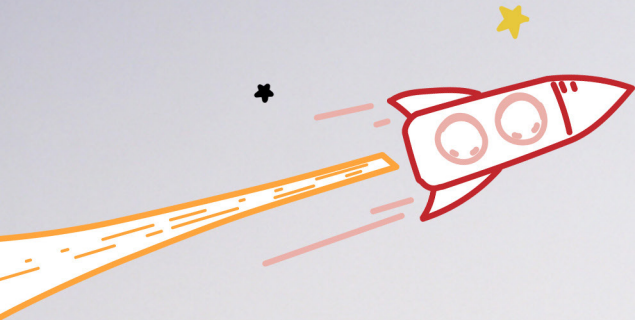




BBC
TEACH

Let's Move!

Space Adventure





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

Space

Our space lesson is designed to give children the opportunity to develop their spatial awareness. It focuses on developing a sense of personal space and also appreciating the boundaries of other people's space. The primary dance skills developed are *core stability, balance* and *control*.

Related BBC Teach content

BBC Teach has a new series of three short videos on the topic of 'Space':

- 1: The Solar System
- 2: The Earth
- 3: Space exploration

Space is also the theme of a two-part unit of the audio series of Let's Move:

- 1: Journey to the moon**
- 2: Meet the aliens!**

There are also a number of catchy songs about space, the Apollo mission and the solar system, which reinforce the science learning, and which your class will enjoy learning:

5 little men in a flying saucer
Rocket into space
Apollo journey
Astronautical waltz
Moon steps
Spin, Earth, spin
Lumps and bumps

Let's Move: Space - Dance framework

Timing	Content	Guidance
00 00"	<p>Pre warm-up</p> <p>Preparation and safety: ensure that the children are in a safe space, large enough to accommodate the class moving around it safely.</p> <p>Ensure that all children are physically able to participate in moderate to strenuous exercise.</p>	<p>Explain that for today's PE lesson the class are going on a space adventure. Discuss the word 'space' and how this can refer to both the space that we are standing in right now but also the area outside the Earth's atmosphere - outer space!</p>
00 48" - 04 11"	<p>Warm-up</p> <p>For the warm-up the children follow and copy the movement ideas demonstrated by Naomi and Nigel as they being their space adventure.</p>	<p>Encourage the children to follow the movements of Naomi and Nigel carefully and to be aware of their own and others' space, while performing the movements.</p> <p>Discuss why it is important to warm up and the effects of exercise on the body.</p> <p>Join in with the children to model strong, controlled movements.</p> <p>If you choose to pause playback at the end of the warm-up, regroup the children and ensure that they are still in a safe space, away from others, ready for the next section of the video.</p>
04 14"	<p>Part 1: Space characters - exploring character through dance movement</p> <p>Explain that in this section the children are going to explore 'characters' through dance movements. Explain that this is called <i>characterisation</i>. We can pretend to be characters and show what they are like through our dance movements.</p> <p>The first character to be introduced is an <i>astronaut</i>.</p>	<p>Discuss what sort of characters - and other ideas - may be found in an imaginary space world. Do the children know what these characters/ideas may look like? What movements do the children think these characters would make?</p> <p>Ensure you have discussed the word astronaut, and that the children know what this means.</p>
04 28" - 05 06"	<p>Music sequence: astronaut theme</p>	<p>Encourage the children to move in imaginative ways showing an astronaut in space. Praise clear movements, movement along different pathways and encourage the children to look for space to move in to and out of.</p> <p>If you choose to pause playback here you could explain that the next character will be a friendly space creature.</p>



