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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.



THE STRUCTURE OF ACTIVATE

The Activate 5, 7, 9, 11 and 13 sessions are divided into two sections and the programmes run for 36 weeks.

(1) The Start-of-Morning Programme

Each two-week section of the start-of-morning programme contains two warm-ups and three activities, and takes approximately 10 minutes to deliver. The aim is for children to engage their brains and bodies in lively structured activities to wake them up and prepare them for learning. *(As an introduction to any progression or new activity it is suggested that the practitioner takes time to familiarise children with the actions before performing them to music.)*

(2) The Start-of-Afternoon Programme

Each two week programme contains the two warm-up activities from the morning programme plus one other activity. *(Should the practitioner wish, children can choose to do their favourite activity from the morning programmes instead of the additional one indicated.)*

Delivery time will be approximately 5 minutes and the drawing together of the class to engage in gentle, quiet, focused activity will produce a calm environment after the excitement and activity of the lunch-time playground. This encourages children to calm down, concentrate and re-focus for the afternoon.

Each morning and each afternoon session is preceded by pre-session music or activity which is conducted to one of the two tracks indicated for morning *(before the warm ups)* or the single track indicated for the afternoon session *(before the warm ups)*. The music can be played to signal that Activate is about to begin or it could be used for gently pre-session activity. Suggestions and ideas for pre-session activities are included at the beginning of the appendices and are less-structured. They can be **led** by the teacher or a child or each child can **create their own** set of activities within the theme offered.

At the end of each session (morning and afternoon) one minute of slow, calm stretching movements and deep breathing help bodies to recover after physical movement *(some ideas are indicated at the beginning of the appendices.)*

FREE-CHOICE PROGRAMME

Every ninth week children can choose their two preferred warm-ups and three activities to be used for the whole of the week or they can choose them at random by pulling them out of a hat *(warm-up first, activities second.)*



LEVELS OF PROGRESSION



The programmes have been designed to follow three levels of progression, so practitioners can choose the speed of progression appropriate for their own class or follow those suggested in the manual.



The levels of progression are:-



Frogs – repetition and slow progression



Rabbits – repetition and steady progression



Kangaroos – repetition and fast progression



LEVEL 1 – “FROGS” - REPETITION / SLOW PROGRESSION



The emphasis of the “**Frogs**” is to repeat, familiarise and enjoy the activities, plus:-

- introduce **one new activity** and **two extensions** every two weeks
- introduce **warm-up** and **afternoon extensions** every 2 weeks and **one new warm-up** and **afternoon activity** every four weeks



The “**Frogs**” programme is suitable for playgroups, in Activate 5 or groups of slower or special needs children in Activate 7, 9 and 11.



LEVEL 2 – “RABBITS” – REPETITION / STEADY PROGRESSION



The emphasis of the “**Rabbits**” is to repeat, familiarise and enjoy the activities, plus:-

- introduce **one new activity, one progression and two extensions** every two weeks,
- introduce **warm-up** and **afternoon extensions** every 2 weeks and **one new warm-up** and **afternoon activity** every four weeks



The “**Rabbits**” programme is suitable for
4 year old children (*Nursery*) in Activate 5
6 year old children (*Yr 1*) in Activate 7
8 year old children (*Yr 3*) in Activate 9
10 year old children (*Yr 5*) in Activate 11
12 years old children (*Yr 7*) in Activate 13



WEEKS 5 & 6

START-OF-MORNING



(CD Track 23 "Humorous" or CD Track 24 "Heartbeat")

WARM-UPS

(W1) "Kneel & Breathe" Extension (ii)

(CD Track # 1 "Kneel & Breathe")

- (i) Kneel with hands and head on the floor in front of you – breathe **in** as you push and raise head and arms high – breathe **out** as you reverse the action to finish with head and hands on floor. **Look at the ceiling for as long as possible when breathing in and out.**

N.B. If space is really limited stand behind your table/desk or sit at desk and put hands and head on the desk. Alternately, stand and bend forwards to touch knees.

(These movements help children to breathe deeply and evenly. Opening the arms high and wide helps the lungs to expand and move oxygen to the brain to give heightens energy levels.)

