



**BBC**  
**TEACH**

# Let's Move!

## Superheroes







## 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 Wilkinson 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

## Superheroes

The focus of this dance session is *characterisation* is, giving children the opportunity to learn how the dynamics of movement can be used to portray different characteristics.

It includes the dance skill of *locomotion* - creatively performing different travelling actions.

## Related BBC Education content

Develop Key Stage 1 English skills with the **Small Town Superheroes** from BBC Bitesize.

## Let's Move: Superheroes - 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 transform into sensational superheroes! You could begin with a discussion of fantasy superheroes and whether the children can identify any real-life superheroes.
00 30" - 03 54"	<b>Warm-up</b> For the warm-up the children go on an imaginary superhero adventure, transforming to become superheroes in action!	Encourage the children to follow Naomi and Nigel's movement ideas carefully and to be aware of their own and others' space, while joining in with the 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 pause the playback 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 55"	<b>Part 1A: Action words; travelling using different body actions</b> In this section the children explore travelling using different body actions. They will use their imagination to express the character of a superhero through their dance movements. Characterisation is when we can pretend to be characters and show what characters we are imagining to be through our dance movements.	Discuss what sort of character traits a superhero has. Are there any movements that the children imagine these characters would make?
05 00" - 05 30"	<b>Music sequence: superhero moves - rolling / leaping / float (changing on the word 'Kapow!')</b>	Encourage the children to move in imaginative ways, representing the characteristics of a superhero. Praise clear movements, movement along different pathways and encourage the children to look for space to move in to and out of. If you choose to pause here you could discuss the vocabulary 'fly, swing and climb' and explore how these can be shown through body actions.



06 16" - 06 47"	<b>Music sequence: superhero moves - flying / swinging / climbing (changing on the word 'Kapow!')</b>	Encourage the children to move in imaginative ways to show the new superhero actions of 'climb, fly, swing'. Praise smooth movements for flying, swinging etc, and movement along different levels to show height of flight, for example. Encourage the children to look for space to move in to and out of. If you choose to pause here you could discuss the vocabulary 'run, balance and turn' and explore how these can be shown through body actions.
08 04" - 09 07"	<b>Music sequence: superhero moves - running / turning / balancing (changing on the word 'Kapow!') Then choosing own actions to 'freestyle'.</b>	Encourage the children to move in imaginative ways to show the new actions of run, turn and balance. Praise controlled movements for balance, and movement along different directions for run and turn. Encourage the children to look for space to move in to and out of.
09 10"	<b>Part 2: Which superhero are you? Characterisation through dance movements</b> If you pause before starting this section you could explain that the children are going to explore 'characters' through dance movements. Recap that this is called <i>characterisation</i> . We can pretend to be characters and show which characters we are being through the way we move.	Discuss what sort of superhero characters they could be. Can the children describe what these characters may look like? What movements would you imagine these characters would make? What superpower might the superhero have?
10 46" - 11 47"	<b>Music sequence: which superhero? Changing between superhero actions (on the word Kapow!)</b>	Encourage the children to move in imaginative ways to represent their chosen superhero. Praise clear movements, movement along different pathways and encourage the children to look for space to move in to and out of.
12 30"	<b>Part 3: Working in pairs with creative movement to form a sequence</b> The next section of the dance session explores creative movements which can be performed with a partner. The children need to find a partner, guided by Naomi and Nigel to do so.	If you pause here, discuss the vocabulary 'mirrored movement'. This is similar to looking in a mirror and copying the movements that you see your partner performing.



13 22" - 14 02" 14 21" - 15 00"	<b>Music sequence: mirroring superhero moves</b> <b>The sequence repeats at 14 21" for the children to swap over</b>	Encourage everyone to move creatively to show their chosen superhero, while facing their partner. The partner will copy - or <i>mirror</i> - their moves. Praise positive collaboration between partners and careful mirroring of each other's movements.
15 01"	<b>Combining movements to create a sequence</b> Next the children explore creative movements which can be combined to form a <i>sequence</i> . Nigel and Naomi ask the children to plan a sequence. They are given from 16 11" to 16 38" to talk together and plan their movements.	Discuss the vocabulary 'sequence'. Explain that this means combining individual dance movements together to form a small movement phrase. Move among the children as they plan their sequences, assessing their work and providing encouragement. It is very likely that you will wish to pause playback here to allow more time for planning and exploration.
16 46"- 17 47"	<b>Music sequence: performing in pairs</b>	Encourage the children to move together in imaginative ways, showing their chosen superhero. Praise positive collaboration between partners and also the sequencing of each other's movements.
17 48"	<b>Part 4: Here to save the day! Whole class performance and evaluation</b> The children focus on a narrative dance to tell a story of a superhero saving the world by defeating the Gunge Monster. Nigel and Naomi take the class through a series of musical sections that utilise the movement ideas they have been learning throughout the session.	
19 02" - 21 04"	<b>Musical sequences - saving the day!</b> The class performs their movements for arriving at the scene, searching for the Gunge Monster, spotting the Gunge Monster, defeating the Gunge Monster.	As the activity unfolds, help the children to listen out for the four sections of music which are used to represent the four sections of the superhero narrative.
21 14" - 22 15"	<b>Cool down</b> The children lower their heart rate and calm their breathing through a gentle focused cool down activity.	Ensure everyone is relaxed, calm and ready to return to 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 session Nigel says: 'Not all superheroes are pretend. Talk to your teacher and classmates about a real-life superhero that you know. What superpowers do they have?'

You could use Nigel's invitation as a springboard to a discussion about real-life superheroes, that might include historical figures and everyday life 'superheroes'. Here are some useful links:

<https://www.bbc.co.uk/teach/famous-people/zdqdscw>

<https://www.history.org.uk/primary/module/8749/local-significant-individuals>

<https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/history/history-significant-individuals>  
(Subscription required)

<https://www.keystagehistory.co.uk/keystage-1/famous-people/>

## 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*



### *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