

ACTION KIDS ACTIVITY SESSION PLANS CONTENTS

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SPATIAL AWARENESS DEVELOPMENT- SESSIONS 1 - 15

INTRODUCTION - Safety Points - Using The Cards

CARD 1	-	“Seek Your Spot” - Fishes”
CARD 2	-	“Rabbits” - “Rabbits to Music”
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	-	“Size, Shape, Speed and Weight”
CARD 20	-	“Which Direction” - “Traffic Policeman”
CARD 21	-	“Animals” - “Changing Roles/Levels”
CARD 22	-	“Beans” - “Moving Beans”
CARD 23	-	“Hands, Feet and Hoops” - “Turning Wide and Thin”
CARD 24	-	“Rocking” - “Turning on Different Parts of the Body”
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CARD 27	-	“Crossing the River” - “Jumping the Stream”
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Small Games - Equipment – Differentiation in Aiming Activities – Making the Activities Easier – Making the Activities More Difficult – Safety Considerations – Differentiation in Steering Activities – Making a Steering Slalom More Difficult – Rolling, Throwing and Catching, Bouncing, Kicking, Hitting With a Bat - Making These Activities Easier – Making These Activities More Difficult – Using the Cards

CARD 31	-	“Pile it Up” - “Pass and Fill” - “Fill it Up” - “Tidy Up”
CARD 32	-	“Sticky Bits” - “Taking a Beanbag on a Journey”
CARD 33	-	“Passing the Beanbag” - “Pass and Move”
CARD 34	-	“Pushing” - “Steering”
CARD 35	-	“Rolling a Ball” - “Sending a Ball to a Partner”
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	-	"Giant Strides and Fairy Steps Story"
CARD 48	-	"Marching/Skipping" - "Follow My Feet"
CARD 49	-	"Percussion (1)" - "Percussion (2)" - "Percussion (3)"
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CARD 55	-	"Ribbons" - "The Scarf"
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CARD 57	-	"Miss Smooth and Mr Spiky"
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| CARD 62 | - | “Rippling and Waving” - “Friendly Fishes” |
| | - | “I Hear Thunder” |
| CARD 63 | - | “Wind On the Ocean” - “The Weather Report” |
| | - | “Ships on the Sea” |
| CARD 64 | - | “Popcorn” - “Bouncing Popcorn” - “On and Off” |
| CARD 65 | - | “Mulberry Bush” |
| CARD 66 | - | “Mushroom Games” - “Volcano” - “Hot Air Balloons” |
| | - | “Sitting in a Tent” |
| CARD 67 | - | “Rings and Things” - Change Around” |
| | - | “Change Over” |
| CARD 68 | - | “The Tortoise” - “The Space Ship” - “Rollerball” |
| CARD 69 | - | “Tent Pole” - “Changing Tent Poles” - “Jelly Fish” |
| CARD 70 | - | “Moving Through the Jungle” - “The Hammock” |
| CARD 71 | - | “Climb the Mountain” - “Fresh Mountain Air” |
| CARD 72 | - | “Unwrapping Birthday Presents” - “Stormy Waters” |
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- | | | |
|---------|---|--|
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| CARD 77 | - | “Mr Jelly” - “Mr Strong” - “Mr Jelly and Mr Strong” |
| CARD 78 | - | “Giants and Fairies” - “Pathways above the Clouds” |
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| CARD 81 | - | “Move and Shake” - “Move and Choose” |
| CARD 82 | - | “The Snake Charmer” - “All in the Basket” |
| CARD 83 | - | “My Busy Week” - “A Busy Week with My Friend” |
| CARD 84 | - | “Dinosaurs” - “Hatching Out” |
| CARD 85 | - | “Stars in Space” - “Seeing Stars!” |
| CARD 86 | - | “Nursery Rock” - “Rock Together!” |
| CARD 87 | - | “Hokey Cokey Rock” - “Do the Hokey Cokey” |
| CARD 88 | - | “Rhythmic Response” - “Shapes” |
| CARD 89 | - | “Humpty Dumpty” (Action Song) - |
| | - | “Humpty Dumpty (Dance)” |
| CARD 90 | - | “Hickory Dickory Dock” (Action Song) |
| | - | “Hickory Dickory Dock (Dance)” |



INTRODUCTION

Children enjoy physical activity, and to encourage balanced physical development it is important for a wide variety of movement experiences to be made available to them.

Every practitioner and parent recognises the vital importance of play in a young child's learning process. When children enter a pre-school setting they have probably had limited experience of focused or adult-structured activities and will be unaware of the scope offered by an outdoor play space, indoor hall or carpet area. Certainly, few will have had easy access to stimulating, small and large equipment or apparatus.

Motivation is no problem at this age and children's natural interest and inquisitiveness will lead them to explore all the possibilities of the environment or equipment, invent new ideas and movements, and practise new patterns of behaviour and skills. It is the role of the adult to allow these opportunities to take place safely and encourage the build-up of self-confidence and success.

Children must experience this initial confidence-development through individual play, whether planned by the practitioner or initiated by the child, and it is essential they are not hurried through it. However, it is equally important that they are not left too long at this stage of development or they will lose all sense of achievement and purposefulness. The practitioner will recognise when children in her care are ready to move on to more adult-structured or directed activities and will begin to introduce them at the appropriate time.

This manual provides a set of interesting, exciting, well-balanced activity plans containing adult-structured or adult-led activities designed to progress and develop children's physical skills and understanding. Within each of the activities there are ample opportunities for children to have fun, to explore emotions, and to develop their own ideas.

From this Physical Development core it is possible to access directly or indirectly over 90% of all the other Early Learning Goals. The practitioner can choose to emphasise certain aspects of the physical activities to access e.g. ELG's in "Understanding the World" etc. A guide to just **some** of the possible links are given at the end of each activity plan.



Ninety activity plans are contained in this manual. They are presented as six sets of progressive and developmental plans in:-

- spatial awareness development
- activities leading to gymnastics
- activities leading to games (and athletics)
- activities leading to dance
- parachute games
- responding to sound and music.

The material in the practitioner's guide, and at the beginning of each section, also serves to inform the practitioner of the progressive stages involved in all aspects of physical activity thus enabling sensitive and knowledgeable intervention.

The activities will stimulate children into action and provide the opportunity for structured development and progression so they have a secure base from which to work when they enter the school situation.



