



# Dance KS1: Let's Move

## The Enormous Turnip



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

### 1: Magic seeds

*Go to webpage*



### 2: A surprise in the garden

*Go to webpage*



### 3: Everyone pulls together

*Go to webpage*



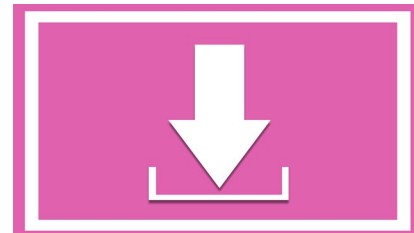
## Introduction

*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:

3rd Floor Bridge House  
MediaCityUK  
M50 2BH



# The Enormous Turnip

## 1: Magic seeds



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

The dance sessions in this unit are based on the traditional story of **The Enormous Turnip** which exists in a number of picture books and online retellings. One of the vegetables in Jim's garden is growing very large...so large that the whole family - even the cat and the dog - will have to help try to pull it up.

### **Lesson summary:**

**Warm up:** jumping and stretching in time to the music.

**Jim digs the garden:** rhythmic upper body movement

**Elsie plants the seeds:** travelling and detailed upper body movement

**Daisy waters the seeds:** using watering can to water

**An old man visits:** gesture and travelling

**Elsie and Jim plant the seeds:** extended movement sequence

**Rain dance:** free movement

**An elf sprinkles magic dust:** extended movement as an elf making magic

**Giant fruits and vegetables:** whole body movement as a favourite fruit or veg

**Cool down:** curling and stretching

### **Movement focus:**

Working individually, in pairs and as a whole group; different modes of travelling; upper body movement; gesture



## Session 1 structure: The magic seeds

Content	Guidance	Evaluation
<p><b>Warm up.</b> Children jump on the spot, then around the room. When the music stops, they freeze, stretching up high.</p>	<p>Encourage the children to jump as high and energetically as they can, then to really stretch their bodies upwards.</p>	<p>Can children jump in time to the music? Can they hold their high, stretched shapes?</p>
<p><b>Individual. Jim digs the garden.</b> Standing on the spot, children do digging actions in time to the music.</p>	<p>Help children to move their arms up and down energetically as they dig.</p> <p>Encourage them to press their feet down with quick, rhythmic movements, as though they are pushing their spades into the earth.</p>	<p>Can children move in time to the beat of the music? Can they work independently in their own space?</p>
<p><b>Individual. Elsie plants the seeds.</b> Children work alone and trot around the space, reaching into their bags to scatter seeds.</p>	<p>Encourage children to make their own straight pathway through the space. Help them to move with small, light footsteps.</p>	<p>Are children making their own clear pathway? Are they able to really throw out their arms wide, as they scatter their seeds?</p>
<p><b>Individual. Daisy waters the seeds.</b> Children skip around the garden, as though they are Daisy watering the seeds.</p>	<p>Make sure children make their own curvy pathway and do not follow anyone else.</p> <p>Encourage them to skip energetically, with small, light footsteps. Help them to shake their arms confidently, as though they are watering the seeds.</p>	<p>Are children able to use the whole space and make their own pathway? Can they show the happy character of Daisy in their energetic skipping?</p>
<p><b>Individual. An old man visits.</b> Children move on their own through the space, as though they are the old man. They take shaky steps, as they imagine they are pushing along a cart.</p>	<p>Encourage children to show the age and character of the old man, bending their backs, leaning forward and walking slowly and shakily in time to the music.</p>	<p>Are children able to step slowly and shakily, with control?  Can they move in time to the music?</p>
<p><b>Pairs. Daisy and Jim plant the seeds.</b> Children work in pairs, one being Elsie and the other Jim. They put on their gardening hats and gloves, dig the garden, plant the seeds and water them.</p>	<p>Encourage children to skip around in their own space on the spot. Help them to use small steps and to turn in a controlled way.</p>	<p>Are the children able to work well together, linking arms without pulling each other over, but turning around together at the same pace? Can they swap arms and change direction?</p>



