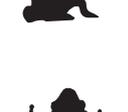


CONTENTS OF ACTIVATE 5

Preface	7	
Physical Education Curriculum Objectives	10	
Curriculum Outcomes For Activate 5.....	11	
Acknowledgements & music.....	12	
Introduction to ACTIVATE 5.....	14	
Background to the Activate programmes.....	15	
The Benefits of the Activate Programme	16	
The Structure of Activate 5	18	
Levels of Progress.....	19	
DVDs	21	
Practical Tips For Delivery	24	
Understanding the importance of good posture, efficient breathing and the physical benefits of “Activate” exercises.....	26	
Assessing Movement Development	31	
Scoring	32	
ACTIVATE - PHYSICAL FLUENCY OBSERVATION ASSESSMENT	33-34	

Val Sabin, DIP.PE, BED.Hons., MA

Val Sabin initially trained as a Physical Education Specialist at Bedford College and has worked with children of all ages, students and teachers for over 35 years on all aspects of Physical Education. Val is internationally known for the quality of her teaching and her ability to enthuse. Many children taught by Val have succeeded in team and individual competition at local, regional and national levels. Val Sabin was a teacher, a Head of Department, and Advisory Teacher in Northamptonshire, a Senior Lecturer in Physical Education at De Montfort University in Bedford, is the author of over 20 teaching manuals and has been an OFSTED Inspector for both Secondary and Primary phases. Currently her main work is as Consultant, Advisor and Trainer delivering gymnastics, games, dance, Positive Play, PE Administration, Activate and Action Kids Foundation Stage physical development with fun courses for teachers and teacher trainers throughout the UK.

WEEKS 1 & 2

START-OF-MORNING

ACTIVATE 5

IN THE CLASSROOM

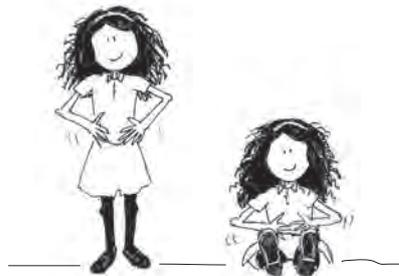
(CD Track 20 "Brass Band" or CD Track 21 "Heartbeat")

WARM-UPS

(W1) "Breathing" (CD Track 1 "Peaceful")

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing
- Deep and slow. Don't hold your breath – just breathe deeply
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **N.B. Encourage children to inhale, expand their chests and raise the top part of their bodies. When they exhale allow the body to sink and relax.**

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.)



(W3) "Look At The Rainbow" (CD Track 1 "Peaceful")

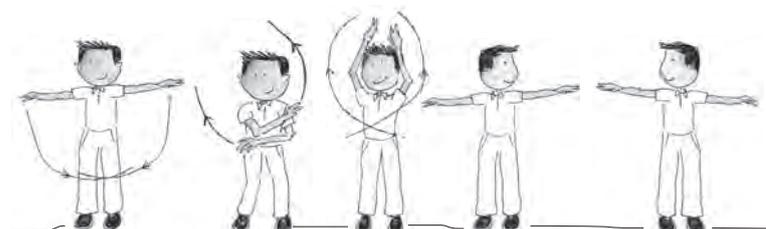
- Stand on the spot, stretch arms out wide to the sides of the body.
- (i) When the music begins lower the arms and sweep them across the mid-line of the body.
- As the arms continue to rise they open out above the head and return to the wide position.
- (ii) Turn chin to look along the length of one arm at fingers.
- Repeat in the opposite direction. (Look at both ends of the rainbow!)
- Repeat to the end of the music.

N.B. Safety: - Ensure neck rotates from side to side.

(This exercise helps to stimulate the blood supply in the neck and uses both sides of the body at the same time. It is important to cross the mid-line of the body. Opening the arms wide helps the lungs to expand and increase its intake of oxygen.)



"Activate 5"



WEEKS 1 & 2

START-OF-MORNING (CONT.)

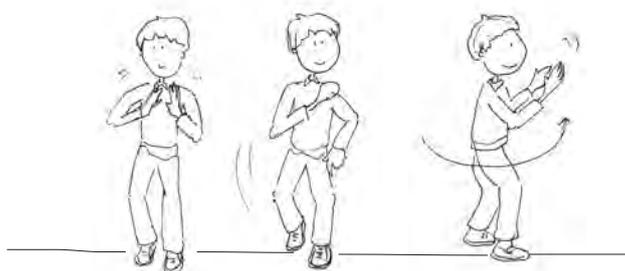
ACTIVITIES



(1A) "Clap-It & Stamp-It" (CD Track 6 "The Sun Has Got His Hat On")

- (i) Clap in time to the music – then stamp in time to the music.
- (ii) Progress to stamping and clapping at the same time.
- When appropriate add turning round in one direction, then in the other direction whilst performing the activities.