(F) RESOURCES

Obviously provision of resources becomes a very important issue in the learning process. In some settings children can play with purpose in suitably large and well resourced indoor and outdoor environments but because pre-school settings vary enormously in size and provision this is not always the case. The ideal environment for physical development would include:-

Outdoors – Outdoor Play

- A safe and secure area enclosed by a boundary wall or fence
- Two different surfaces if possible (e.g. grass and tarmac)
- At least one responsible adult in charge
- Fixed and movable apparatus
- Enough space for free running
- Wheeled toys
- Water or another natural material (e.g. sand, earth, grain)
- A variety of small games equipment
- Gardening opportunities
- A quiet area

Outdoors – Adult-structured activities leading to Games

- Plenty of space for free moving
- A range of painted lines
- A good variety of small games equipment (as indicated overleaf)

Indoors - Classroom

- Equipment to encourage and develop fine motor and manipulative skills
(e.g. *tools, containers, painting equipment etc.*)
- Opportunities and resources to develop gross motor skills
(e.g. *building, balancing, action songs, target games*)
- Time and opportunity to develop creative skills
(e.g. *percussion, tapes, records etc.*)

Indoors – Adult-structured activities leading to gymnastics and dance

- A clear, safe floor area – splinter free.
- Mats.
- Small moveable apparatus.
- Possibly some larger fixed apparatus.

These resources can be used in a wide variety of ways to encourage all aspects of physical development in different indoor (classroom, carpet area, hall) and outdoor environments and in individual or group situations.



(K) PLANNING A SESSION

Questions which need to be asked when planning a session.

- (1) What is the movement focus or objective of the session?
- (2) How is it going to be developed and do the activities offer appropriate challenges? (*Taking into consideration any differentiation or special needs considerations.*)
- (3) What resources are needed? (*Safe environment for the activity; sufficient range and quality of equipment, additional adult help etc.*)
- (4) What teaching strategies and stimuli should be used?

Any activities performed by the children can be developed through an awareness of the principles of TIME, WEIGHT, SPACE and FLOW.

TIME

- Is the movement **quick** or **slow**?
- Do you want the children to **move** or **stop**?
(*Stillness is a very difficult quality to achieve at this age but one which can be developed.*)

WEIGHT

- Is the movement **heavy** or **light**?
(*Children need to experience both of these movement qualities within a lesson if possible,*
*e.g. clap **loudly** or **softly** or*
*e.g. **strong** marching like a soldier or tip-toe **lightly** like a fairy.)*

SPACE

- Where is the movement taking place?
On the spot; high / low; in front / behind; to one side / other side.
(*Activities could include e.g. clap **high** above your head clap **low** close to the ground etc.*) (*When children understand the basics of space as identified above they can then develop the activities off **the spot**, moving in **different directions**, on **different pathways**, and on different **levels**.)*

FLOW

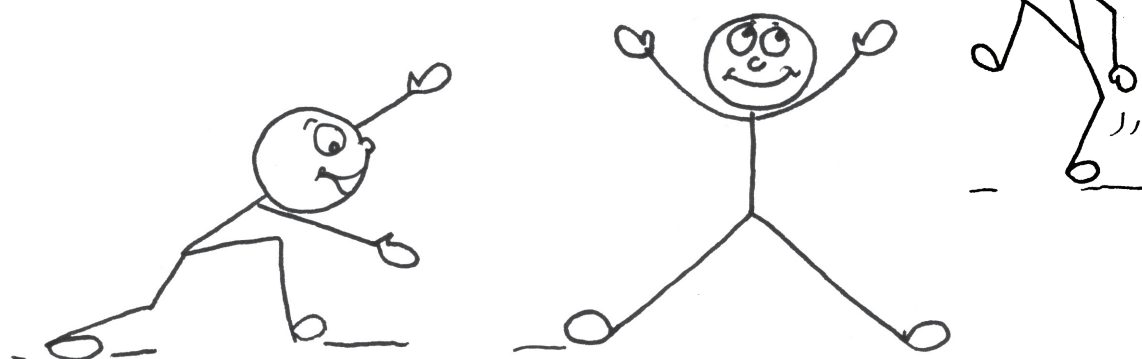
- Gradually, as children become more co-ordinated and balanced the element of **flow** can also be considered. e.g.
 - release and roll a ball or piece of equipment smoothly.
 - walk/run/skip/hop etc. in a continuous manner.
 - climb or go up and down steps smoothly using alternate feet.
 - change from one movement to another with control.



WARM UP ACTIVITY - "STRETCH AND SHADOW"

Children stand in front of the practitioner and "copy" or "shadow" what she does.

The practitioner slowly stretches into different positions e.g. up / down; to one side / to the other side; stretched wide shape; forwards / backwards etc. **(ACCOMPANIMENT DISC A - Tracks 30 or 31)**
(These actions can be done in any order)



MAIN ACTIVITY - "SEEK YOUR SPOT"

Each child has a marker and puts it into a space
(*the practitioner may have to help with the spacing out*).

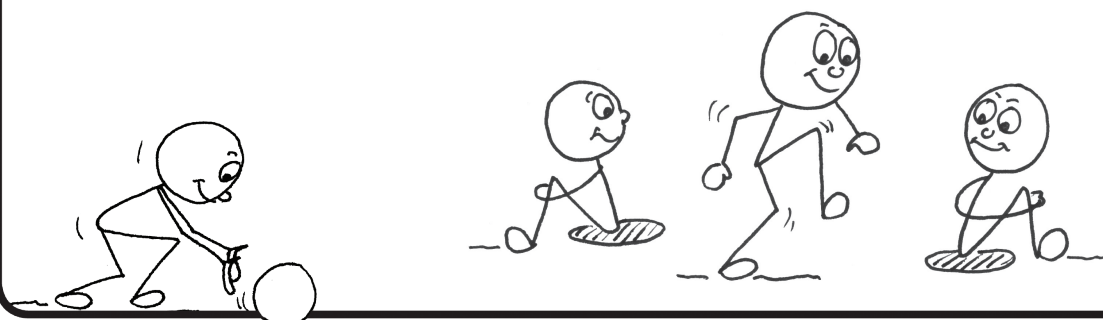
Children sit **on** their own marker (*or to one side of it*).

The practitioner chooses one or two children to leave their markers and walk, creep, or run on tip-toes in and out of the remaining children who are still sitting on their markers. On a signal these children find their way back to their own marker and sit on it.

Different groups of children are "chosen" to take it in turns to move in and out of the others and then "seek their spot". (*This game could be developed by adding different ways of travelling e.g. bouncing, giant striding, galloping, monkey walking etc.*) This could be progressed further by giving each group a name, e.g. "oranges, lemons and peaches" and they move when their name is called.

This could also be performed to music - when the music stops children move back to their markers.

(DISC A - Tracks 22, 23, 24, 28, 29, 30, 32 could be used.)



WARM-UP ACTIVITY - "FISTS AND FINGERS"

Children watch the adult and copy.

They slowly clench their fists (*TIGHT AND STRONG*) then open their fists to stretch their fingers wide.

