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Introduction

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.

Use the best equipment that the school has to offer for playback. Check that the loudspeaker is facing the children to ensure the best possible listening environment.

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.

Encourage the children to listen carefully right from the start – not just to the presenter but also to the music.

Teaching points:

Some tips to help you get the best out of these programmes...

- Always encourage careful listening
- Reinforce the importance of safety – e.g. 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.



Column headings used in these Teacher's Notes:

- Track - as noted above, for CD use.
- 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.

Let's Move and the National Curriculum:

Dance makes a distinctive contribution to the education of all children, in that it uses the most fundamental mode of human expression – movement. Through its use of non-verbal communication, children are able to participate in a way that differs from any other area of learning.

It provides aesthetic and cultural education, opportunities for personal expression, and it also introduces students to a wealth of traditional, social and theatrical forms. In a broad and balanced curriculum, this important area of human experience should not be neglected.

(Dance in the School Curriculum, a paper by the National Dance Teacher's Association and others)

Dance is acknowledged as a vital ingredient of a child's education in the National Curriculum. The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum.

There is an emphasis on performance and clear indications that dance should be taught in both a creative and a cultural context. The children should be taught to:

- Develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness
- Perform movements or patterns, including some from existing dance traditions
- Explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.

Warm up:

Your class will benefit from a warm up before the programme begins (if you have time). Yawning, stretching, jogging on the spot and pretending to wash the face and neck are all examples of ways of warming up. Each programme ends with a 'cool down' to prepare them for the return to the classroom.

Unit 1 - Here come the clowns!

1: Juggling, stilts and tightropes

This is a two-part unit set in the circus under the Big Top. The first programme concentrates on practicing and performing circus skills. These include juggling, walking on stilts, walking on stilts while juggling, tightrope walking and jumping on a trampoline.

Lesson summary:

Warm up: Stretching and uncurling.

Marching in the Big Top: March around, with shoulders back and head held high.

Juggling: Using arms and hands to mime quick juggling actions.

Skipping: Moving around the Big Top, swinging arms and raising knees high.

Unicycling: Balancing and actions.

Juggling on a unicycle: Combination of pedaling and juggling actions.

Stilt walking: Stilt walking actions, stiff and slow.

The tightrope: Climbing the ladder then careful balancing actions and jumping to finish.

The final performance: Using the actions and moves previously used to create a final performance.

Cool down: Time to relax with gentle leg lifts and deep breaths!

Movement focus:

- **Body:** arms, legs, knees, hands.
- **Action:** circus skill movements with particular concentration on arm and leg actions.
- **Dynamics:** slow, precise movements along with fast and free actions.
- **Space:** varying pathways, using space in the Big Top being mindful of others positions.
- **Relationships:** mostly individual work.

Programme 1 structure: Juggling, stilts and tightropes

CD1	Content	Guidance	Evaluation
1	Warm up Circus performers warming up <ul style="list-style-type: none"> • Stretches up straight • Crouching down • Stretches including hands and fingers 	Slow stretching with the music as a guide. Getting the body ready for the circus moves ahead.	Is everyone ready to perform in the Big Top Circus tent?



2	Marching in the Big Top Marching around as a proud circus performer, with shoulders back and head held high. Arms swing and on the second march, smiling and waving.	Get everyone marching independently along their own pathways. Focus on moving arms and legs in time with the music.	Can you keep in time with the rhythm of the music? Can you avoid other performers?
3	Juggling Standing in a space with feet apart and both arms out in front pretend to throw balls with one hand and catch with the other. More balls are added to the juggling actions.	Get the children throwing the catching the balls, concentrating on miming the juggling actions.	Do the throwing and catching moves match up?
4	Skippping Move to a new part of the Big Top. Lifting knees high and swinging arms.	Moving in time with the music using individual pathways.	Can they skip in time with the music?
5	Unicycling As if on a unicycle - balancing with arms and cycling with legs.	For balance, stand up straight, stretching arms out to the sides in a T shape. Circle shapes with legs and feet - Lift up the knee, slow kick, point toe, and back and repeat.	Can the leg movements be done with a smooth action while retaining the upper body balancing position?
5	Juggling on a unicycle Combine juggling arm actions with the unicycling leg movements.	Throwing and catching balls with precision, in combination with circling legs and feet movements.	Are the juggling movements and leg/foot cycling movements co-ordinated? Can the moves be done smoothly as a performance?