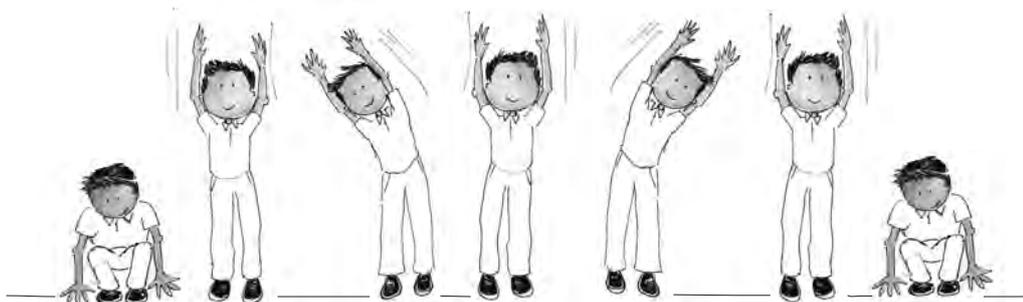
(This activity helps children become more physically alert. It is an energiser which improves oxygen uptake and can be used at different times to help children remain attentive. Music helps to maintain the activity.)



(2A) Rocking – "Trees In The Wind" (CD Track 7 "Rocking")

- (i) Start curled up small, then stretch up tall with arms raised above the head – strong 'like a tree' then slowly lean to one side.
- Return to the stretch before repeating the exercise to the other side. **N.B. This can be told like a story i.e. the tree grows tall and strong – the wind comes along and blows hard to make it lean in one direction.**

(This activity helps to develop balance, timing, rhythm and sequencing of movement. This will be helpful to encourage planning as there is a definite link to sequential thinking.)



WEEKS 1 & 2

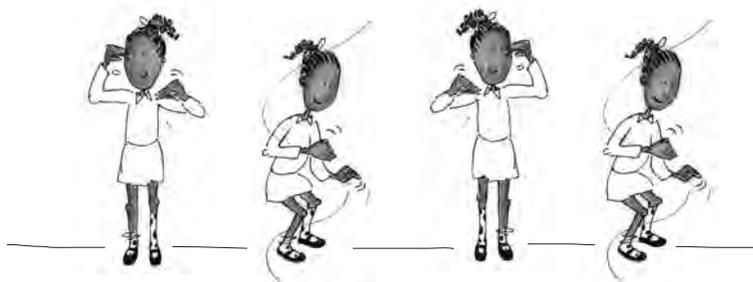
START-OF-MORNING (CONT.)



(3A) Fingers - "Snakes" (CD Track 8 "Painting")

- (i) Make a "snakes head" with each hand and make the jaws open and close - alternate hands, move high and low.
- (ii) When the music changes, using wrists and fingers, fully turn and twist fingers and arms in all different ways in the air (*move high and low and side to side like a snake wriggling up a tree*)
- (iii) When the music changes, the snake wiggles up and down the tree and the jaws open and close as they go.

(This activity is very good for encouraging the development of manipulative skills. In this activity you are exercising 39 different muscles, excellent for handwriting.)



START-OF-AFTERNOON (CD Track 22 "South American Sounds")

(W1) "Breathing" (CD Track 1 "Peaceful")

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing
- Deep and slow. Don't hold your breath – just breathe deeply
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **N.B. Encourage children to inhale, expand their chests and raise the top part of their bodies. When they exhale allow the body to sink and relax.**

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.)



WEEKS 1 & 2

START-OF-AFTERNOON (CONT.)



(W3) “Look At The Rainbow” (CD Track 1 “Peaceful”)

- Stand on the spot, stretch arms out wide to the sides of the body.
- (i) When the music begins lower the arms and sweep them across the mid-line of the body.
- As the arms continue to rise they open out above the head and return to the wide position.
- (ii) Turn chin to look along the length of one arm at fingers.
- Repeat in the opposite direction. (*Look at both ends of the rainbow!*)
- Repeat to the end of the music.

N.B. Safety: - Ensure neck rotates from side to side

(This exercise helps to stimulate the blood supply in the neck and uses both sides of the body at the same time. It is important to cross the mid-line of the body. Opening the arms wide helps the lungs to expand and increase its intake of oxygen.)



(W2) “Yawn & Stretch” (CD Track 2 “Go To Sleep”)

- Stand or sit comfortably.
- (i) Slowly stretch both arms high above your heads then open them wide and yawn.
- Relax and lower your arms.
- Repeat the exercise to the end of the music. (*If appropriate move lower jaw from side-to-side whilst yawning.*)

N.B. Encourage children to fully stretch upwards and outwards and perform the movements slowly.