(This can be repeated several times)

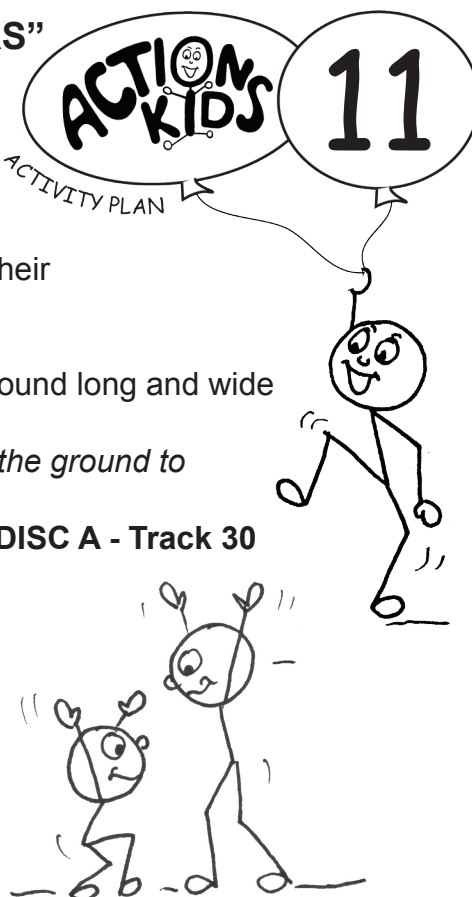
Children then repeat the same sort of action but use their whole bodies i.e.

curl up **small** and tight

slowly stretch out **tall** and **wide** or along the ground long and wide

(Practise stretching tall and thin and long and thin on the ground to feel the difference)

(ACCOMPANIMENT: When children are confident DISC A - Track 30 or 31 could be used.)



MAIN ACTIVITY - "WIDE TRAINS"

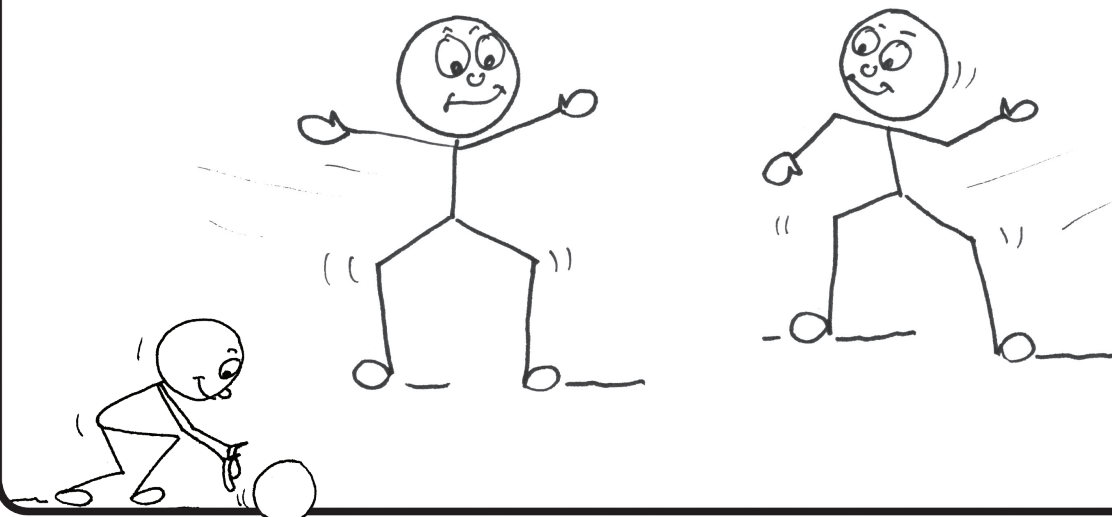
Position four "stations" in the corners of the play-space identified by colours and marked with appropriately coloured markers.

Children work individually. Each child is given a "station" in which to stand.

When the green flag is waved the children walk around the play space with arms spread wide making train noises and being careful not to bump into anyone else.

When the red flag is waved they move back to their own "stations" with care. They pull the hooter twice to show they have arrived.

To extend their knowledge, the stations could have specific names, either local ones or actual station names, e.g. Euston, Kings Cross etc.



WARM-UP ACTIVITY - "I TOUCH MY HEAD"

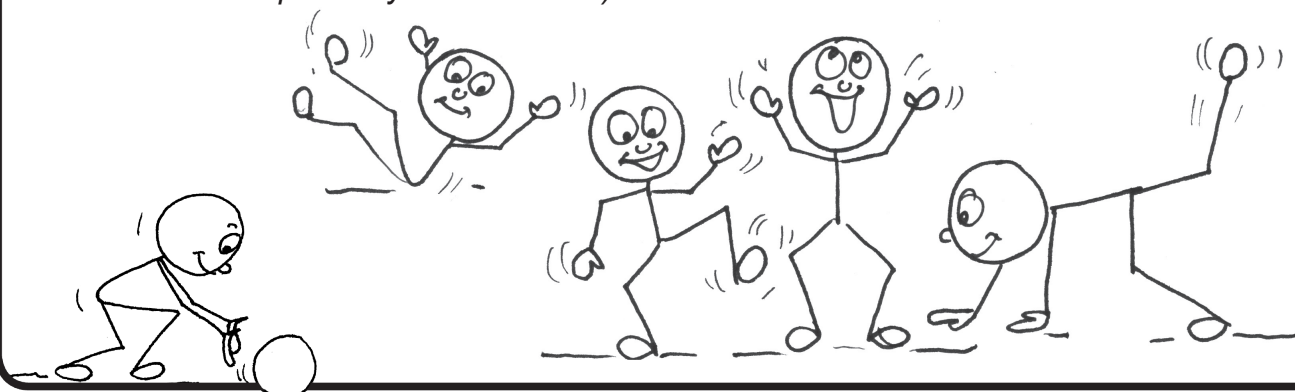
I TOUCH MY HEAD (children touch head)
 I TOUCH MY FEET (children touch feet)
 I CURL UP VERY SMALL (children curl up very small)
 I SHAKE MY HANDS (children shake their hands)
 I SHAKE MY FEET (children shake their feet)
 AND STRETCH UP VERY TALL (children stretch up very tall)

(This could be performed twice as above, then twice on the move e.g. walking round in a circle or moving towards the centre of a circle and out again or moving independently about the space.)

MAIN ACTIVITY - "AWARENESS OF BODY PARTS"

Suggestions for progressive tasks to develop awareness of different parts of the body.

