

# Dance KS1: Let's Move Nursery rhymes



Justin Fletcher presents this unit of Dance KS1: Let's Move

## 1: One man went to mow

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## 2: To market, to market

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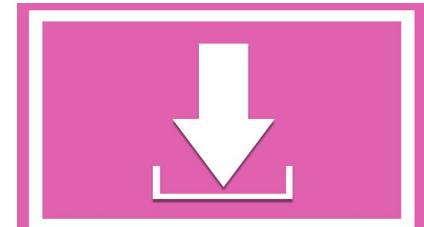
## Introduction

*Dance KS1: Let's Move* provides movement content for schoolchildren aged 5 to 7 that can be used to fulfil the dance element of the PE curriculum at Key Stage 1 and Expressive Arts element of the Curriculum for Excellence in Scotland.

At the heart of each dance session is the audio file which can be downloaded from the School Radio pages of the BBC Teach website. Browse the pages online to explore the range of content on offer - you'll find units linking to popular infant topics, well-known picture book stories and important calendar events throughout the year.

The content is simple to download from the webpages - click on the download link and the audio file will download to your device in mp3 file format.

Look for the download icon on each of the webpages or in these Notes to download an mp3 of each dance session



The audio of each session can also be downloaded directly from the Teachers' Notes that accompany each unit.

The Teachers' Notes are a vital resource for delivering each dance session - you'll need to acquire both the audio and the notes and then be ready to mediate the use of the audio by referring to the notes.

## Using *Let's Move*

*Let's Move* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

Once you have downloaded a dance session, connect your device to an audio sound system, so that it can be shared with your group.

Make sure the children dance in gym shoes or bare feet. Bare feet give a good sense of contact with the floor, if your floor is safe. The children should be in PE kit to allow easy movement and to ensure that they do not become too hot.

## Teaching points

Some tips to help you get the best out of the dance sessions:

- always encourage careful listening
- reinforce the importance of safety - eg awareness of others to avoid collisions, spacing, sensible landings (with the whole foot, flexing as it comes down and knees bending)



- help the children to observe each other's movement in a positive light and to learn from their observations.
- give the children a sense of your own enthusiasm

## Using these Teachers' Notes

These notes are a vital part of the *Let's Move* provision and you will need to refer to them both before and during each dance session.

The notes for each session include a short summary of the content and a description of the movement. There is also a more detailed content table, which uses the following headings:

- **Content** - a guide to the movement activities in the programmes
- **Guidance / Teacher Guidance** - any special points such as groupings and things to watch out for such as safety points and ways of helping the children to improve their performance
- **Evaluation** - a series of questions which help to focus on the teaching points from the lesson, the National Curriculum objectives for dance and the children's learning and progression in dance

Before using a session make sure you familiarise yourself with the content by reading the Teachers' Notes.

We would also recommend that you listen to the audio beforehand to become familiar with any 'pause points' and to assess how best to mediate the playback.

You may also wish to mark the content tables with timings taking from the audio to enable convenient navigation of the audio content.

## During playback

Each *Let's Move* dance session brings together instructions from a presenter - Justin Fletcher, Cat Sandion and others - with sequences of music, much of it specially composed for the series.

The children will need to listen very carefully to the instructions and then be ready to move with the music.

Throughout each session the presenter will give instructions for groupings - as the children will be moving either alone or in pairs and sometimes in larger groups as well.

At these moments you will need to be ready to pause the playback to allow children to organise in the appropriate groupings. Make sure you 'pause' the playback rather than 'stop' it. Otherwise you will risk setting the audio back to the very beginning.

## Let's Move and the curriculum

*Let's Move* is ideal for delivering the dance component of the PE curriculum at KS1. The National Curriculum notes the *aims* of PE are to ensure that all pupils:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives*

To achieve these ends the National Curriculum states that children should be taught:

- *to perform dances using simple movement patterns*

Using *Let's Move* fulfils this simple curriculum objective while also exploring a wide range of other curriculum areas, exposing the children to a range of music and other stimuli and also helping children to explore a wide range of cultures, including those from other countries.