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm. Opening the arms wide helps the lungs to expand increase oxygen intake.)



WEEKS 21 & 22

START-OF-MORNING

ACTIVATE 5

IN THE CLASSROOM

(CD Track 20 "Brass Band" or CD Track 21 "Heartbeat")

WARM-UPS

(W1) "Breathing" Extension (viii)

(CD Track 1 "Peaceful")

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing.
- Deep and slow. Don't hold your breath – just breathe deeply.
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **Stretch one arm out in front at shoulder height - "thumb up", move the arm slowly from one side to the other and watch the thumb constantly.**

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.)



(W7) "Copy Teacher Shapes" Extension (i)

(CD Track 5 "Elegant Eating")

Copy the teacher when s/he makes the following shapes with his/her body.

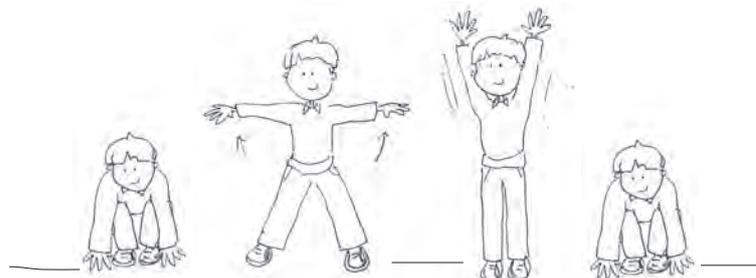
- (i) Stretch out wide and **look at the ceiling.**
- (ii) Stretch up tall and **look at the teacher's face.**
- (iii) **Keep looking at the teacher's face as you curl up small.** (You could ask children to focus on a clock face or something on the wall behind you, or use the pictures in the Appendices. Children respond to the picture and keep looking at the same spot for the next one).

N.B. Move slowly and fluently into the shapes and hold them clearly before moving to the next shape.

(This exercise not only focuses on observation and concentration skills, but also helps children to improve balance, flexibility, awareness of their own bodies and posture.)



"Activate 5"



WEEKS 21 & 22

START-OF-MORNING (CONT.)

ACTIVITIES



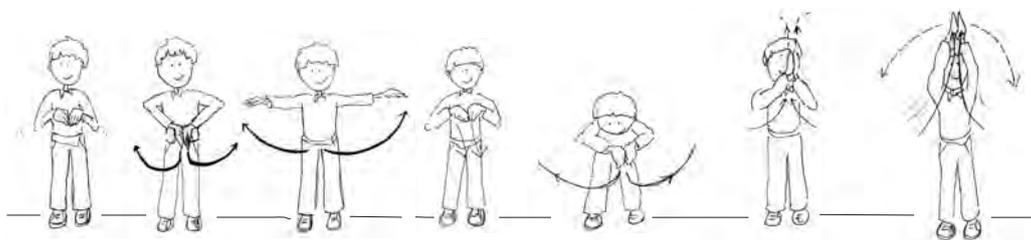
(8A) "Swimming Breast Stroke" Extension (ii)

(CD Track 12 "Fishes")

- (i) Stand on the spot and exaggerate arms using breaststroke. Keep "swimming until the end of the music.
- Bend forward at the waist and breast stroke looking at the floor (*swim underwater.*) "Swim" up to the ceiling – look at the ceiling.

N.B. First perform the stroke without the music to ensure children understand the action.

(These exercises help children develop left, right co-ordination of large movements, sensory integration and balance. These movements need to be performed slowly and smoothly to produce precise, controlled, co-ordinated movement.)



(9A) "Hokey Cokey Hands" Extension (i)

(CD Track 13 "Hokey Cokey Rock")

Words of the Song –

"YOU PUT YOUR RIGHT HAND IN, YOUR RIGHT HAND OUT

IN OUT, IN OUT, AND SHAKE IT ALL ABOUT (*Bounce up and down for both lines.*)

YOU DO THE HOKEY COKEY AND TURN AROUND - THAT'S WHAT ITS ALL ABOUT.

(*Wave hands from side to side rhythmically, turn around then bob up and down on the spot.*)

OH, DO THE HOKEY COKEY - OH, DO THE HOKEY COKEY - OH, DO THE HOKEY COKEY (*Stretch up high then wave hands from side to side down to the ground x 3.*)

KNEES BEND, ARMS STRETCH, RAH, RAH, RAH" (*jumps x 3*)

- (i) Perform words and actions to the song standing on the spot, watch your hand and track it throughout. Whip hands up high on the chorus and wiggle them down low. (x 3)

Verse 1 - right hand: Verse 2 - left hand: Verse 3 - whole self jump forwards.

(This activity helps children to understand left and right and develop co-ordination and control. It encourages them to be more physically alert.)