- (i) Children touch or shake whichever part of the body is identified by the practitioner and then, on a signal, hold it **very still**.
- (ii) Children move about the space carefully and, on a signal, they STOP and wave with one hand, the other hand, or both hands.
- (iii) Children STOP on a signal and sit down to wave one foot, other foot, or both feet in the air.
- (iv) Children stop on a signal and sit down to wave both feet and both hands in the air.
- (v) Children place both hands and feet on the floor and push their bottoms high into the air. They carefully walk about the play-space in this position without bumping into anybody else. *(Look where you are going!)*
- (vi) Children "go for a walk" on hands and feet, then on a signal place a named body part on the floor or sit down and put hands **and** feet in the air.
- (vii) Children go for a walk on their hands and feet and on a signal they stop and **choose** a different part of their bodies to be on the floor. *(When asked, children name the part they have chosen.)*



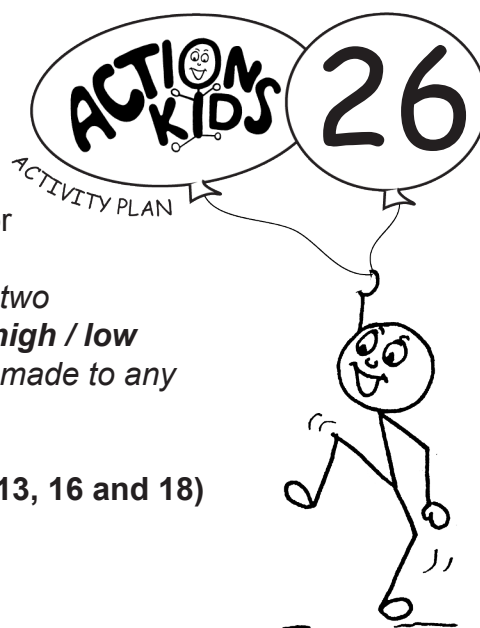
WARM-UP ACTIVITY - "CLAP ALL OVER"

With the practitioner leading them the children clap hands:-

high / low - forwards / backwards
to one side / to the other side - on the floor

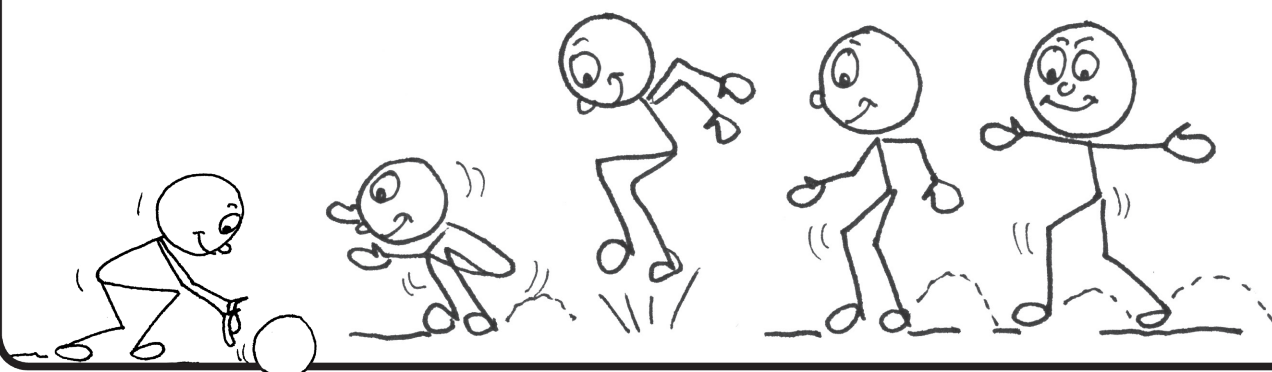
*(These claps could all be done in different orders or two contrasting ones could be selected and emphasise **high / low** or **heavy / light**. Simple clapping patterns could be made to any of these nursery rhymes with accompaniment.)*

(ACCOMPANIMENT: DISC A - Tracks 6, 8, 10, 11, 13, 16 and 18)



MAIN ACTIVITY - "BOUNCING"

- (i) Children can practise hopping on **one leg** then progress to hopping on the **other leg**.
- (ii) With feet a little way apart children are asked to bounce up and down on the spot like a ball. *(Heads up and knees and ankles working hard.)*
- (iii) Progress can then be made by asking the children to travel about the play space bouncing on both **feet** at the same time.
(They should sometimes make their bounces HIGH and sometimes LOW.)
- (iv) Children could move about the play space and on a signal bounce on the spot *(a tambourine could be used as the stimulus for movement i.e. shaking the tambourine for running and beating the tambourine for bouncing.)*
- (v) Progress can then be made to bouncing on two feet travelling **forwards** and **sideways**.
- (vi) Children can further progress to bouncing travelling backwards. *(CAUTION: the bounces should be very small to cover a very short distance and children should look over their shoulders to see where they are going).*
- (vii) Children can practise bouncing with their feet **astride**. They can further progress by bouncing sometimes with **feet astride** and sometimes with **feet together**. A much more complex activity is bouncing alternately astride, together, astride, together. *(Putting markers out in a hopscotch pattern would encourage and develop this bouncing.)*
- (vii) Children can progress by travelling in a bouncing way and then change to another way of travelling, hold a balanced position, or roll or turn on the floor.



WARM UP ACTIVITY - "FISTS AND FINGERS" / "CURL AND STRETCH"

Children watch the practitioner and copy.
They slowly clench their fists (**TIGHT AND STRONG**) then open their fists to stretch their fingers wide (*this can be repeated several times*).

Children then repeat the same sort of action but use their **whole bodies** i.e. curl up small, slowly stretch out **tall** and **wide** or along the ground **long** and **wide**. (*Practise stretching **tall** and thin and **long** and thin on the ground to feel the difference.*)

(**ACCOMPANIMENT: DISC A - Tracks 30 or 31 could be used.**)

MAIN ACTIVITY - "PILE IT UP"

A number of pieces of equipment are placed inside a hoop on the ground. A second hoop is placed on the floor several metres away and children are asked to pick up the pieces of equipment from the hoop, one piece at a time, and carry them to "fill the empty hoop". (**Children could be asked to travel in different ways when carrying equipment.**) To further stimulate variety of movements appropriate music could be used.

(**ACCOMPANIMENT: DISC A - Tracks 23, 24, 28, 32**)

MAIN ACTIVITY PROGRESSION "PASS AND FILL"

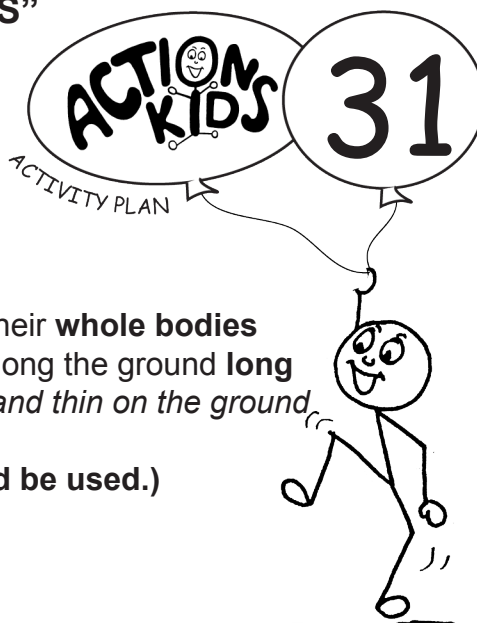
A pile of small objects is placed on the playspace and several metres away an empty container is placed on the floor.

