to work as a team to improve and adapt dance sequence. 	<p>Recap on the different types of movement: speed, direction, shapes, levels, space – starting and finishing positions. Reintroduce the idea of creating our own dance as per first session. We'll be using the music from last week to create our own dance. Choose one of the animals to create your dance about. Important to be able to use our bodies to show the different animals. <i>If someone was to watch you, would they be able to tell which animal you were?</i> Reinforce importance of how to use bodies to help people recognise which animal you are. Allow rest of session for practice – help with movement, reinforcing start, middle end, linking sequence of movements together. Children should come up with a start position, 3 moves and a finishing position.</p> <p>Cool down Sleeping lions</p>
5	<p>Using book “ The Gruffalo” – Julia Donaldson and music –</p> <ul style="list-style-type: none"> Children to perform their sequence of movement. Children to be able to comment on the type of movements 	<p>Resources Needed: Music for Gruffalo Performance</p> <p>Warm Up <u>Traffic Lights Game</u>: children find a space in the hall. Explain game and what each word means. Reinforce to not bump into one another, keep looking to move into space, changing direction. DO NOT MOVE CONES ALREADY SET OUT <i>Red</i>: stop freeze <i>Amber</i>: slow down, walk with big steps <i>Green</i>: jogging around hall <i>Roundabout</i>: walk in a small circle <i>Bridge</i>: jump with feet together around the hall <i>(Pedestrian) Crossing</i>: side stepping</p>

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	used in other performances.	<p>Main Part Settle children down at the front – explain that they will have approx. 5-10 minutes to practice their performance that they were working on last week. This week the children will make up a routine for one of the other animals. A starting position, 3 moves and a finishing position. Get them to think about travelling, jumping, arm movements. How can they get from one animal to the other smoothly?</p> <hr/> <p>Cool down Yoga poses</p>  <p>Camel pose Plow pose Boat pose</p> <p>Tree pose Triangle pose Belly breathing</p> <p>Cobra pose Warrior pose Down dog pose</p> <p>VectorStock® VectorStock.com/13464715</p>