WEEKS 21 & 22

START-OF-MORNING (CONT.)



(10A) “Drums & Marching”

(CD Track 14 “March, March, March”)

Stand on the spot. Imitate playing the drums. When the music changes continue marching (*encourage the children to swing their arms across their body*). Change the activity each time the music changes. Repeat until the end of the track. Sequenced Activity:

- (i) March on the spot - imitate playing the drums
- (ii) March on the spot - swing arms across body (*crossing the mid-line*)
- (iii) March on the spot - imitate playing the drums
- (iv) March on the spot - swing arms across body (*crossing the mid-line*)

(*This is an aerobic exercise that helps develop a healthy heart and lungs, gross motor movements on both sides of the body and is posture building. It also uses more brain cells than any sedentary activity and helps children become more physically alert. It improves oxygen uptake and can be used to help children remain attentive.*)



START-OF-AFTERNOON (CD Track 22 “South American Sounds”)

(W1) “Breathing” Extension (viii)

(CD Track 1 “Peaceful”)

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing.
- Deep and slow. Don't hold your breath – just breathe deeply.
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **Stretch one arm out in front at shoulder height - “thumb up”, move the arm slowly from one side to the other and watch the thumb constantly.**

(*This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.*)



“Activate 5”



WEEKS 21 & 22

START-OF-AFTERNOON (CONT.)



(W7) "Copy Teacher Shapes" Extension (i)

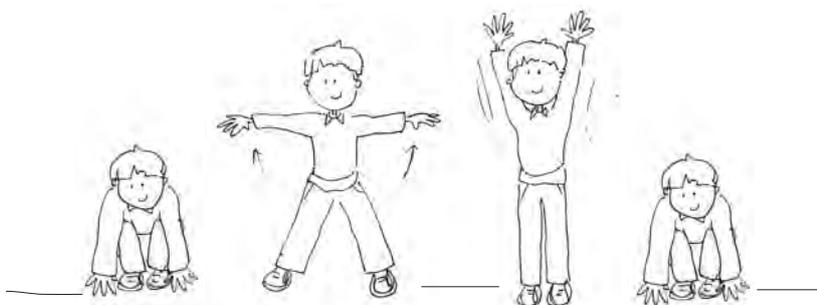
(CD Track 5 "Elegant Eating")

Copy the teacher when s/he makes the following shapes with his/her body.

- (i) Stretch out wide and **look at the ceiling.**
- (ii) Stretch up tall and **look at the teacher's face.**
- (iii) **Keep looking at the teacher's face as you curl up small.** (You could ask children to focus on a clock face or something on the wall behind you, or use the pictures in the Appendices. Children respond to the picture and keep looking at the same spot for the next one).

N.B. Move slowly and fluently into the shapes and hold them clearly before moving to the next shape.

(This exercise not only focuses on observation and concentration skills, but also helps children to improve balance, flexibility, awareness of their own bodies and posture.)



(W2) "Yawn & Stretch" Extension (i)

(CD Track 2 "Go To Sleep")

- Stand or sit comfortably.
- (i) Slowly stretch both arms high above your heads then open them wide and yawn - **look at the ceiling.**
- Relax and lower your arms - **look at the teacher.**
- Repeat the exercise to the end of the music. (If appropriate move lower jaw from side-to-side whilst yawning.)

N.B. Encourage children to fully stretch upwards and outwards and perform the movements slowly.

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm. Opening the arms wide helps the lungs to expand and increase oxygen intake.)



WEEKS 10 & 11

START-OF-MORNING

ACTIVATE 5

IN THE CLASSROOM

(CD Track 20 "Brass Band" or CD Track 21 "Heartbeat")

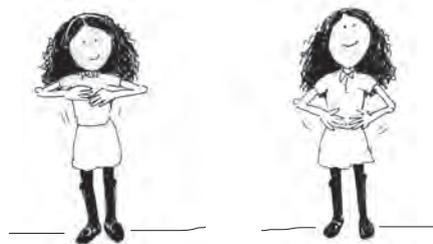
WARM-UPS

(W1) "Breathing" Extension (iii)

(CD Track 1 "Peaceful")

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing
- Deep and slow. Don't hold your breath – just breathe deeply
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **Hands on chest-inhale to raise chest for two breaths, then with hands on abdomen, inhale to push hands in and out for two breaths.**

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.)