<p><b>Individual. An elf sprinkles magic dust around the garden.</b> Working on their own, children first stand on the spot, waving their wand around in circles and jingling their hat. Then they dart around the space, jumping in the air, twisting and turning and waving their magic wands, as though they are the little elf darting around the garden. They then join up with their partner and dart around again.</p>	<p>Encourage children to twist and jump with as much energy as they can. Help them to use small, quick, light footsteps. Help them to work co-operatively in their pairs, staying close together, as one follows the other's pathway.</p>	<p>Are the children able to make their own zig-zag pathway around the space? Can they move quickly, but in a controlled way? Can they show the character of the mischievous elf through their gestures and expressions?</p>
<p><b>Whole group. Giant fruits and vegetables move around the garden.</b> The class divides in half. Half are the fruits and half are the vegetables. They take it in turns to move around the garden. When the fruits are moving, the vegetables freeze and visa versa.</p>	<p>Encourage children to really think about what shapes they are making with their bodies – they could be long and thin or big and round.  Help them to hold their frozen positions as still as they can.</p>	<p>Are the children able to work well together and be ready to move? Can they use the whole space? Are they able to clearly show what vegetables or fruits they are by their body shapes?</p>
<p><b>Cool down.</b> Cool down Children lie down in a space. They curl their bodies up very small, as though they are little seeds, then stretch out their legs as though they are roots and their arms as though they are shoots.</p>	<p>Encourage children to move slowly to the gentle music. Help them to really curl up small, then stretch out, making their bodies as long as they can.</p>	<p>Can children move slowly and with control?</p>



# 2: A surprise in the garden



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## **Lesson summary:**

**Warm up:** skipping and whole body fruit shapes

**Jim rakes the garden:** recalling Jim from the first episode

**Elsie picks fruit and veg:** recalling Elsie from the first episode

**Daisy waters the garden:** recalling Daisy from the first episode

**The turnip grows!:** Controlled movement as the growing turnip

**The turnip grows bigger!:** Working with a partner to extend the turnip

**The family admire the turnip:** contrasting movement and stasis

**Twinkle investigates:** prowling movement as Twinkle the cat

**Buttons investigates:** contrasting movement as Buttons the dog

**The mouse scurries:** contrasting movement as the mouse

**The turnip grows even bigger:** collaboration to show the enormous turnip

**Cool down:** lying down in a space

## **Movement focus:**

Working individually, in pairs and as a group; recalling movements and gestures from the first episode; contrasting movements as cat, dog, mouse; collaborative group work



## Session 2 structure: A surprise in the garden

Content	Guidance	Evaluation
<p><b>Warm up.</b> Children skip around the space. When the music stops, they first make a round fruit shape, then a long, thin vegetable shape.</p>	<p>Encourage children to skip energetically, making their own pathway. Help them to make contrasting shapes, using their whole bodies.</p>	<p>Are the children able to make their own pathway, not touching anyone else? Can they really hold their frozen shape?</p>
<p><b>Individual. Jim rakes the garden.</b> Children remember the character of Jim from last time and move on their own around the space, raking the garden.</p>	<p>Encourage the children to pull their rakes quickly towards them and to take small steps backwards, as they move around the space.</p>	<p>Are children working in their own space? Can they make clear, confident movements, in time to the music?</p>
<p><b>Individual. Elsie picks the fruit and vegetables.</b> Children remember the character of Elsie from last time. They trot quickly around the garden, reaching up high to pick fruit and low to pull up vegetables.</p>	<p>Help the children to remember the character of Elsie. Encourage them to use the whole space, reaching up as high as they can, then down low to pull.</p>	<p>Can children move energetically in time to the music? Can they really imagine what they are doing and show a clear difference between stretching up high and reaching down low?</p>
<p><b>Individual. Daisy waters the garden.</b> Children remember the character of Daisy from last time. Making their own pathway, they skip lightly around the garden. They spin the garden hose around and around in big circles.</p>	<p>Encourage children to remember the character of Daisy. Help them to move with confidence and energy, with light, quick footsteps and to make big circles with their arms.</p>	<p>Are the children moving in time to the music? Can they spin their arms around as they skip, but still move with control?</p>
<p><b>Individual. The turnip grows!</b> Working on their own in a space, children crouch down low, then gradually rise up and spread their hands and legs wide, as they grow into the enormous turnip.</p>	<p>Help children to start off curled up as tightly as they can, then to move slowly, with control into their enormous turnip shape, making their bodies as big and wide as they can. .</p>	<p>Can children move slowly, in time with the music, into their turnip shape? Are they able to hold their end position?</p>