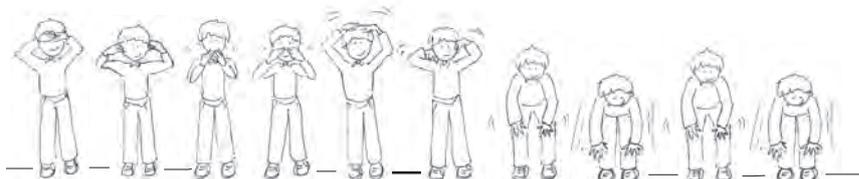
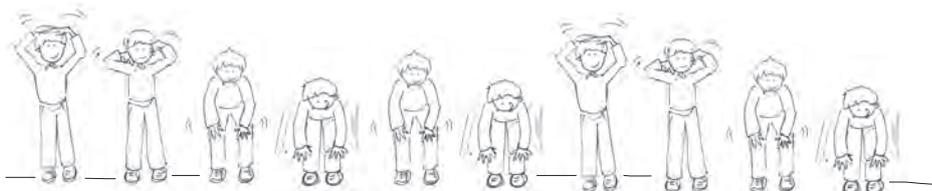


(W4) "Head and Shoulders Knees & Toes"

(CD Track # 4 "Head Shoulders, Knees & Toes")

- (i) Sing the action song and leave out words as appropriate. Follow the words and actions to the music.
 - "Head and shoulders knees & toes"
 - "Knees & toes"
 - "Head and shoulders knees & toes"
 - "Knees & toes"
 - "And eyes and ears and mouth and nose"
 - "Head and shoulders knees & toes"
 - "Knees & toes".

(This activity helps to improve balance, flexibility of joints and muscles, and body awareness. It develops listening and attention skills, co-ordination and rhythm.)



WEEKS 5 & 6

START-OF-MORNING (CONT.)

ACTIVITIES

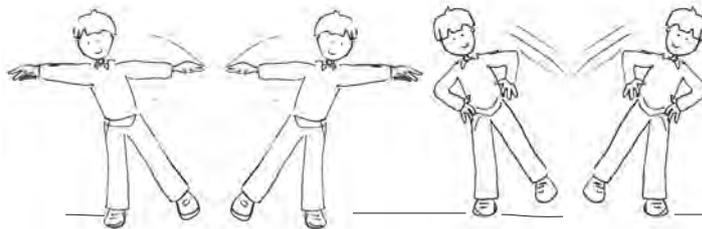


(3A) FOOT TO FOOT – “Rocking” Extension (ii)

(CD Track # 10 “Foot to Foot”)

- (i) Rock from side-to-side with arms out to the sides at shoulder level (8 rocks) then with hands on hips (8 rocks).
- (ii) As you rock, balance briefly on one foot as the other is raised.
- Keep tight bodies and look at a spot on the wall in front of you.

(This rhythmic exercise improves posture, coordination, balance and body awareness and encourages improved concentration and attention skills.)



(4A) BEANS – “Four Beans” Extension (i)

(CD Track # 11 “Beans”)

- Practise the different shapes of beans; -
“Broad Bean” “Baked Bean” “String Bean” “Runner Bean”



- (i) Children march and turn on the spot-first in one direction, then in the other. Look at the ceiling. Sometimes march high and sometimes low. When the music pauses call out a bean and children take up the shape of the bean. (Make sure it is well performed i.e. ‘stretch out’, ‘curl up’, ‘knees up’ etc).

(This activity improves balance, joint and muscle flexibility; stimulates both sides of the brain and develops listening skills, rhythm and timing.)



“Activate 7”



WEEKS 5 & 6

START-OF-MORNING (CONT.)

7

(5A) JOGGING – “Jogging” & “Finger Tap” (CD Track # 12 “Jogging”)

- Children jog and walk on the spot to the beat.
- (i) Jog (2 x 8 beats) Look straight ahead
- (ii) Walk (2 x 8 beats) and fingers tap with one hand (8 beats) then the other (8 beats) (Look at fingers)
- Repeat to the end of the music.

N.B. Finger tap - Start with thumb to little finger and touch thumb to each finger in turn (count 1, 2, 3, 4.) Then reverse, starting with the index finger (count 5, 6, 7, 8) Initially, children may need to finger tap without walking, but as soon as possible combine both.

(This exercise helps children develop a healthy heart and lungs, and become more physically alert. It is an energiser that improves oxygen uptake and enhances breathing and stamina whilst developing co-ordination and spatial awareness. Finger taps encourage flexibility and strengthen fingers and wrists and helps to improve manipulative skills and handwriting.)



START-OF-AFTERNOON (CD Track 25 “South American Sounds”)

(W1) “Kneel & Breathe” Extension (ii) (CD Track # 1 “Kneel & Breathe”)

- (i) Kneel with hands and head on the floor in front of you – breathe **in** as you push and raise head and arms high – breathe **out** as you reverse the action to finish with head and hands on floor. **Look at the ceiling for as long as possible when breathing in and out.**

N.B. If space is really limited stand behind your table/desk or sit at desk and put hands and head on the desk. Alternately, stand and bend forwards to touch knees.

(These movements help children to breathe deeply and evenly. Opening the arms high and wide helps the lungs to expand and move oxygen to the brain to give heightens energy levels.)