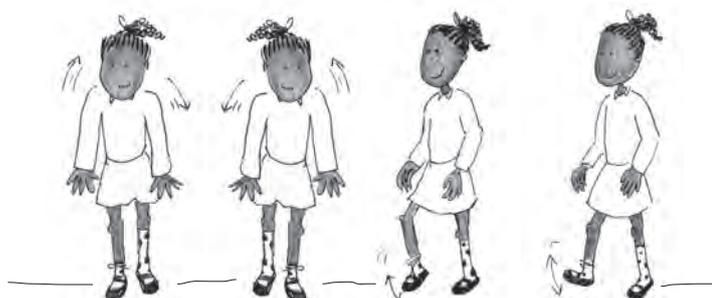


(W5) "Shoulder Shrugs and Toe Up & Down"

Extension (i) (CD Track 3 "Jog & Jump")

- (i) Stand tall. **Raise alternate shoulders up to the ears and back down to the rhythm.** Repeat this continuously until the music changes. (4 x 8 beats).
- (ii) Balance on one foot. With the other foot, touch heel and toe alternately on the floor to the rhythm. (2 x 8 beats). **Count the beats. Look straight ahead.**
- Change to the other foot. (2 x 8 beats). Repeat the complete sequence.

(This helps children to recognise the difference between tension and relaxation and stimulates the blood supply. It helps to mobilise the joints and develop co-ordination.)



WEEKS 10 & 11

START-OF-MORNING (CONT.)

ACTIVITIES



(5A) "Marching" Extension (ii)

(CD Track 10 "Marching")

- (i) March on the spot and exaggerate high knees and swinging arms.
- **When marching on the spot - look at the teacher (2 x 8 beats) - look at the ceiling (2 x 8 beats) - look at the floor (2 x 8 beats) (Can you sometimes turn?)**

Repeat the sequence to the end of the music – count the beats.

N.B. Focus on quality of marching.

(This is an aerobic exercise that helps develop a healthy heart and lungs, gross motor movements on both sides of the body and posture building. This is an activity that uses more brain cells than any sedentary activity and stimulates both sides of the brain.)



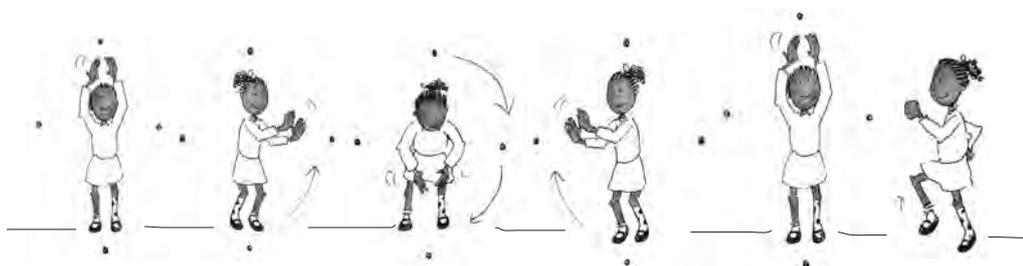
(6A) "Clap Around The Clock" Extension (i)

(CD Track 6 "The Sun Has Got His Hat On")

- Stand up with arms high above head and clap hands at points around the body, bending knees as you get lower and straightening knees as you get higher. *(Reinforce marching with knees up high and swinging arms across body)*
- (i) At the beginning of each verse:- clap clockwise around the clock (1,2,3,6,9,) x 4 times and **look at your hands as you clap.**
- (ii) March for 8 beats between the verses.
- Repeat the sequence of activities until the music ends.

N.B. Children say the numbers as they perform the actions. Alternatively, children could clap all the way round the clock face 1,2,3,4,5,6,7,8,9,10,11,12. DRAW A CLOCK FACE ON THE BOARD.

(This activity develops rhythm, co-ordination, flexibility and precision. The movements cross the mid-line of the body and stimulate both sides of the brain.)



WEEKS 10 & 11

START-OF-MORNING (CONT.)

5

(4B) “Scarf Shapes” (CD Track 9 “Snake Charmer”)

- (i) Copy the teacher and draw circles and shapes in the air holding a scarf in two hands.
- (ii) Draw wiggly lines high and low with **one hand and then with the other hand.**
- (iii) **Choose own shapes with both hands** (this could include letters of their names or ones written on the board). Ideas for shapes could be squares, circles, triangles, rectangles etc. **As you draw the shape you say what it is.**
- (iv) Draw wiggly lines.
- (v) Throw and catch with either hand. Look at the scarf.

(This activity helps children rehearse circles and the shapes of letters in advance of writing them on a page. This activity also crosses the mid line and stimulate both sides of the brain.)



START-OF-AFTERNOON (CD Track 22 “South American Sounds”)

(W1) “Breathing” Extension (iii) (CD Track 1 “Peaceful”)

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing.
- Deep and slow. Don't hold your breath – just breathe deeply.
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **Hands on chest-inhale to raise chest for two breaths, then with hands on abdomen, inhale to push hands in and out for two breaths.**

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.)



“Activate 5”

WEEKS 10 & 11

START-OF-AFTERNOON (CONT.)