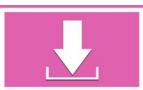
## Feedback

Our address is:

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# Nursery rhymes

## 1: One man went to mow



*Click to download this dance session as an mp3 file*

### Introduction:

This two-part unit focuses on movements based on traditional nursery rhymes, to help develop children's awareness of rhythm, dance-phrasing and ability to co-ordinate movements to the beat. Each session explores a different historical setting to encourage a sense of context and tradition for the rhymes.

In session 1, we visit an old-fashioned farm with a scarecrow, a shepherdess, cows, sheep and lambs on the loose, a haystack, meadow-mowing (with scythes) and a horse and cart.

Session 2 takes us to a traditional marketplace, with buying and selling rhymes about 'Hot Cross Buns', cheese, cotton, lace, buttons and eggs-in-a basket, all framed by actions for the horse and cart.

Folk-dance skills involving skipping, galloping, clapping and pathways are introduced. As the unit progresses, the movement develops from guided activity to include more independent, creative opportunities.

### Lesson summary:

The children discover a number of traditional English folk rhymes and rhythms, becoming aware how they link to dance and to the past. In this first programme the rhymes of 'Oats and beans and barley grow', 'Little Bo-Peep', 'Little Boy Blue' and 'One man went to mow' take the children back to an old-fashioned farm in their imaginations. They will explore moving to the beat and using phrasing in the music to alternate actions. Travelling on a pathway is introduced and develops from individual work to whole class and group pathways, using 'follow-my-leader'.

### Movement focus:

- **Body:** using whole-body actions; percussive use of hands (clapping and slapping).
- **Action:** alternating between two actions: turning and jumping; creeping and gesturing; skipping and swinging.
- **Dynamics:** awareness of rhythm and phrasing; co-ordinating the body to the beat.
- **Space:** awareness of personal space; moving on pathways through the space.
- **Relationships:** working individually, as a whole class and as a group. Follow-my-leader and taking turns.

## Session 1 structure: One man went to mow

Content	Guidance	Evaluation
<p><b>Introduction</b> Getting minds ready for action. Using farmyard sounds to engage with the farmyard context.</p> <p>Getting into role by putting on welly-boots to look round the farm.</p>	<p>Help the children to engage their imaginations and to connect with the “old fashioned farm” context of the work.</p>	<p>Are the children listening and thinking?</p>
<p><b>Warm-up (Oats and beans and barley grow)</b> Getting bodies moving and warmed up.</p> <p>Floppy scarecrow shakes, especially arms and legs.</p> <p>Farmer stretching and putting hands on hips.</p> <p>Clapping with the beat, then slapping thighs with the beat.</p>	<p>Encourage the children to really get moving. Support the introduction of moving with the beat and finding the end and beginning of phrases.</p> <p>The rhyme-words are:  <i>Oats and beans and barley grow</i>  <i>Oats and beans and barley grow</i>  <i>Nor you nor I nor anyone knows</i>  <i>Why oats and beans and barley grow</i></p>	<p>Are the children really shaking and stretching enough to warm up?</p> <p>Are they finding the beat when clapping and slapping?</p> <p>Can they hear the phrasing in the music, to know when to change action?</p>
<p><b>Little Bo Peep</b> Looking for sheep and lambs, turning all the way round, then back the other way.</p> <p>Making small lamb-jumps travel across the grass, on their own pathway.</p> <p>Alternating between turning and jumping using the rhythm and phrasing in the music.</p>	<p>Encourage the children to co-ordinate their body smoothly from one action to the next (turning and jumping).</p> <p>Feel the bouncy rhythm in the music. Use it to help dance the turns and jumps.</p> <p>The rhyme-words are:  <i>Little Bo-Peep has lost her sheep,</i>  <i>And doesn't know where to find them.</i>  <i>Leave them alone and they'll come home</i>  <i>Wagging their tails behind them</i></p>	<p>Are the children co-ordinating their body actions?</p> <p>Can they dance along their own pathway through the space?</p> <p>Are they showing the rhythm and phrasing in their dancing?</p>