“Activate 7”



WEEKS 5 & 6

START-OF-AFTERNOON (CONT.)

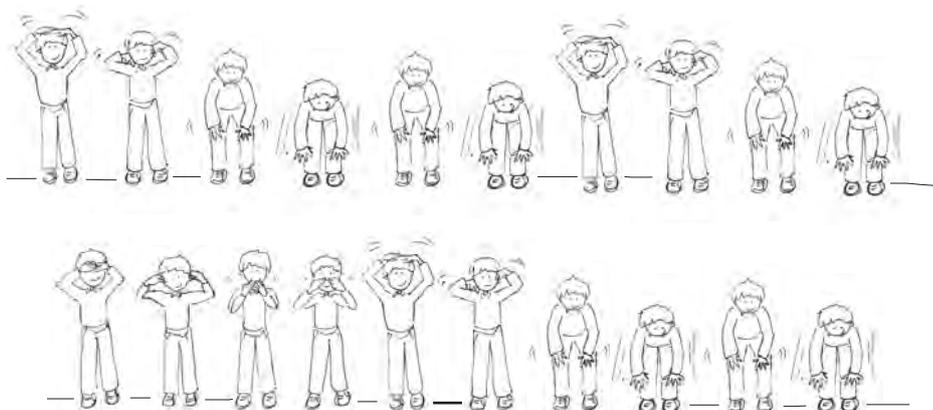


(W4) “Head and Shoulders Knees & Toes”

(CD Track # 4 “Head Shoulders, Knees & Toes”)

- (i) Sing the action song and leave out words as appropriate. Follow the words and actions to the music.
 - “Head and shoulders knees & toes”
 - “Knees & toes”
 - “Head and shoulders knees & toes” “Knees & toes”
 - “And eyes and ears and mouth and nose”
 - “Head and shoulders knees & toes”
 - “Knees & toes”.

(This activity helps to improve balance, flexibility of joints and muscles, and body awareness. It develops listening and attention skills, co-ordination and rhythm.)



(W5) “Touch Knees” (CD Track # 5 “Touch your Knees”)

- (i) Dance on the spot for 8 beats, then reach across the mid-line of the body with one **hand** to touch the raised knee of the opposite leg. Repeat with the other hand to the slow rhythm of the music x16. (*Look at the teacher.*)
- (ii) Reach across the mid-line of the body to touch the opposite **shoulder** with one hand. Repeat on the other side of the body to the slow rhythm of the music x16.
- (iii) Reach across the mid-line of the body with an **elbow** to touch the **raised** knee of the opposite leg. Repeat on the other side to the slow rhythm of the music x16. Repeat (i), (ii) and (iii) to the end of the music.

(This activity improves the understanding of right and left. Crossing the mid-line of the body integrates brain function related to voluntary movement stimulates both sides of the brain and helps develop lateral co-ordination.)



(i)



(ii)



(iii)



WEEKS 32 & 33

START-OF-MORNING



(CD Track 23 "Humorous" or CD Track 24 "Heartbeat")

WARM-UPS

(W2) "Stand & Curl" Extension (v)

(CD Track # 2 "Stand & Curl")



- (i) Place hands on abdomen raise shoulders and chest to **inhale** deeply for 2 beats of the music and **exhale** for 2 beats. Repeat 3 more times (*can you progress to inhale, look at ceiling, exhale - look at the floor.*)
- (ii) Place hands on thighs, slightly bending knees and leaning forwards maintain head in line with neck and keep head above heart, **exhale**. To **inhale** push upwards raising the arms above the head, open the chest and slowly lower the arms out wide to the side of the body to exhale. **Track one hand throughout it's complete journey, then track the other hand next time.**
Repeat the activity 3 more times or to the end of the music.



(These movements help children to breathe deeply and evenly. Opening the arms high and wide helps the lungs to expand, mobilises the shoulder joints and improves posture.)



(W5) "Touch Knees" Extension (i)

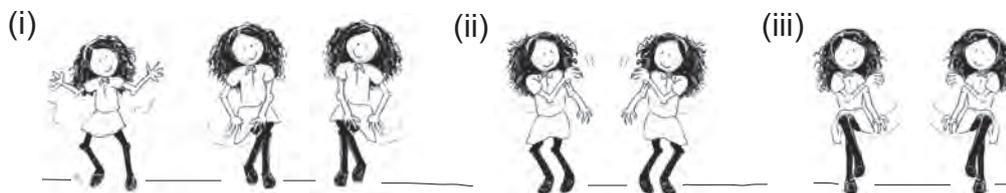
(CD Track # 5 "Touch your Knees")



- (i) Dance on the spot for 8 beats, then **bring the raised knee across the mid-line to be touched by the opposite hand (16 beats to the slow rhythm.)** Look at each side wall in turn. **Repeat with the other knee**
- (ii) Reach across the mid-line of the body to touch the opposite **shoulder** with one hand. **Look straight ahead.**
Repeat on the other side of the body to the slow rhythm of the music x16.
- (iii) Reach across the mid-line of the body with an **elbow** to touch the **raised** knee of the opposite leg. Repeat on the other side to the slow rhythm of the music x16. **Look straight ahead.**
Repeat (i), (ii) and (iii) to the end of the music.