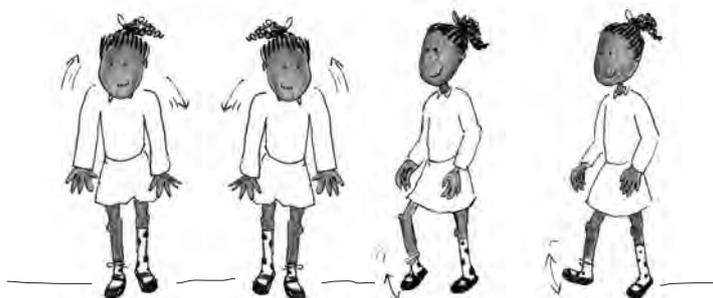
5

(W5) "Shoulder Shrugs and Toe Up & Down"

Extension (i) (CD Track 3 "Jog & Jump")

- (i) Stand tall. **Raise alternate shoulders up to the ears and back down to the rhythm.** Repeat this continuously until the music changes. (4 x 8 beats).
- (ii) Balance on one foot. With the other foot, touch heel and toe alternately on the floor to the rhythm. (2 x 8 beats). **Count the beats. Look straight ahead.**
- Change to the other foot. (2 x 8 beats). Repeat the complete sequence.

(This helps children to recognise the difference between tension and relaxation and stimulates the blood supply. It helps to mobilise the joints and develop co-ordination.)



(W7) "Copy Teacher Shapes" (CD Track 5 "Elegant Eating")

Copy the teacher when s/he makes the following shapes with his/her body.

- (i) Stretch out wide making a star shape. (4 beats).
- (ii) Stand up tall and reach up high. (4 beats).
- (iii) Crouch down into a small ball. (4 beats).

N.B. Move slowly and fluently into the shapes and hold them clearly before moving to the next shape.

(This exercise not only focuses on observation and concentration skills, but also helps children to improve balance, flexibility, awareness of their own bodies and posture.)



WEEKS 21 & 22

START-OF-MORNING

ACTIVATE 5 IN THE CLASSROOM

(CD Track 20 "Brass Band" or CD Track 21 "Heartbeat")

WARM-UPS

(W1) "Breathing" Extension (viii)

(CD Track 1 "Peaceful")

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing.
- Deep and slow. Don't hold your breath – just breathe deeply.
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **Stretch one arm out in front at shoulder height - "thumb up", move the arm slowly from one side to the other and watch the thumb constantly.**

(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.)



(W7) "Copy Teacher Shapes" Extension (i)

(CD Track 5 "Elegant Eating")

Copy the teacher when s/he makes the following shapes with his/her body.

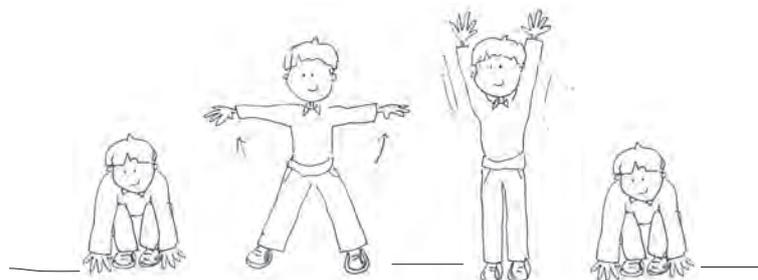
- (i) Stretch out wide and **look at the ceiling.**
- (ii) Stretch up tall and **look at the teacher's face.**
- (iii) **Keep looking at the teacher's face as you curl up small.** (You could ask children to focus on a clock face or something on the wall behind you, or use the pictures in the Appendices. Children respond to the picture and keep looking at the same spot for the next one).

N.B. Move slowly and fluently into the shapes and hold them clearly before moving to the next shape.

(This exercise not only focuses on observation and concentration skills, but also helps children to improve balance, flexibility, awareness of their own bodies and posture.)



"Activate 5"



WEEKS 21 & 22

START-OF-MORNING (CONT.)

ACTIVITIES

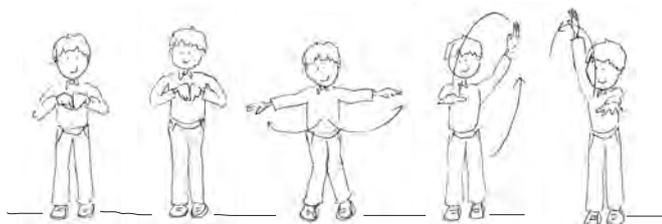


(8C) "Synchronised Swim" Extension (i)

(CD Track 12 "Fishes")

- First remember the strokes without the music to ensure children understand the actions. (*Sometimes bending forward at the waist and looking down or swimming upwards looking at ceiling*)
- (i) Combination of breast stroke and front crawl - changing strokes regularly. Look at your hand throughout the action.
- If appropriate, add some back crawl movements. (*Stand upright and slowly circle arms backwards.*)

(These exercises help children develop left, right co-ordination of large movements, sensory integration and balance. These movements need to be performed slowly and smoothly to produce precise, controlled movement.)