<p><b>Pairs. The enormous turnip is even bigger.</b> Children work in pairs to make the enormous turnip even bigger than before.</p>	<p>Encourage children to crouch down close together and hold hands to start with, then to step slowly away from each other and move apart.</p>	<p>How well are children working with their partners?  Are they able to concentrate on changing shape together? Can they keep their balance when they crouched down holding hands and move with control as they grow?</p>
<p><b>Whole group. Elsie, Daisy and Jim admire the enormous turnip.</b> The class divides. Half of the class work together to make the enormous turnip. The other half skip around them in a circle, as though they are Elsie, Daisy and Jim.</p>	<p>Encourage children in the middle of the circle to really hold their turnip shape and to work together with concentration. Help the rest of the class to skip with light, energetic steps, moving at the same pace, to maintain the circle shape.</p>	<p>Are children able to co-operate with each other to make the giant turnip shape?  Can they listen carefully to instructions, so they know when it is their turn to move? When they repeat the actions, can the turnip grow even bigger?</p>
<p><b>Individual. Twinkle the cat creeps around the enormous turnip.</b> Working on their own, children creep around the space, making a curvy pathway, as though they are Twinkle the cat, prowling around the enormous turnip.</p>	<p>Children need to move with slow, silent footsteps, carefully lifting up one pointed foot, then the other. They hold up their curved hands in front of them, as though they are their front paws.</p>	<p>Can children step silently in time to the music? Can they show the character of the cat and make their own curvy pathway through the space?</p>
<p><b>Individual. Buttons the dog investigates.</b> Working on their own, children imagine they are Buttons the dog. Standing on the spot, they put out their tongues and waggle their tails. Then they run around the turnip, wagging their tails excitedly.</p>	<p>Encourage children to waggle their hands and arms quickly as their tails and to show how excited the dog is. Help them to move energetically and to really show the character of the dog.</p>	<p>Are the children able to move quickly and excitedly, but still with control – not following anyone else?</p>
<p><b>Individual. The little mouse scurries around the turnip.</b> Children first crouch down low, then jump up, as though they are the mouse popping out of his hole. They scurry excitedly around the room, with tiny, quick footsteps, moving their head and shoulders with quick, jerky movements.</p>	<p>Encourage children to move as quietly and nimbly as they can. Help them to clearly show the character of the mouse with their sudden, jerky movements. Encourage them to think about their expressions.</p>	<p>Can children start off crouched down really low and small, then pop out of their mouse holes in time to the music?</p>





<p><b>Whole group. The enormous turnip is bigger still!</b> The whole class work together to make the enormous turnip – even bigger than before! They make a big circle, crouch down, then grow and stretch with the music.</p>	<p>Encourage children to really work together as a whole class to make one turnip. Help them to watch each other and move slowly, at the same pace.</p>	<p>Are children able to co-operate with each other to make the giant turnip shape? Can they listen carefully to instructions? Are they able to really stretch out their arms and to hold their shape?</p>
<p><b>Cool down.</b> Lying down in a space, children wiggle their fingers and toes.</p>	<p>Encourage children to lie still, isolating their fingers and toes.</p>	<p>Are children able to relax, as they listen to the gentle music?</p>



# 3: Everyone pulls together



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## **Lesson focus:**

**Warm up:** skipping; then contrasting small and large shapes

**Twinkle the cat:** recalling movements from last episode

**Buttons investigates:** recalling movements from last episode

**The little mouse:** recalling movements from last episode

**Jim pulls the turnip:** controlled upper body movement

**Jim in pairs:** detailed pair work as Jim and the turnip

**Everyone joins in!:** Collaborative group work showing pulling

**Buttons goes for help:** curving pathways as Buttons the dog

**Everyone joins in again:** showing the moment the turnip comes out

**Cool down:** curling and stretching

## **Movement focus:**

Working individually and in pairs; skipping and contrasting travelling steps – low and high, bold and cautious; controlled upper body movement; mirroring in pairs.