Two "friends" stand by the empty container and child A runs to the pile, picks up a piece of equipment and runs back to give the object to child B who places it in the container.

This is repeated until the pile has disappeared.

The container can be emptied again and the children reverse roles. (*There can be a set number of objects in the pile and children count out loud as they put the objects into the container.*)

(*If numbers are large set pathways in parallel lines and have "teams" of children carrying the equipment.*)



WARM UP ACTIVITY - "CIRCLE SOUNDS"

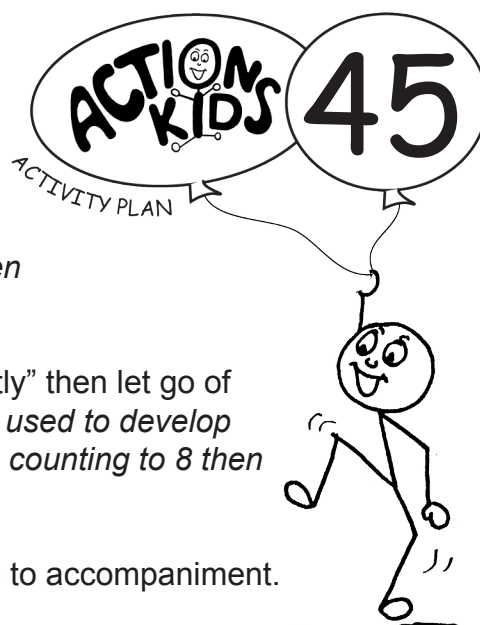
Children move around in a circle holding hands, stamping their feet heavily.

In response to the practitioner they let go of hands and clap hands lightly.

(This can be repeated several times and then children experience the opposite set of movements)

They move round in a circle walking on tip-toes "lightly" then let go of hands and clap hands "heavily". *(This could also be used to develop counting e.g. stamp 1 - 8 then clap hands OR tip-toe counting to 8 then clap hands.)*

As children become more confident they could move to accompaniment.
(ACCOMPANIMENT: DISC B - Tracks 1, 2 or 3)



MAIN ACTIVITY - "PLANET HOPPING"

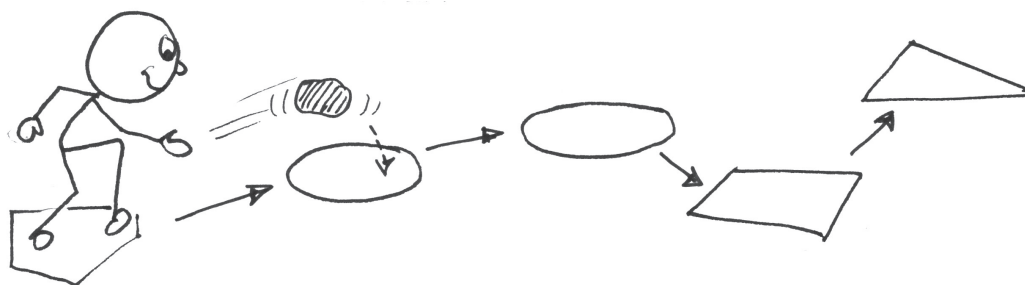
- (i) Children build their own "space-stations" with markers.

(There should be three or four of these space-stations to form "stepping stones".)

To play the game children stand on the first space-station and aim to throw a beanbag onto the second space-station.

When they are successful they leap from the first space-station to the second one and continue their progress to the final station.

To make this activity more difficult the "space-stations" could be spaced further apart or made into a different patterned pathway.



- (ii) This game could be further extended by playing with a partner.

This development will mean that the "space-stations" need to be placed much further apart.

Child "A" rolls/kicks/bats the ball along the ground for child "B" to receive standing on the first "space-station". If child "B" successfully receives the ball child "A" can bounce or hop to join him on the "space-station". Child "B" passes the ball back to child "A" and hops onto station 2.

The whole process is repeated until they land on the final "space-station".

The game can then be repeated with child "B" doing the rolling.



WARM UP ACTIVITY- "MULBERRY BUSH"

HERE WE GO ROUND THE MULBERRY BUSH,
THE MULBERRY BUSH, THE MULBERRY BUSH
HERE WE GO ROUND THE MULBERRY BUSH
ON A COLD AND FROSTY MORNING.

(Children stand in a circle, with the practitioner, and throughout the rhyme walk, skip or gallop around holding hands.)

THIS IS THE WAY WE CLAP OUR HANDS,
CLAP OUR HANDS, CLAP OUR HANDS.

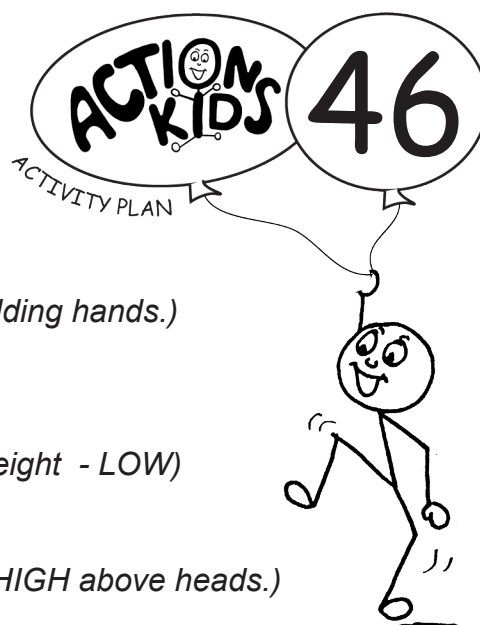
(Children clap hands in time to the rhythm at knee height - LOW)

THIS IS THE WAY WE CLAP OUR HANDS
ON A COLD AND FROSTY MORNING.

(Children clap their hands to the rhythm with hands HIGH above heads.)

(This rhyme could be repeated any number of times using different actions e.g. "shake our hands", "stamp our feet", "stretch up tall", etc.)