(9B) "Hokey Cokey Scarf & Hands" Extension (i)

(CD Track 13 "Hokey Cokey Rock")

"YOU PUT YOUR RIGHT HAND IN, YOUR RIGHT HAND OUT IN OUT, IN OUT, AND SHAKE IT ALL ABOUT (**Bounce up and down for two lines.**) YOU DO THE HOKEY COKEY AND TURN AROUND - THAT'S WHAT ITS ALL ABOUT. (**Wave hands from side to side rhythmically, turn around then back in the other direction.**)

OH, DO THE HOKEY COKEY - OH, DO THE HOKEY COKEY - OH, DO THE HOKEY COKEY (**Throw the scarf up high-catch it and bounce up and down x 3.**) Can you catch with one hand.

KNEES BEND, ARMS STRETCH, RAH, RAH, RAH"

- (i) Perform words and actions standing on the spot holding scarf, Verse 1 - Right hand: Verse 2 - Left hand: Verse 3 - Whole self jump forward/back

(This activity helps children to understand left and right and it encourages them to be more physically alert. The use of the scarf encourages hand-eye co-ordination and a sense of timing and helps children to emphasise what different body parts can do. It is also more fun!)



"Activate 5"

WEEKS 21 & 22

START-OF-MORNING (CONT.)



(10A) “Drums & Marching” Extension (ii)

(CD Track 14 “March, March, March”)

Stand on the spot. Imitate playing the drums. When the music changes continue marching (*encourage the children to swing their arms across their body*).

Change the activity each time the music changes. Repeat until the end of the track.

Sequenced Activity:

- (i) March on the spot - **imitate playing the drums high and looking high then playing low and looking low.**
- (ii) **March and turn** on the spot - swing arms across body (*crossing the mid-line*)
- (iii) March and turn on the spot - **imitate playing the drums high and low.**
- (iv) **March and turn** on the spot - swing arms across body (*crossing the mid-line*)

(*This is an aerobic exercise that helps develop a healthy heart and lungs, gross motor movements on both sides of the body and is posture building. It also uses more brain cells than any sedentary activity and helps children become more physically alert. It improves oxygen uptake and can be used to help children remain attentive.*)



START-OF-AFTERNOON

(CD Track 22

“South American Sounds”)

(W1) “Breathing” Extension (viii)

(CD Track 1 “Peaceful”)

- (i) Sit upright in the chair or comfortably on the floor or stand and practise good breathing.
- Deep and slow. Don't hold your breath – just breathe deeply.
- Breathe in through the nose for a count of 3, then out through the mouth for the count of 3.
- **Stretch one arm out in front at shoulder height - “thumb up”, move the arm slowly from one side to the other and watch the thumb constantly.**

(*This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm.*)



“Activate 5”



-K45-



WEEKS 21 & 22

START-OF-AFTERNOON (CONT.)



(W7) “Copy Teacher Shapes” Extension (i)

(CD Track 5 “Elegant Eating”)

Copy the teacher when s/he makes the following shapes with his/her body.

- (i) Stretch out wide and **look at the ceiling.**
- (ii) Stretch up tall and **look at the teacher’s face.**
- (iii) **Keep looking at the teacher’s face as you curl up small.** (You could ask children to focus on a clock face or something on the wall behind you, or use the pictures in the Appendices. Children respond to the picture and keep looking at the same spot for the next one).

N.B. Move slowly and fluently into the shapes and hold them clearly before moving to the next shape.

(This exercise not only focuses on observation and concentration skills, but also helps children to improve balance, flexibility, awareness of their own bodies and posture.)



(W2) “Yawn & Stretch” Extension (i)

(CD Track 2 “Go To Sleep”)

- Stand or sit comfortably.
- (i) Slowly stretch both arms high above your heads then open them wide and yawn - **look at the ceiling.**
- Relax and lower your arms - **look at the teacher.**
- Repeat the exercise to the end of the music. (If appropriate move lower jaw from side-to-side whilst yawning.)

N.B. Encourage children to fully stretch upwards and outwards and perform the movements slowly.