(This activity improves the understanding of right and left. Crossing the mid-line of the body integrates brain function related to voluntary movement stimulates both sides of the brain and helps develop lateral co-ordination.)



WEEKS 32 & 33

START-OF-MORNING (CONT.)

ACTIVITIES



(12A) UP & DOWN – “March” Extension (ii)

(CD Track # 19 “Up & Down”)

In response to the music:-

- (i) March on the spot swinging arms vigorously across body.
- (ii) Sink down into a crouched position on the floor in response to the music.
- (iii) Rise into a stretched position with arms above head in response to music.
- (iv) Repeat x3 the complete set of actions. Jump up into a stretched position to finish.

March and turn. As you RISE into a stretched position, stand on one leg. Look straight ahead.

(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.)



(13A) SCARVES – “Lines” Extension (i)

(CD Track # 20 “Scarves”)

- With **both hands** hold the corner of the scarf out in front at waist height.
- (i) **Bouncing up and down in time to the music** and keeping the scarf out in front of the body at all times draw a horizontal line from left to right then right to left continuously for 8 beats of the music.
- (ii) **Keeping the scarf in both hands** draw a vertical line upwards and downwards for the next 8 beats of the music (**keep bouncing**) Keep the scarf at the mid line of the body Repeat (i) and (ii)
- (iii) **Throw the scarf upwards** with one hand and catch with the other (2 x 8 beats) Repeat the horizontal and vertical patterns as above, to the end of the track. At the end of the track wiggle the scarf downwards and sink to the floor.

(This activity encourages finger dexterity and strength, crosses the mid-line to stimulate both sides of the brain and helps develop hand/eye and hand/hand co-ordination.)



WEEKS 32 & 33

START-OF-MORNING (CONT.)



(14A) COUNTING – “Counting 8”

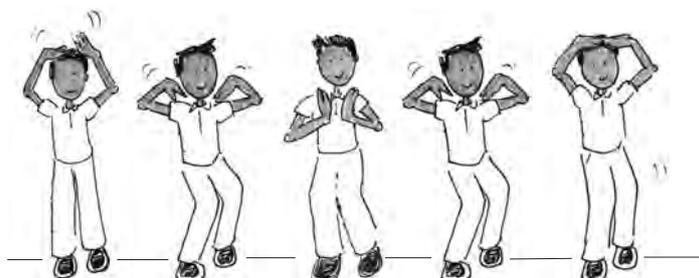
(CD Track # 21 “Counting”)

Perform slowly with teacher without music to remember pattern, count out loud in single numbers. Then perform **twice** through to the music.

Start with hands touching head,

- (i) 8 Beats – tapping **head** with both hands counting; (1,2,3,4,5,6,7,8)
- (ii) 8 Beats – tapping **shoulders** with both hands (1,2,3,4,5,6,7,8)
- (iii) 8 Beats – clapping **hands** (1,2,3,4,5,6,7,8)
- (iv) 7 Beats – tapping **shoulders** (1,2,3,4,5,6,7)
- (v) 1 Beat – both hands on **head**. (8)

(This activity helps develop rhythm and timing, uses both sides of the body at the same time to stimulate the whole brain and encourages children to count - the patterns make it fun.)



START-OF-AFTERNOON (CD Track 25 “South American Sounds”)

(W2) “Stand & Curl” Extension (v)

(CD Track # 2 “Stand & Curl”)

- (i) Place hands on abdomen raise shoulders and chest to **inhale** deeply for 2 beats of the music and **exhale** for 2 beats. (Can you progress to inhale - look at ceiling, exhale, look at floor.) Repeat 3 more times.
- (ii) Place hands on thighs, slightly bending knees and leaning forwards maintain head in line with neck and keep head above heart, **exhale**. To **inhale** push upwards raising the arms above the head, open the chest and slowly lower the arms out wide to the side of the body to exhale. **Track one hand throughout it’s complete journey, then track the other hand next time.**

Repeat the activity 3 more times or to the end of the music.

(These movements help children to breathe deeply and evenly. Opening the arms high and wide helps the lungs to expand, mobilises the shoulder joints and improves posture.)



