

# Let's Move!

## Motion in the Ocean

**BBC**  
**TEACH**





## Introduction

The *Let's Move!* series of videos for KS1 children are designed to help teachers deliver dance lessons as part of their PE offering.

Each film is around 20 minutes long but can be used by teachers as the basis of a lesson as much as 1 hour long, depending on how teachers choose to mediate the video. It can be adapted and utilised according to their needs.

Each film is presented by Naomi Wilkson and Nigel Clarke - familiar faces from CBBC. The films combine sections in which the children will follow the instructions given by Naomi and Nigel, and sections in which the children move independently, using the music as a stimulus.

Each dance session begins with a warm-up during which the children join in with Naomi and Nigel, copying their movements.

This is followed by a series of progressive sections featuring clear instructions, and examples of dance movements for the children to try and build on during passages of music. Children are encouraged to use their imaginations while experimenting with movement.

The videos end with a cool down for the whole class to enjoy together, to regain a sense of calm, ready for the next part of their school day.

## How to use the videos

Before using a session make sure you familiarise yourself with the content by reading the Teacher Notes. We also recommend that you watch the video beforehand to become familiar with any 'pause points' and to assess how best to mediate the playback.

*Let's Move!* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal. You will also need a white board (or suitable alternative device) to play the video.

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.

During playback of the video there are two key things to be aware of:

1. Each of the sections in which the children movement independently to the music feature a countdown clock, so that everyone can be ready for the end of the musical track. This is an opportunity for teachers to be ready to reinforce the instruction given in the video that it is time to stop moving and return attention to the video for the next sequence.
2. The countdown clock is followed by an instruction from Naomi or Nigel to stop moving. At these points you will also see a 'pause' icon appear on screen. These indicate appropriate points for the teacher to pause the video should they want to check that the children understand the instructions, prepare them for the upcoming section, or explore more ideas with their class. You will find timings for the pause points in the lesson framework below.

## 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

## Motion in the Ocean

This dance session focuses on encouraging children to use their imagination (or 'imagin-ocean' as Nigel calls it) creatively to explore movement ideas that represent an underwater world. It focuses on the dance skills of moving in *unison*, working with partners and also responding to music appropriately through movement.

## Related BBC Teach content

BBC Teach has a popular video celebrating [World Oceans Day](#), which falls on 8 June every year.

Specifically for Key Stage 1 there is a series of three films about the [Oceans and seas](#), which features the different oceans of the world, an exploration of sea life, and issues to do with marine pollution.

You could continue the exploration of life beneath the waves with a unit of audio series of *Let's Move!* called [Under the sea](#), presented by Cat Sandion.

For children aged 6 to 8 there is a unit of Time to Move on the topic [Oceans](#), presented by Diane Louise Jordan.

## Let's Move: Motion in the Ocean - Dance framework

Timing	Content	Guidance
00 00"	<b>Pre warm-up</b> Preparation and safety: ensure that the children are in a safe space, large enough to accommodate the class moving around it safely. Ensure that all children are physically able to participate in moderate to strenuous exercise.	Explain that in today's PE lesson the children are going to explore our amazing under-water world! Briefly discuss what the children already know about the sea life.
00 34" - 03 33"	<b>Warm-up</b> For the warm-up the children go on an imaginary underwater adventure, becoming various marine creatures.	Encourage the children to carefully follow the presenter's movement ideas and to be aware of their own and others' space, whilst performing these movements. Discuss why it is important to warm up and the effects of exercise on the body. Join in with the children to model strong, controlled movements. If necessary you can pause the video at the end of the warm-up to regroup the children. Guide them to ensure that they are still in a safe space, away from others, ready for the next section of the video.
03 42" - 09 34"	<b>Part 1: Responding to a theme through expressive movement; travelling in different ways</b> In this section there are four contrasting pieces of music. Naomi and Nigel appear in vision for the first few seconds of each piece, sharing ideas and demonstrating possible responses to the music, ahead of guiding the children to continue.	Explain to the children that in this section they will use their imaginative movement to respond appropriately to four distinctively different pieces of music. They will focus on travelling in different ways, through expressive dance movements, all related to the underwater theme.
04 44" - 05 17"	<b>Music sequence: wibbly, wobbly fun music</b>	Encourage the children to move in imaginative ways responding to the stimulus of the music. Praise expressive movements, movement along different pathways, and encourage the children to look for space to move in to and out of.
06 11" - 06 38"	<b>Music sequence: dark and mysterious music</b>	Encourage the children to move in imaginative ways responding to the stimulus of the music. Praise expressive movements, movement along different pathways, and encourage the children to look for space to move in to and out of.