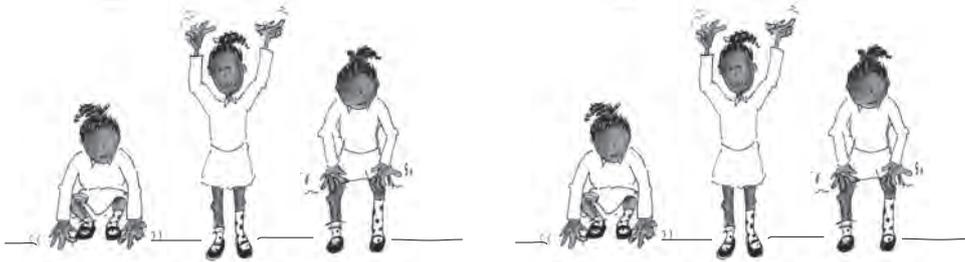
(This warm-up helps to relax the children and experience the difference between feeling anxious or stressed and feeling calm. Opening the arms wide helps the lungs to expand and increase oxygen intake.)



(W6) “Drumming On Floor” (CD Track 4 “Hornpipe”)

- Crouch down low, with hands out in front and fingers resting on the floor.
 - (i) Drum fingers rapidly from little finger to thumb on floor (*try to do each finger in order*), then stand up and drum fingers in the air above your head.
 - (ii) Next, drum fingers first on thighs and then in the air above the head.
 - Repeat the above actions in sequence to the end of the music.
- Change where you “drum” as the music changes (*every 16 beats*)

(Small movements with the hands encourage dexterity of fingers and thumbs and help make the manipulation of pens and pencils more efficient.)



Extension (i) Look at fingers all the time whilst drumming on floor, thighs, and above head.



Extension (ii) Look at fingers all through the drumming, but then **turn round on the spot and look at the ceiling** as you drum in the air above your head. Turn in one direction only for x 16 beats. Then next time turn in the **opposite** direction for 16 beats.



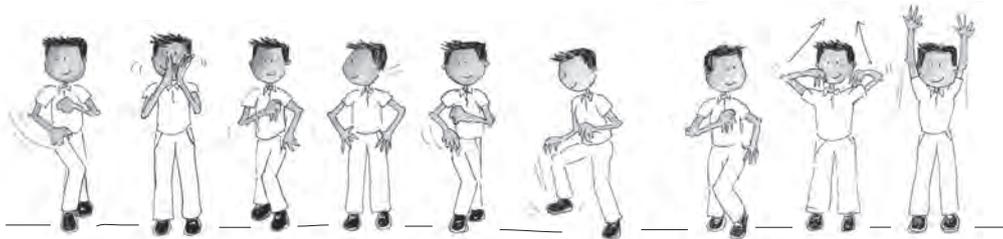
ACTIVITY 7

(7A) "Standing Mulberry Bush" (CD Track 11 "Mulberry Bush")

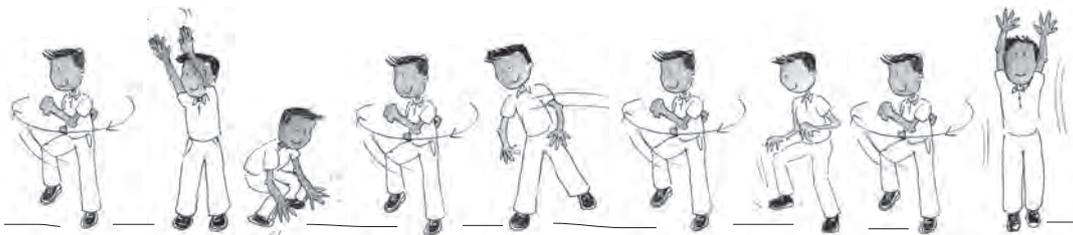
"HERE WE GO ROUND THE MULBERRY BUSH,
THE MULBERRY BUSH, THE MULBERRY BUSH
HERE WE GO ROUND THE MULBERRY BUSH ON A COLD AND FROSTY MORNING.
THIS IS THE WAY WE CLAP OUR HANDS, CLAP OUR HANDS, CLAP OUR HANDS.
THIS IS THE WAY WE CLAP OUR HANDS ON A COLD AND FROSTY MORNING"

- (i) March on spot and perform appropriate actions for each verse i.e.:-
Verse 1 – "CLAP HANDS" - Verse 2 – "SHAKE HEAD" (*side-to-side for safety*)
Verse 3 – "STAMP FEET" - Verse 4 – "STRETCH UP TALL"

(Marching stimulates both sides of the brain and helps children become more physically alert. It is an energiser which improves oxygen intake and can be used at different times to help children remain attentive! Singing and doing the actions helps children to name and understand what different body parts can do.)



Extension (i) March and turn on the spot for chorus. Clap high (x 8) and clap the floor (x 8) alternately. Shake head side-to-side. Stamp feet.



Extension (ii) March and turn for chorus. Clap hands high then on the floor alternately. Sway from one side to the other for "shake head", can you briefly take a foot from the floor each time you sway. Stamp feet wide. Stretch up tall on balls of feet.