“Activate 7”

WEEKS 32 & 33

START-OF-AFTERNOON (CONT.)



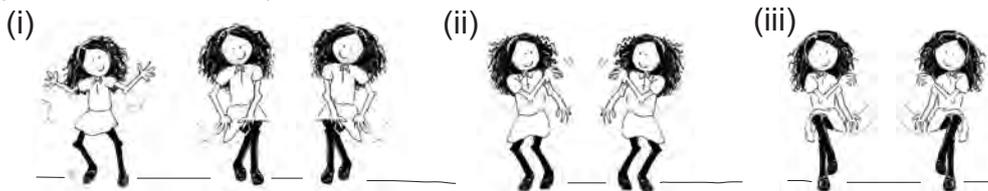
(W5) "Touch Knees" Extension (i)

(CD Track # 5 "Touch your Knees")

- (i) Dance on the spot for 8 beats, then **bring the raised knee across the mid-line to be touched by the opposite hand (16 beats to the slow rhythm.)** Look at each wall in turn. Repeat with the other knee
- (ii) Reach across the mid-line of the body to touch the opposite **shoulder** with one hand. **Look straight ahead.**
Repeat on the other side of the body to the slow rhythm of the music x16.
- (iii) Reach across the mid-line of the body with an **elbow** to touch the **raised** knee of the opposite leg. Repeat on the other side to the slow rhythm of the music x16.
Look straight ahead.
Repeat (i), (ii) and (iii) to the end of the music.



(This activity improves the understanding of right and left. Crossing the mid-line of the body integrates brain function related to voluntary movement stimulates both sides of the brain and helps develop lateral co-ordination.)



(W3) "Activate, Activate" Extension (ii)

(CD Track # 3 "Activate")

Sing the words and match the actions to the rhythm of the music. Repeat both verses.

- (i) **1st verse Sway from side-to-side throughout**
 Activate, Activate, *shrug shoulders*
 Let me move, let me move, *shrug shoulders*
 I can learn much better, *Touch your head & stretch up with alternate hands.*
 I can learn much better, **Look at hands**
 If I move, if I move. *shrug shoulders*
- (ii) **2nd verse March and turn. Change direction with each new line**
 Activate, Activate, *march on the spot and turn*
 Let me move, let me move, *march on the spot and turn*
 I can learn much better, *Touch your head & stretch up with alternate hands.*
 I can learn much better, **Look at hands**
 If I move, if I move. *march on the spot and turn*



(This activity helps respiratory and circulatory systems, develops co-ordination and spatial awareness and stimulates both sides of the brain. It also encourages improved posture, balance and flexibility of muscles and joints.)



"Activate 7"



WEEKS 7 & 8

START-OF-MORNING



(CD Track 23 "Humorous" or CD Track 24 "Heartbeat")

WARM-UPS

(W1) "Kneel & Breathe" Extension (iii)

(CD Track # 1 "Kneel & Breathe")

- (i) Kneel with hands and head on the floor in front of you – breathe in as you push and raise one hand high - breathe out as you lower it, to finish with head and hands on floor. Raise alternate hands. Watch the hand throughout its journey but keep head still.

N.B. If space is really limited stand behind your table/desk or sit at desk and put hands and head on the desk. Alternately, stand and bend forwards to touch knees.

(These movements help children to breathe deeply and evenly. Opening the arms high and wide helps the lungs to expand and heightens energy levels.)

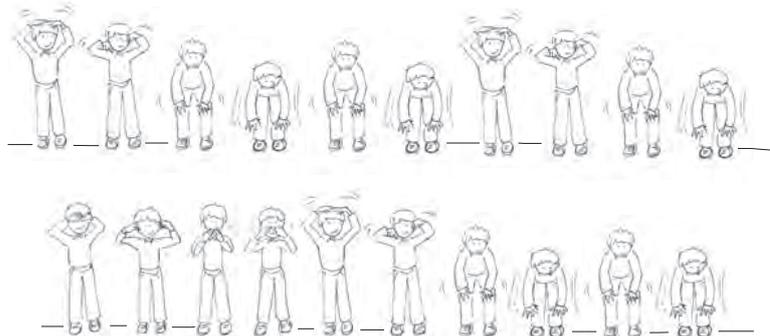


(W4) "Head and Shoulders Knees & Toes" Extension (i)

(CD Track # 4 "Head Shoulders, Knees & Toes")

- (i) Sing the action song and leave out words as appropriate. Follow the words and actions to the music. Look at a point on the wall straight ahead of you throughout the song.
 "Head and shoulders knees & toes"
 "Knees & toes"
 "Head and shoulders knees & toes"
 "Knees & toes"
 "And eyes and ears and mouth and nose"
 "Head and shoulders knees & toes"
 "Knees & toes".