<p><b>Little Boy Blue</b> Finding a cow in the corn and looking for Little Boy Blue.</p> <p>Putting fingers on lips, to say Shhhhh... to the rhythm of the music, going left, right and straight in front.</p>	<p>Encourage the children to use the fingers-on-lips gesture as a dance action, and to control it with the beat.</p> <p>The rhyme-words are:  <i>Little boy blue, come blow on your horn.</i>  <i>The sheep's in the meadow, the cow's in the corn.</i>  <i>But where is the boy who looks after the sheep?</i>  <i>He's under the haystack, fast asleep</i>  <i>[Will you wake him? No not I.</i>  <i>For if I do, he's sure to cry.]</i></p>	<p>Can the children make their fingers-on-lips gesture really 'dance'?,</p> <p>Can they control their sounds and movement to fit the beat?</p>
<p><b>Little Boy Blue</b> Creeping quietly on tiptoe to the haystack to find Little Boy Blue.</p> <p>Travelling on a teacher-led, follow-my-leader pathway.</p> <p>Alternating between creeping and Shhhhh... gesture, using the rhythm and phrasing in the music.</p>	<p>Assist whole class co-operation.</p> <p>Teachers: Be ready to lead the children on a follow-my-leader pathway through the farmyard to the haystack.</p>	<p>Can the children work together as a class?</p> <p>Can they control their sounds and movements to make their class follow-my-leader work?</p>
<p><b>One man went to mow</b> Organise groups of four, each person with a number 1, 2, 3 or 4.</p> <p>Children perform a cutting action with an imaginary "scythe", swinging it from side to side.</p>	<p>Support the children to take responsibility for leading the follow-my-leader.</p> <p>Help them to use the rhythm in their actions.</p> <p>The rhyme-words are:  <i>One man went to mow,</i>  <i>went to mow a meadow</i>  <i>One man and his dog,</i>  <i>went to mow a meadow.</i></p>	<p>Can the children lead their own pathway through the space?</p> <p>Are they using the rhythm in their actions?</p>
<p><b>Two men went to mow</b> Numbers 1 and 2 mow the meadow and then skip with number 2 leading the pathway (while number 1 follows).</p> <p>They use rhythm and phrasing to keep together.</p>	<p>Support the children to take responsibility for leading the follow-my-leader.</p> <p>Help them use the rhythm to aid group unison.</p> <p>The rhyme-words are:  <i>Two men went to mow, went to mow a meadow,</i>  <i>Two men, one man and his dog,</i>  <i>went to mow a meadow etc.</i></p>	<p>Can the children lead their group pathway through the space?</p> <p>Can they use the rhythm to help them stay together as a group?</p>



<p><b>Three men went to mow</b> Numbers 1, 2 and 3 mow the meadow and then skip with number 3 leading the pathway (while numbers 1 and 2 follow behind). They use rhythm and phrasing to keep together.</p>	<p>Support the children to take responsibility for leading the follow-my-leader. Help them use the rhythm to aid group unison. The rhyme-words are: <i>Three men went to mow, went to mow a meadow, Three men, two men, one man and his dog, went to mow a meadow etc.</i></p>	<p>Can the children lead their group pathway through the space? Can they use the rhythm to help them stay together as a group?</p>
<p><b>Four men went to mow</b> Numbers 1, 2, 3 and 4 mow the meadow and then skip with number 4 leading the pathway (while numbers 1, 2 and 3 follow behind). They use rhythm and phrasing to keep together.</p>	<p>Support the children to take responsibility for leading the follow-my-leader. Help them use the rhythm to aid group unison.  The rhyme-words are: <i>Four men went to mow, went to mow a meadow, Four men, three men, two men, one man and his dog, went to mow a meadow etc.</i></p>	<p>Can the children lead their group pathway through the space? Can they use the rhythm to help them stay together as a group?</p>
<p><b>Cool down</b> Get ready to calm down with soft clapping and slow stretching (breathing in and out), adapted from 'Oats and beans' at the beginning of the programme.</p>	<p>Encourage the children to work individually, to calm their body and mind.</p>	<p>Are the children breathing more slowly and taking time over their actions?</p>