## Session 3 structure: Everyone pulls together

Content	Guidance	Evaluation
<p><b>Warm-up.</b> Children skip around the room in time to the music. When the music stops, they freeze in a tiny, curled up shape, then grow slowly into an enormous turnip shape. They skip around the room again and this time, freeze in a stretched shape, slowly shrinking to being curled up again.</p>	<p>Encourage children to skip with light footsteps, making their own pathway. Help them to move slowly and with control, as they transform their bodies into different shapes.</p>	<p>Can the children skip lightly and energetically, making their own pathway through a space? Can they work hard at transforming their body shape?</p>
<p><b>Individual. Little mouse scampers around the enormous turnip.</b> Children repeat and develop their mouse movements from last time. They scurry, on tiptoe around the enormous turnip, then make quick, nibbling movements on the spot.</p>	<p>Children need to develop their mouse movements from last time. Encourage them to move with even lighter footsteps and to move their heads with sharp, jerky mouse-like movements.</p>	<p>Are the children able to show the character and curiosity of the little mouse, through their quick, scurrying movements?</p>
<p><b>Individual. Jim tries to pull up the turnip.</b> Children work on their own in a space, imagining they are Jim trying to pull up the enormous turnip.</p>	<p>Encourage children to bend down low, leaning their whole body forward and pulling with both hands. But remember, they cannot pull the turnip up!</p>	<p>Can children really show, in the effort that they put in to pulling, how big and heavy the turnip is and how difficult it is to pull up?</p>
<p><b>Pairs. Jim pulls harder. Children work in pairs.</b> One of them is Jim and the other is the enormous turnip. Jim tries once again to pull up the turnip.</p>	<p>Encourage children who are the turnip to stand in a space, making their bodies as big as they can and holding their shape. Children who are Jim need to pretend to pull, but not actually touch their partners.</p>	<p>Can turnip dancers shake, as Jim tries to pull them up? Can Jim dancers put even more effort into their strenuous pulling?</p>
<p><b>Groups of 4. Everybody joins in! Children work in groups of four.</b> One person is the enormous turnip and the others are Jim, Elsie and Daisy, who, one by one, join the line to pull.</p>	<p>Encourage children to work co-operatively together in their groups and listen carefully to instructions. Help them pull harder and harder each time and encourage the turnip to shake more and more. Help them to hear the music grow, as they pull harder and harder each time.</p>	<p>Are the children really listening to instructions, concentrating and able to work together to make the pulling action? Can the turnip hold his/her shape?</p>



<p><b>Individual. Buttons runs to get help.</b> Working on their own, children dart quickly around the room, as Buttons the dog. They make a curvy pathway, as they imagine they are running to the village to get help.</p>	<p>Children need remember their dog movements and tail wagging from last time.</p> <p>Encourage them to move with energy, making their own pathway around the room.</p>	<p>Can children move quickly, but with control, and show the excitement of the dog with their quick movements and happy expressions?</p>
<p><b>Groups of 4. Everyone pulls together and mouse helps too!</b> Children go back to their group of four. They then join up with another group to make a group of eight. They decide which character they are going to be from the story and make a line. When they hear the music, they all pull together. With one last pull (and help from the mouse) the turnip comes out of the ground.</p>	<p>Help children to work co-operatively together in their big group. Encourage them not to actually touch each other, but to imagine this, so no one gets pulled over!</p>	<p>Are the children listening well to the story, concentrating and able to work together as one big group to make the pulling action?</p>
<p><b>Cool down.</b> Children lie in a space, curling up small and stretching.</p>	<p>Help children to curl up as small as they can, then to stretch out their whole bodies.</p>	<p>Can children relax, as they listen to the gentle music?</p>