(This activity helps to improve balance, flexibility of joints and muscles, and body awareness. It develops listening and attention skills, co-ordination and rhythm.)



WEEKS 7 & 8

START-OF-MORNING (CONT.)

ACTIVITIES



(4C) BEANS – “French Beans” Extension (i)

(CD Track # 11 “Beans”)

Children remember and revise the bean names and shapes already experienced, then:

- Incorporating broad bean, baked bean, string bean, runner bean, jelly bean and jumping bean,
- Add “French bean” (*one hand on hip other in the air and call out “Ooh La La!”*) Practise the French bean and have fun!!
- (i) **March and turn on the spot | BEANSHAPE | March and briefly grasp raised knee with both hands, then repeat with other knee. Turn if possible | BEANSHAPE |** (*Repeat the complete sequence.*) Respond sharply to the name of the bean. Shapes should be clear, strong and well performed.

“Jelly Bean” “Jumping Bean” “Broad bean” “Baked Bean” “String Bean” “Runner Bean” “French bean”



(This activity improves balance, joint and muscle flexibility, stimulates both sides of the brain and develops listening skills, rhythm and timing.)

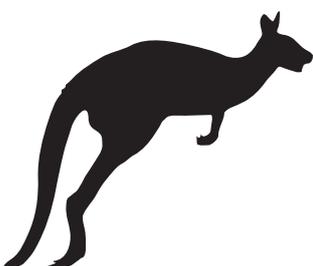


(5B) JOGGING – “Jog & Turn” & “Finger Tap”

Extension (i) (CD Track # 12 “Jogging”)

- (i) **Jog and bounce with arms held high** (*2 x 8 beats*), occasionally show $\frac{1}{4}$ turns, $\frac{1}{2}$ turns and full turns on the spot. First one direction then the other.
- Teacher identifies which walls to face if turning $\frac{1}{4}$, $\frac{1}{2}$ and full turns – practise and remind before performing to the music.
- (ii) Walk and **finger tap with hands behind back** (*2 x 8 beats*) look at the ceiling.

(This exercise helps children develop a healthy heart and lungs, and become more physically alert. It is an energiser that improves oxygen uptake and enhances breathing and stamina whilst developing co-ordination and spatial awareness and encourage flexibility and strength in the fingers and wrists to help improve manipulative skills and handwriting.)



“Activate 7”



-K16-

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WEEKS 7 & 8

START-OF-MORNING (CONT.)

ACTIVITIES



(6A) STICKY SPOTS – “Stretches & Curl”

Extension (ii) (CD Track # 13 “Sticky Spots”)

Gentle background music as teacher indicates the stretch, let children practise the stretches before trying to music.

- (i) Put **both feet** on a spot and slowly stretch up **tall** before slowly curling up small.
- (ii) Stand on **one foot**, very slowly stretch **away** from the spot with the other foot and stretch arms out **wide** above head. Smoothly curl up small. Repeat the stretch to the other side.

Continue the sequence. **Always make both your arms go into different places around you as you stretch. As you curl can you stretch one arm out in front of you? (Look at the ceiling when stretched - floor when curled.)**

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



START-OF-AFTERNOON

(CD Track 25
“South American Sounds”)

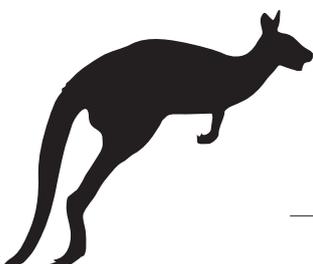
(W1) “Kneel & Breathe” Extension (iii)

(CD Track # 1 “Kneel & Breathe”)

- (i) Kneel with hands and head on the floor in front of you – breathe **in** as you push and **raise one hand high** - breathe **out** as you lower it, to finish with head and hands on floor. **Raise alternate hands. Watch the hand throughout its journey but keep head still.**

N.B. If space is really limited stand behind your table/desk or sit at desk and put hands and head on the desk. Alternately, stand and bend forwards to touch knees.

(These movements help children to breathe deeply and evenly. Opening the arms high and wide helps the lungs to expand and heightens energy levels.)



WEEKS 7 & 8

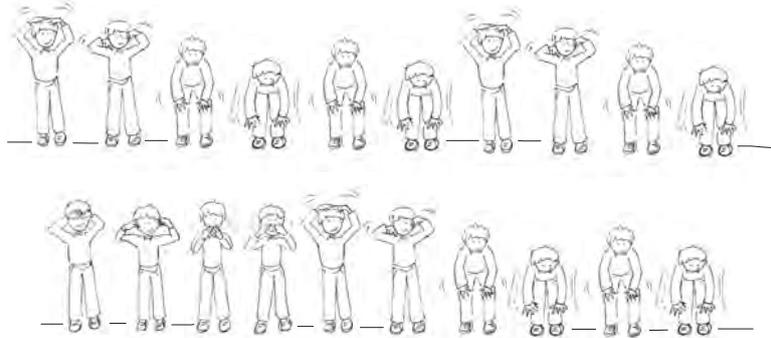
START-OF-AFTERNOON (CONT.)