(ACCOMPANIMENT: DISC A - Track 12)



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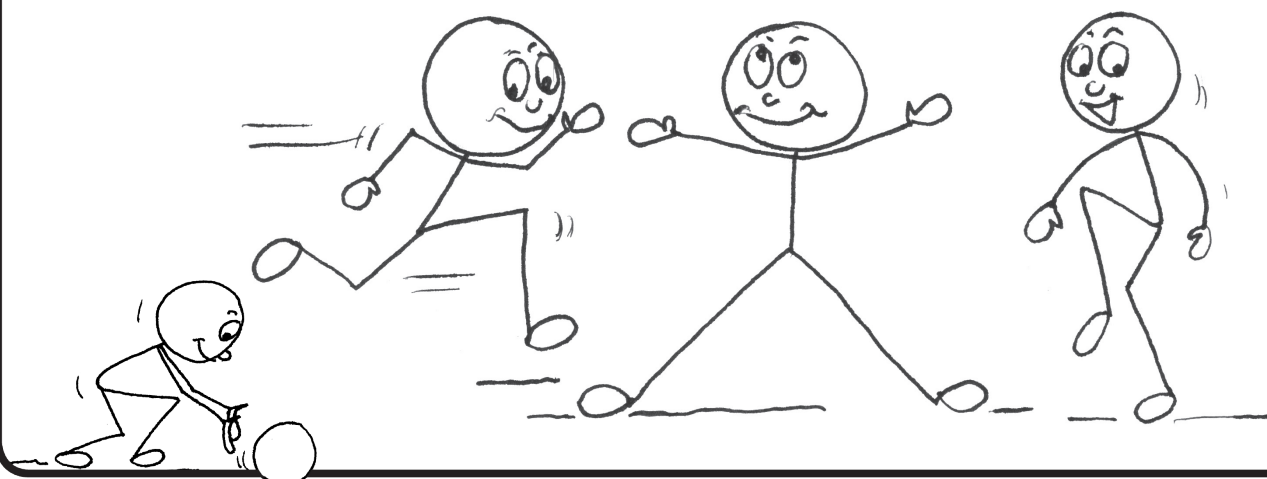
MAIN ACTIVITY - "MOVING AND STOPPING"

Children need to develop the quality of "stillness" - and it is very difficult to achieve at this age.

Activities which will encourage the development of moving and stillness could include:-

- (i) Using words e.g. "move" and "freeze" - "go" and "stop" - "run" and "stand".
- (ii) Using percussion e.g. Beat the tambourine twice to MOVE and once to STOP. Shake the tambourine to RUN WITH TINY STEPS, give a single beat to STOP. Shake the maracas continuously to MOVE and hold them still to STOP.
- (iii) Using music e.g. MOVE to a piece of music and STAND STILL when the music stops.

ACCOMPANIMENT: DISC B - Track 14 "Move and Stop"



WARM UP ACTIVITY - "HEAVY AND LIGHT"

Children clap lightly (*hardly making any sound*)
Children clap heavily (*not for too long!!*)

(*This could be repeated several times to feel the difference in weight*)

(*Could also clap in rhythm to Nursery Rhymes*)

(**ACCOMPANIMENT: DISC A - Tracks 8, 10, 11, 13, 16 or 18**)

MAIN ACTIVITY - "HICKORY, DICKORY, DOCK"

Children sit with the practitioner and recite the rhyme, then sing it to the music.

In a space they crouch up very small with hands by their chins like a mouse's paws and pretend to slowly "crawl" their fingers up the clock until they are standing tall.

They then slowly run their fingers "down the clock" until they are small and crouched again.

They practise these sets of actions twice through whilst singing the rhyme twice. Then they add a **clap** on the line "The clock struck ONE".

HICKORY, DICKORY, DOCK, THE MOUSE RAN UP THE CLOCK

(*start small and run fingers up the "clock" until standing tall*)

THE CLOCK STRUCK ONE, THE MOUSE RAN DOWN, HICKORY, DICKORY, DOCK.

(*clap hands on "ONE" and run fingers down the "clock" until crouched down small.*)

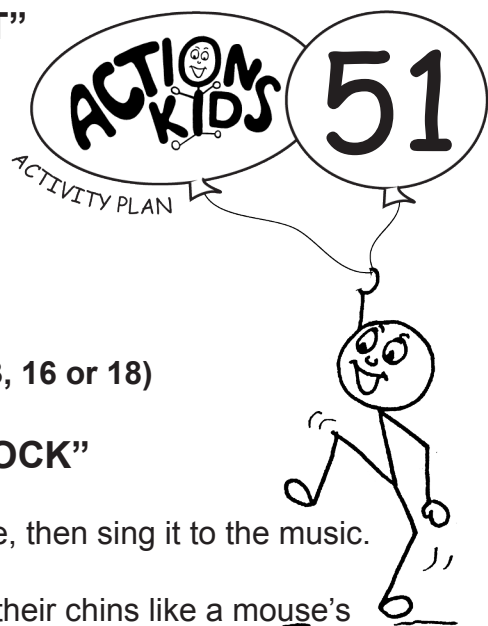
Children progress to practise short "mouse runs" (*running with tiny steps on "tip-toes" with hands up at chin-height like paws and looking from side to side like mice*)
They make short runs in different directions whilst singing the rhyme through twice more.

(*If children are able, they could develop the runs by starting low and gradually getting higher as they run up the clock and then lower as they run down.*)

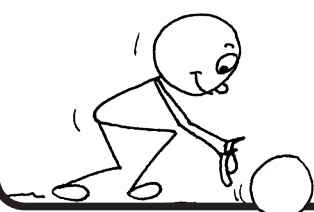
DANCE FRAMEWORK:

- Children "climb" up the clock, clap hands as the clock strikes one, and run hands down the clock again whilst singing the rhyme through twice.
- Short "mouse" runs to e through twice.

(**ACCOMPANIMENT: Singi**



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"I HEAR THUNDER"

(This game combines the "rippling" effect with the "mushroom" effect.)

Children spread out evenly around the parachute and hold the edge with both hands. Pull the parachute taut and crouch down.

As the rhyme begins, everyone stands and pulls the parachute upwards, causing it to fill with air and rise like a giant mushroom, whilst reciting the rhyme....