05 10"	Friendly space creatures The next character introduced by Naomi and Nigel is a friendly space creature.	Encourage the children to listen to the music carefully and consider how the music conveys the idea of 'friendly'. Discuss how movements can be used to show that you are 'friendly', not a threat.
05 31" - 05 51"	Music sequence: friendly space creature theme	Encourage the children to move expressively to show the friendly space creature. Praise clear movements, movement along different pathways and encourage the children to look for space to move in to and out of. If you pause playback at the end of the music sequence you could explain that the next 'character' will be twinkling stars.
05 58"	The twinkling stars Next the children will explore some body actions and shapes to show the twinkling stars in space. They will also explore the <i>dynamics</i> of movement (how an action is performed) - for example, performing light, gentle, pointy actions or shapes.	Discuss how the music has changed and the light, twinkling sounds help us to imagine stars in space. Demonstrate the meaning of the vocabulary such as <i>shimmering</i> , <i>twinkling</i> , <i>turning</i> .
06 22" - 06 43"	Music sequence: the twinkling stars theme	Encourage the children to respond to the music and move in imaginative ways to show the twinkling stars. Praise gentle, light movements and stretched, pointy star shapes. Encourage the children to look for space to move in to and out of. If you pause playback here you could explain that the next movement focus will be a rocket taking off.
06 48"	Rocket launch The next piece of music conveys a rocket launch.	Discuss vocabulary associated with a rocket launch: <i>blast off</i> , <i>countdown</i> , <i>launch</i> , <i>soaring</i> etc. How can we show these words through our body actions? What body shapes are associated with rockets - eg straight, angular, stretched?
07 15" - 07 35"	Music sequence: rocket launch theme	Encourage the children to travel in imaginative ways to show the rocket launch. Praise strong, angular movements, movement along different pathways, and encourage them to use different body parts: arms to shudder and shake, legs to blast off, hands to make gestures, etc.



07 39" -	Part 2: Let's go on a journey to space! Travelling in different ways The children go on a journey of the imagination that encourages and develops <i>locomotion</i> (travelling) skills. The children move throughout the entire space, travelling on different levels and in different directions, using different pathways. The children are encouraged by Naomi and Nigel to develop their own movements, responding to the music they hear. The music repeats and builds upon the four sequences already explored. The children need to listen carefully for a space rock: when they hear it they music freeze.	Encourage the children to listen carefully to the music, so that they know how to respond to each section - astronaut, friendly space creatures, twinkling stars, rocket launch. Encourage children to listen carefully for the space rocks and praise those children who are able to show a strong contrast between travelling (to the music) and stillness (when they hear the space rock).
08 56" - 10 04"	Music sequence: travelling through space	Encourage the children to listen to the music and respond imaginatively. Praise movement in different directions and on different levels and pathways. Encourage the children to incorporate the characterisation ideas they have explored in the previous section. Remind the children to crouch down when they hear a space rock.
10 09"	Part 3: Space exploration - balance and control The next section explores balance and control. Naomi and Nigel encourage the children to use their imagination to represent walking on the moon's surface, exploring <i>dynamic balance</i> (balance while moving). They will also explore balance on different body parts.	Discuss how some balances may be more challenging than others. Which balances do the children think will be most difficult?
11 34" - 12 41"	Music sequence: walking on the moon and balances	Call out the different body parts to balance on. Ensure the children are balancing carefully and are ready to move again at the appropriate time. You may choose to pause playback at the end to help everyone to find a partner, ready for the next section of music and movement.



12 43"	Balance and control in pairs Naomi and Nigel explain that now everyone is going to repeat the balances, but this time in their pairs. The section explores both balance and counter-balance.	
13 34" - 15 59"	Music sequence: walking on the moon and balances in pairs	Encourage the children to use their core to strengthen and improve their balance skills. Explain the importance of maintaining contact with their partner. Praise positive co-operative work and creative body shapes.
16 03"	Part 4: Time to go home - sequencing moves together The final section develops the children's sequencing skills, combining movements together to perform a small movement <i>phrase</i> . Naomi and Nigel guide the children through each of the moves in order that they have practised throughout this session, to tell the story of their adventure in space.	
16 42" - 19 30"	Music sequence: returning home	Encourage the children to use and develop the movement ideas they have previously worked through.
19 50" - 21 00"	Cool down The children lower their heart rate and calm their breathing through a gentle, focused cool down activity.	Ensure everyone is feeling calm and relaxed - ready to resume the school day.



Further activities

After the dance session your class could try some of these activities to further explore their learning.

At the end of the video Nigel says: 'Back in your classroom, maybe you could explore with your teacher some of the ways that we can all work together to help to look after our amazing planet Earth.'

You could use Nigel's invitation as a springboard to discuss sustainability. Here are some useful links:

BBC Teach: Planet Create

BBC Teach: Let It Grow

Twinkl: Sustainability for KS1

TES: Sustainable cities of the future

Learning aims or objectives / Curriculum links

The *Let's Move* videos and these Teacher Ntes 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

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