(W4) “Head Shoulders Knees & Toes” Extension (i) (CD Track # 4 “Head Shoulders, Knees & Toes”)

- (i) Sing the action song and leave out words as appropriate. Follow the words and actions to the music. **Look at a point on the wall straight ahead of you throughout the song.**
 - “Head and shoulders knees & toes”
 - “Knees & toes”
 - “Head and shoulders knees & toes”
 - “Knees & toes”
 - “And eyes and ears and mouth and nose”
 - “Head and shoulders knees & toes”
 - “Knees & toes”.

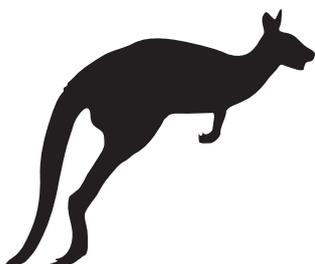
(This activity helps to improve balance, flexibility of joints and muscles, and body awareness. It develops listening and attention skills, co-ordination and rhythm.)



(W5) “Touch Knees” Extension (i) (CD Track # 5 “Touch your Knees”)

- (i) Dance on the spot for 8 beats, then **bring the raised knee across the mid-line of the body to be touched by the opposite hand (16 beats to the slow rhythm.)** **Look at each side wall in turn.** Repeat with the other knee.
- (ii) Reach across the mid-line of the body to touch the opposite **shoulder** with one hand. Repeat on the other side of the body to the slow rhythm of the music x16. **Look ahead.**
- (iii) Reach across the mid-line of the body with an **elbow** to touch the **raised** knee of the opposite leg. Repeat on the other side to the slow rhythm of the music x16. **Look ahead.** Repeat (i), (ii) and (iii) to the end of the music.

(This activity improves the understanding of right and left. Crossing the mid-line of the body integrates brain function related to voluntary movement stimulates both sides of the brain and helps develop lateral co-ordination.)



ACTIVITY 4

(4B) BEANS – “Six Beans” (CD Track # 11 “Beans”)

Children remember and revise the bean names and shapes already experienced, then;

- (i) Incorporating **broad bean**, **baked bean**, **string bean** and **runner bean**, add “**Jelly bean**” and “**Jumping bean**” (*practise the new bean shapes first*).
- (ii) March on the spot. March half-time and bring knee up high to briefly clasp it with both hands. Repeat on both sides. When the music pauses call out a bean name and children **quickly** move into the shape and remain in it until the music is re-started.

“Jelly Bean”



“Jumping Bean”



“Broad bean”



“Baked Bean”



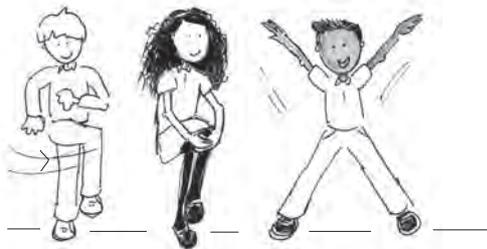
“String Bean”



“Runner Bean”



(This activity improves balance, joint and muscle flexibility; stimulates both sides of the brain and develops listening skills, rhythm and timing.)



Extension (i) Briefly turn on the spot as “beans” looking straight ahead.



ACTIVITY 11

(11A) BOUNCING IN TIME – “Dance Mat”

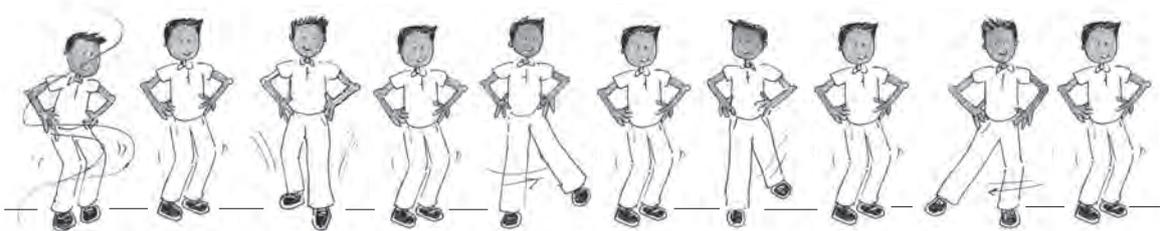
(CD Track # 18 “Bouncing in Time”)

Wiggle to the “boing” sounds then.....