## 2: To market, to market!



*Click to download this  
dance session as an  
mp3 file*

In this second session of the unit, the rhymes of 'To market, to market', 'Hot cross buns', 'Green cheese, yellow laces', 'There was an old woman' and 'Horsey, Horsey' take the children back to an old-fashioned market. They develop pathways further, taking turns to travel in and out of seated children.

The work extends into creative tasks with a partner, using some contact. Rhythm and phrasing continue to be central and the programme ends by reminding us of the role of dance in health, fitness and well-being.

### **Movement focus:**

- **Body:** using whole body actions; percussive use of hands (clapping and slapping).
- **Action:** skipping; alternating between two actions (e.g. galloping and gesturing).
- **Dynamics:** developing rhythm and phrasing; co-ordinating the body to the beat.
- **Space:** awareness of shape; moving on pathways through the space.
- **Relationships:** working individually, and in pairs; taking turns and working in contact with a partner.



## Session 2 structure: To market, to market!

Content	Guidance	Evaluation
<p><b>Introduction</b>            Getting minds ready for action.            Recalling Little Bo Beep and Little Boy Blue.            Farmer's horse and cart arrives.            Getting into role by putting on a hat and stepping up onto the cart.</p>	<p>Help the children to engage their imagination and to connect with the 'old fashioned farm' context of the work.</p>	<p>Are the children listening and thinking?</p>
<p><b>Warm-up: To market, to market</b>            Getting bodies moving and warmed up.            Whole body-shakes in the bumpy cart: down to the ground, then all the way up.            Drawing big circle shape with arms, for the cartwheel turning..</p>	<p>Encourage the children to really get moving using their whole body in the shake, then reaching high and low with the cartwheel.</p>	<p>Are the children shaking and stretching enough to really warm up?</p>
<p><b>To market, to market</b>            Galloping on a pathway, winding through the country lanes.             Alternating between galloping and cartwheel actions, using the rhythm and phrasing in the music.</p>	<p>Encourage the children to coordinate their body smoothly from one action to the next.            Support the children to move individually along their own pathway through the space.            Enjoy the rhythm and phrasing in the music.            The rhyme-words are:   <i>To market, to market, jiggety-jig. Home again, home again, jiggety-jog.</i></p>	<p>Are the children coordinating their body actions?             Can they dance along their own pathway through the space?             Do they show the rhythm / phrasing?</p>
<p><b>Hot cross buns</b>            Arriving at the market, we hear a bun-seller. Clap gently in time with his song. Get into pairs.</p>	<p>Help the children feel the rhythm with their clapping.             The rhyme-words are:   <i>Hot cross buns! Hot cross buns! One a penny, two a penny, Hot cross buns! [If you have no daughters, give them to your sons One a penny, two a penny, Hot cross buns!]</i></p>	<p>Are the children matching their clapping to the rhythm?</p>