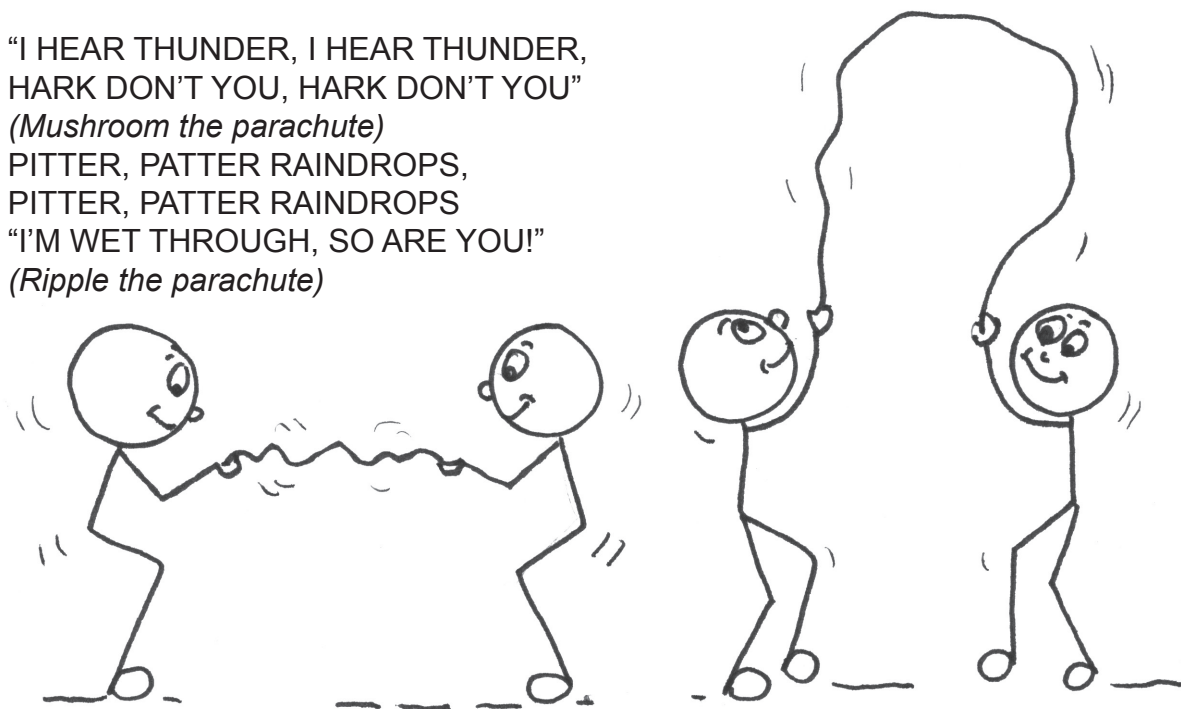
"I HEAR THUNDER, I HEAR THUNDER,
HARK DON'T YOU, HARK DON'T YOU"

(Mushroom the parachute)

PITTER, PATTER RAINDROPS,
PITTER, PATTER RAINDROPS

"I'M WET THROUGH, SO ARE YOU!"

(Ripple the parachute)



CALM DOWN ACTIVITY - "SLEEPING DINOSAURS"

Everybody lies down on the floor very quietly in a space with their eyes closed. The practitioner tip-toes around the room gently touching each child in turn on the foot to "wake them up". When they have been touched they open their eyes and tip-toe quietly to sit in a pre-arranged spot. (e.g. a circle made up with markers on the floor) Can everyone be sitting down without a word being spoken?

BENEFITS OF ACTION KIDS ACTIVITIES

"Action Kids" activities are not only FUN to do but are designed to further extend all areas of activity in the EYFS (*communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, and expressive arts & design*) The activities contained in this plan can, among other things, encourage children to:-

- continue to be interested, excited, and motivated to learn.
- work co-operatively as part of a group.
- understand that rules are a necessary part of enjoyable games in a group.
- sing simple songs from memory.
- match movements to words.
- move with control and co-ordination.
- sustain attentive listening and ask questions.



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WARM-UP ACTIVITY - "BALLOONS"

THE YELLOW BALLOON

FLOATS AROUND THE ROOM

(children make big wide shapes and "float" around the room)

IT FLOATS AND FLOATS AND FLOPS!

(children flop on the word "FLOP")

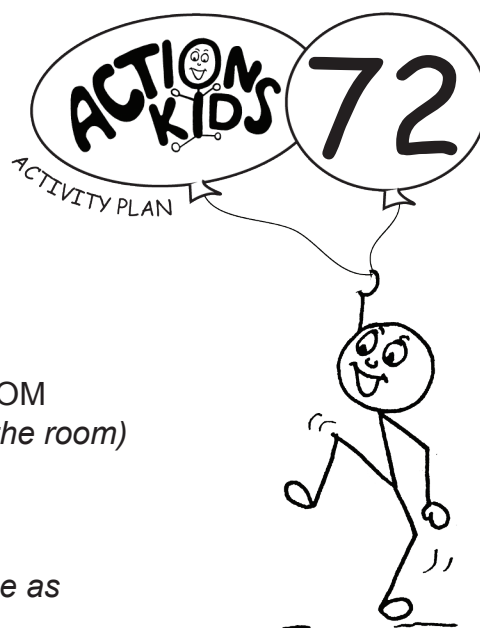
THE BLUE BALLOON FLOATS AROUND THE ROOM

(children make big wide shapes and "float" around the room)

IT FLOATS AND FLOATS AND POPS!

(Children do little spiky jumps on the word "POPS")

(This activity will be enlivened by using a tambourine as accompaniment and after the POPS the "balloon" falls to the floor in a floppy shape)



MAIN ACTIVITY - "UNWRAPPING BIRTHDAY PRESENTS"

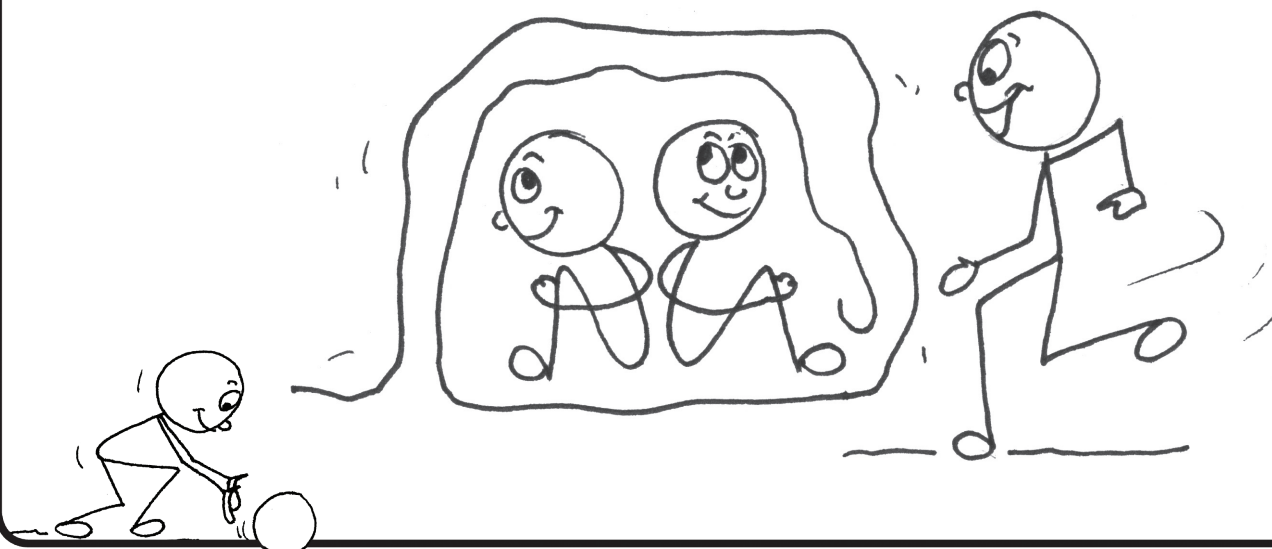
Children sit around the edge of the parachute and pull it straight so it lies flat on the floor.