07 27" - 07 56"	<b>Music sequence: leaping, energetic music</b>	Encourage the children to move in imaginative ways responding to the stimulus of the music. Praise expressive movements, movement along different pathways, and encourage the children to look for space to move in to and out of.
09 03" - 09 34"	<b>Music sequence: slow, gentle music</b>	Encourage the children to move in imaginative ways responding to the stimulus of the music. Praise expressive movements, movement along different pathways, and encourage the children to look for space to move in to and out of.
09 37"	<b>Part 2: Working in pairs, becoming coral; then forming and holding rigid coral shapes together</b> Naomi and Nigel demonstrate a series of coral shape ideas, asking the children to copy and try some of their own. They then ask the children to find a partner. The children have the time it takes for an on-screen bubble to pop to 'pair up'. They then join their coral shapes together when the music plays.	You could pause the session here to explore body shapes to show coral. Discuss the vocabulary 'pointy, spiky etc'. What parts of the body can we use to make these shapes?
11 55" - 13 02"	<b>Music sequence: making coral shapes</b> There are two bubble pops in the music sequence - each pop is the signal to change shapes.	Encourage the children to move in imaginative ways as they respond to the stimulus of the music. Praise expressive body shapes.
13 29"	<b>Part 3: Creating an ocean environment with coral and undersea creatures; whole class performance</b> In this section the children create a coral reef, using body shapes and travelling actions. The children will need to be split into two groups and organised so that they stand in two long lines, facing each other. Half of the class are sea creatures; the other half form the coral reef.	There is an option to pause the video here as organising the class in two lines facing each other may require more time than allowed by the popping bubble signal.



14 37" - 16 16"	<b>Music sequence: coral reef and undersea creatures</b> There are five bubble pops in this section indicating when the children should swap between being the coral reef and the sea creatures.	Encourage the children to interact with each other, travelling in imaginative ways. Praise positive teamwork, expressive travelling movements, and interesting coral reef body shapes. You could pause the playback here to evaluate and reflect. Ask the children in what ways their movements as hard, spiky, coral differed to their movements as sea creatures swimming through the coral.
16 50" - 18 03"	<b>Cool down</b> The children lower their heart rate and calm their breathing through a gentle focused cooldown activity.	

## Further activities

After the dance session your class could try some of these activities to further explore their learning. Naomi says: 'Our oceans are precious. Talk to your teachers and friends about how we can protect them and the creatures that live in them, making them safe for many years to come.'

You could use Naomi's invitation as the spring-board for a discussion about sustainability and the importance of the oceans.

Here are some useful links:

<https://www.bbc.co.uk/bitesize/articles/zh3vsk7#zssjwnb>

<https://www.bbc.co.uk/teach/live-lessons/climate-change-for-children/z77wvk7>

<https://www.twinkl.co.uk/resource/ks1-ocean-plastic-pollution-power-point-t-tp-1649684365>  
(Subscription required)

<https://www.wwf.org.uk/get-involved/schools/oceans-and-plastics>

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-oceans-the-plastic-problem/zpphywx>

## Learning aims or objectives / Curriculum links

The *Let's Move* videos and these Teacher Notes address the following learning objectives from the curriculum guidance of the four UK nations.

### England

National Curriculum Programmes of Study for Physical Education in Key Stage One:

*Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.*



*Pupils should be taught to:*

*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.*

*Perform dances using simple movement patterns.*

## Northern Ireland

The minimum content for Physical Education at KS1 is set out below:

*Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:*

*Dance*

*Pupils should be enabled to: use different parts of the body to explore personal and general space and to move using simple actions; listen to, and move in response to, different stimuli and accompaniments; move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light); perform simple steps and movements to given rhythms and musical phrases; create, practise, remember and perform simple movement sequences; develop their movements progressively individually and in pairs.*

## Scotland

Curriculum for Excellence - Physical Education as part of the wider Health and Wellbeing section. Outcomes:

*I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.*

*I am discovering ways that I can link actions and skills to create movement patterns and*

*sequences. This has motivated me to practise and improve my skills to develop control and flow.*

*I am developing my movement skills through practice and energetic play.*

*I am developing skills and techniques and improving my level of performance and fitness*

*I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.*

*I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.*

*By exploring and observing movement, I can describe what I have learned about it.*

*I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.*

## Wales

Foundation Phase Framework. Physical Skills:

*Personal*

*• develop coordination • develop gross motor skills • develop fine manipulative skills • develop confidence • control body movements • develop muscle tone, appropriate tension and balance • develop sensory awareness • use a range of small and large equipment and stimuli • link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel*

*Health, fitness and safety*

*• recognise the effects exercise has on their bodies as they move • describe what happens to their breathing and how they look and feel after exercise • begin to understand that regular exercise improves health and fitness and that it helps body parts to work well • become aware of dangers and safety issues in their environment*



### *Adventurous and Physical Play*

• develop an understanding of how their bodies move • be able to move safely with increasing control and coordination • become proficient at the basic actions of travelling, including stepping, jumping and landing, transferring weight from feet to hands, balancing, rolling, turning, climbing and swinging, both on the floor and when using a range of equipment and apparatus • link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel • understand, appreciate and enjoy the differences between running, walking, skipping, jumping, climbing and hopping • become knowledgeable about spatial awareness and relationships such as behind, underneath, below, over, under and on top of

### *Health, fitness and safety*

• recognise the effects exercise has on their bodies as they move • describe what happens to their breathing and how they look and feel after exercise • begin to understand that regular exercise improves health and fitness and that it helps body parts to work well • become aware of dangers and safety issues in their environment