<p><b>Hot cross buns</b> Partners face each other (sitting, standing or kneeling) and create two different claps (or slaps) to make into a pattern.</p> <p>Use contact appropriately and sensitively with their partner.</p>	<p>Support the children to make contact with each other sensitively, and to be creative and confident in their own clap-pattern ideas.</p> <p>Encourage them to take responsibility for remembering the patterns clearly and alternating between the two.</p>	<p>Can the children create their own clapping pattern in contact with their partner?</p> <p>Can they remember two patterns and alternate between them?</p>
<p><b>Green cheese, yellow laces</b> Still in pairs, take turns, one sitting down while the other skips on a pathway in and out the market-stalls, and back to their partner. Swap roles. Imagine and “visualise” different market stalls.</p>	<p>Encourage the children to skip well and make an interesting pathway through the stalls.</p> <p>Notice that this is a taking-turns dance and feels different to all dancing together.</p> <p>The rhyme-words are: <i>Green cheese, yellow laces, Up and down the market places</i> <i>Green cheese, yellow laces, Up and down the market places</i></p>	<p>Are the children skipping well and making interesting pathways through the pace?</p> <p>Are they working well with their partner, taking turns to dance and sit still?</p>
<p><b>Hot cross buns</b> Arriving at the market, we hear a bun-seller.</p> <p>Clap gently in time with his song.</p> <p>Get into pairs.</p>	<p>Help the children feel the rhythm with their clapping.</p> <p>The rhyme-words are: <i>Hot cross buns! Hot cross buns! One a penny, two a penny, Hot cross buns! [If you have no daughters, give them to your sons One a penny, two a penny, Hot cross buns!]</i></p>	<p>Are the children matching their clapping to the rhythm?</p>
<p><b>Hot cross buns</b> Partners face each other (sitting, standing or kneeling) and create two different claps (or slaps) to make into a pattern.</p> <p>Use contact appropriately and sensitively with their partner.</p>	<p>Support the children to make contact with each other sensitively, and to be creative and confident in their own clap-pattern ideas.</p> <p>Encourage them to take responsibility for remembering the patterns clearly and alternating between the two.</p>	<p>Can the children create their own clapping pattern in contact with their partner?</p> <p>Can they remember two patterns and alternate between them?</p>



<p><b>Green cheese, yellow laces</b> Still in pairs, take turns, one sitting down while the other skips on a pathway in and out the market-stalls, and back to their partner. Swap roles. Imagine and “visualise” different market stalls.</p>	<p>Encourage the children to skip well and make an interesting pathway through the stalls.  Notice that this is a taking-turns dance and feels different to all dancing together.  The rhyme-words are: <i>Green cheese, yellow laces, Up and down the market places</i> <i>Green cheese, yellow laces, Up and down the market places</i></p>	<p>Are the children skipping well and making interesting pathways through the space?  Are they working well with their partner, taking turns to dance and sit still?</p>
<p><b>There was an old woman</b> In pairs, creating basket shapes by holding hands, linking elbows, linking legs, touching knees or other ideas.  Rocking the basket shape gently from side to side, forwards or backwards (to protect eggs from cracking) and swaying gently with the rhythm.  Using contact appropriately and sensitively with their partner.</p>	<p>Support the children to make contact with each other appropriately, and to be creative and confident in their basket and rocking ideas. Encourage them to use the rhythm sensitively in their movements.  The rhyme-words are: <i>There was an old woman, as I've heard tell, She went to market, her eggs to sell She went to market on market day, And fell asleep on the King's Highway.</i></p>	<p>Can the children create their own basket shapes and rocking movements in contact with their partner?  Can they show the rhythm sensitively in their movements?</p>
<p><b>Galloping</b> Farmer's horse and cart arrives. Performing galloping and arm-circling, wheel actions (as in 'To market, to market') but more slowly.</p>	<p>Begin to calm the children's bodies and minds down for the end of their dancestory and the end of the programme.</p>	<p>Can the children control their actions to move more slowly and show the end of the market day in their actions.</p>
<p><b>Cool down:</b> Children walk to a space on their own, get undressed, stretch and get into bed.</p>		



<b>One man went to mow</b> Music for performance.	Use during and after the programme.	Can they dance to another class/parents?
<b>Oats and beans and barley grow</b> Music for performance.	Use during and after the programme.	Can they dance to another class/parents?
<b>Little Bo Peep</b> Music for performance.	Use during and after the programme.	Can they dance to another class/parents?
<b>Little Boy Blue</b> Music for performance.	Use during and after the programme.	Can they dance to another class/parents?
<b>Hot cross buns</b> Music for performance.	Use during and after the programme.	Can they dance to another class/parents?
<b>Green cheese, yellow laces</b> Music for performance.	Use during and after the programme.	Can they dance to another class/parents?
<b>To market, to market</b> Music for performance.	Use during and after the programme.	Can they dance to another class/parents?