Several children are chosen as "Birthday Presents" and they sit on top of the parachute at its centre. *(Children may wish to choose what "present" they are - e.g. a bar of chocolate, a bike, a lego set, a teddy bear, etc.)*

All the other children stand up and carefully lift the parachute to take the edges towards the centre and drape the silk over the "presents" so they are completely hidden or "wrapped up".

Whilst the children outside the parachute sing "Happy Birthday" the children who are the presents try to "unwrap" themselves - if possible, before the song is completed! *(You may have to sing "Happy Birthday" twice through to give them time!)*

Make sure that all children who want to, have a turn at being a Birthday Present!



WARM-UP ACTIVITY

- "I WIGGLE MY FINGERS"

I WIGGLE MY FINGERS (Children wiggle fingers)
I WIGGLE MY TOES (Children wiggle their toes)
I WIGGLE MY BOTTOM (Children wiggle their bottoms)
AND TOUCH MY NOSE (Children touch their nose with both hands)

*(This could be performed sitting or standing,
standing in a circle or following the adult in a line and walking)
(The actions could also be developed using a familiar song e.g.
"If you're happy and you know it wiggle your fingers etc.")*

MAIN ACTIVITY - "MOVE AND SHAKE"

Children skip, gallop and walk rhythmically about the playspace in response to a tambourine beat. They stop in a space when the tambourine is struck and then shake bodies vigorously in response to a shaking tambourine. Children practise this several times.

Reproducing the beat of the music on the tambourine, the practitioner then asks children to walk rhythmically about the room and move all parts of their bodies as they go.

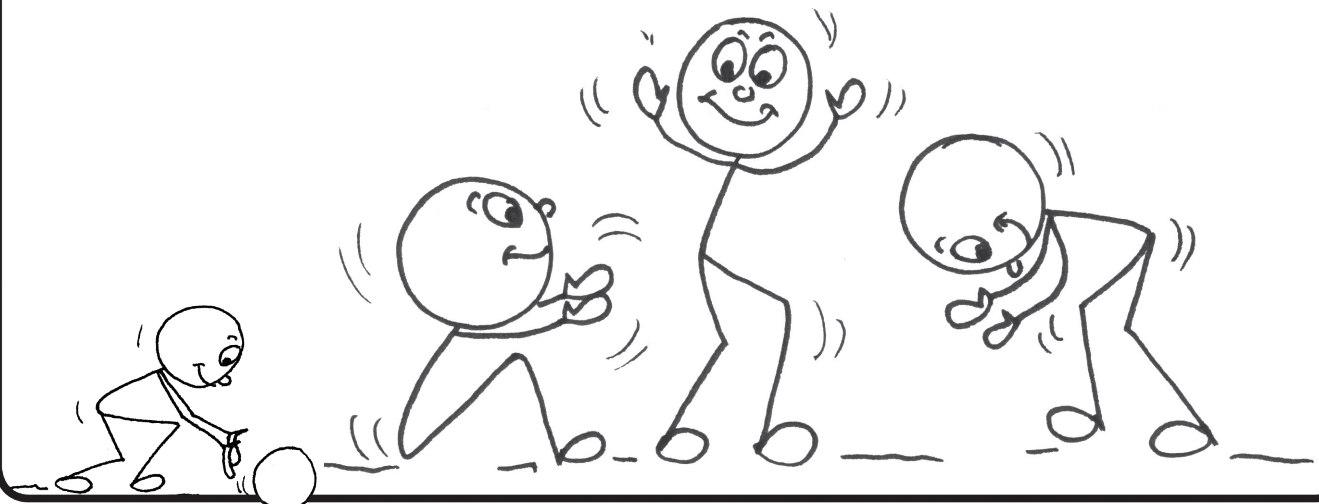
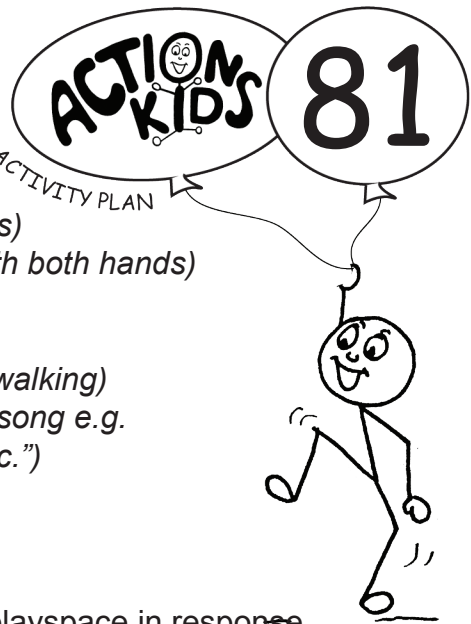
They stop in a space and try shaking different parts of their bodies as suggested by the practitioner. e.g. shake your arms; shake your shoulders; shake your bottom; shake your head (*sideways like "No"*); shake your hands; shake your feet; shake your everything!

When these have been explored, children listen to the music and identify when they move and when they stand and shake something!

DANCE FRAMEWORK

- (a) Move about rhythmically using all parts of the body
- (b) Stand and shake a part identified by the practitioner
- (a) and (b) are repeated several times and on (b) a different part is shaken each time.

(ACCOMPANIMENT: DISC B - Track 13 - "Move and Shake")



WARM-UP ACTIVITY

- "I WIGGLE MY FINGERS"

I WIGGLE MY FINGERS *(children wiggle fingers)*
I WIGGLE MY TOES *(children wiggle their toes)*
I WIGGLE MY BOTTOM *(children wiggle their bottoms)*
AND TOUCH MY NOSE *(children touch their nose with both hands)*
(This could be performed sitting or standing, standing in a circle or following the adult in a line and walking)

The actions could also be developed using a familiar song e.g.

IF YOU'RE HAPPY AND YOU KNOW IT WIGGLE YOUR FINGERS
(wiggle fingers)
IF YOU'RE HAPPY AND YOU KNOW IT WIGGLE YOUR FINGERS
IF YOU'RE HAPPY AND YOU KNOW IT AND YOU REALLY WANT TO SHOW IT
IF YOU'RE HAPPY AND YOU KNOW IT WIGGLE YOUR FINGERS" etc.

MAIN ACTIVITY - "NURSERY ROCK"

Children experiment with bouncing, hopping, skipping and travelling in different ways about the space. This is accompanied by a regular tambourine beat for each type of travel. Children watch each other's ideas for travelling and they all try them.

When they are confidently moving about the space, can they move in different directions and on different pathways. *(Children practise their ideas and show everyone.)*

(Think about straight and curved pathways and travelling forwards, backwards and sideways.) Children are then encouraged to show how they can dance to a modern piece of music. A "rock" beat is given as a guide for children to move spontaneously using the movements they have been practising.

(ACCOMPANIMENT: DISC B - Track 23)