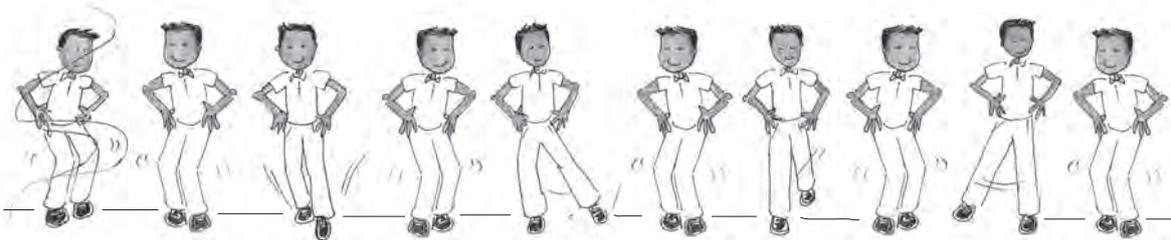
Children move as if they are using a dance mat; hands on hips and “bounce” the knees in time to the music.

- (i) They keep one foot still and move the other to touch the floor at 12,3,6,9 o'clock keeping in time to the music. Return the foot to the centre after each touch.
- (ii) Repeat on the other side. (*Repeat the pattern to the end of the music*) “12”, middle, “3”, middle, “6”, middle, “9”, middle.

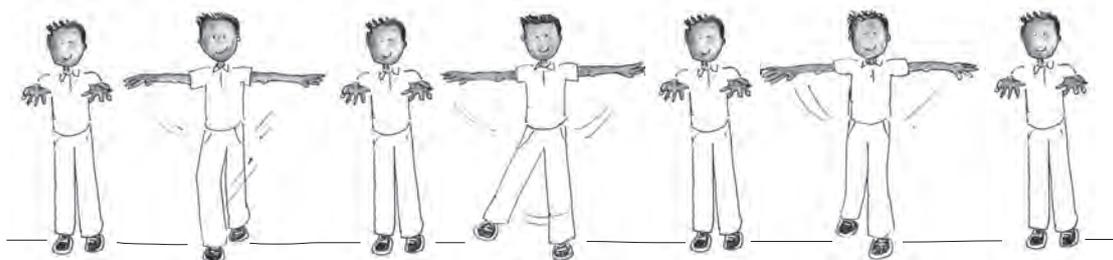
(The ‘Dance Mat’ improves timing, rhythm physical co-ordination and spatial awareness. This gentle activity which repeats patterns helps develops sequential thinking and movement memory.)



Extension (i) Can you do it with eyes closed?



Extension (ii) Start with arms parallel, **stretched out in front of you** level with shoulders. As you step **forward** with one foot to touch “12”, swing arms outwards and to the sides to stretch level with shoulders. As you step the foot back to the centre bring arms back together in front of you. Move arms in the same way every time you step to a point and return. Repeat on the other side.



Extension (iii) Perform the exercise but go to “1 o'clock”, “4 o'clock”, “7 o'clock” and “10 o'clock”.



SEMAPHORE FLAG SIGNALLING (1)

A
(4)



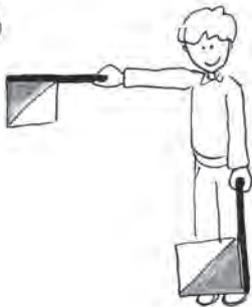
E
(5)



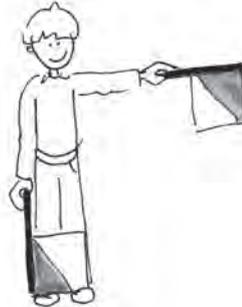
I
(9)



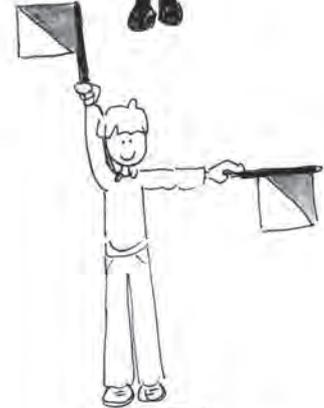
B
(2)



F
(6)



J
(10)



C
(3)



G
(7)



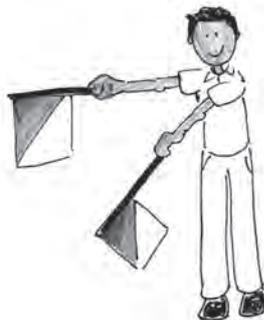
K
(11)



D
(4)



H
(8)



L
(12)



S