6	Stilt walking Pretend to walk on stilts. Hands held tight to the chest and elbows sticking out like wings to hold the top of the stilt. Body and legs are straight and stiff. Each step should be out and a little to the side.	Keep the movements slow and careful with the line of the imaginary stilts kept still by a straight and stiff posture.	Are the children exploring the whole space around them, with stilt walking movements?
7 & 8	The tightrope Starts with climbing ladder movements using arms and hands reaching upwards. Once on the tightrope arms should be straight out to the side for balance. Slowly and carefully lift one foot and place it against the other heel against toe. Then there is a bouncy trampoline for everyone to star jump up and down on at the end of the tightrope.	All movements should be careful and precise. While balancing on the tightrope faces should show concentration. Listen for the change in the music to start the jumping. During the jumping the movements should be light with arms and legs outstretched and big smiles on faces.	Is the tension of the tightrope being expressed on faces and in precise movements? Is everyone jumping high with bended knees and a big smile?
9	The final performance Time for the final circus performance in the Big Top! You'll start with juggling on a unicycle, then perform stilt walking and then walk the tightrope and finally bouncing on the trampoline to end with.	Focus on listening to the music and doing the correct circus skill at the correct time. This is a performance so make sure everyone is making their actions big and smooth and are enjoying themselves.	Is the performance a good display of all the different circus skills? Is everyone listening to the music and changing their movements accordingly?
10	Cool down Time to relax.	Lying down, gentle leg stretches and some deep breaths.	Is everyone calm and still? Next time it's the clowns turn in the Big Top circus tent.

2: Clowning around

This is a two-part unit set in the circus under the Big Top. The second programme is all about clowning around! Dressing up as clowns and doing lots of silly clown walks, there is also a comedy custard pie splatting sequence and a final circus skills performance.

Lesson summary:

Warm up: Stretching up tall, uncurling and stretching arms, legs, hands and fingers.

Marching in the Big Top: A quick march, with shoulders back and head held high.

Dressing up as a clown: Pulling on clown costume and face paint.

Happy and sad clowns: Happy and sad clown faces.

Silly clown walk: Silly walks using the whole body to make the audience laugh.

Custard pie splat: Slapstick mime routine using physical comedy.

Clown circus skills: Juggling on a unicycle and walking the tightrope done as comedy clowns.

Final performance: Custard Pie Splat and the clown circus skills in one sequence.

Cool down: Relax and take off clown clothes and make up

Movement focus:

- **Body:** both big/ expressive and careful/precise.
- **Action:** comedy clown routines and circus movements.
- **Dynamics:** levels (high, medium and low) and changing speeds.
- **Space:** working in a self-defined space.
- **Relationships:** single and pair-work and groups co-operating together.

Programme 2 structure: Clowning around

CD1	Content	Guidance	Evaluation
11	Warm up Clowns warming up <ul style="list-style-type: none"> • Stretches up to the sky • Crouching down • Stretches up, including hands and fingers 	Slow stretching with the music as a guide. Getting the body ready for the clowning around ahead.	Is everyone ready to clown around in the Big Top Circus tent?



12	Marching in the Big Top Marching around the big top, with shoulders back and head held high. Arms swing and on the second march smiling and waving.	Get everyone marching individually using their own pathways. Focus on moving arms and legs in time with the music.	Can you keep in time with the rhythm of the music? Can you avoid other performers?
13	Dressing up as a clown Pulling on big baggy trousers, then a big baggy shirt. Putting on a clown wig and then pretending to paint your face using fingers or brush. Put on a shiny red clown nose.	Use arms and hands to put on trousers and a baggy shirt. Circle arms to show how baggy the sleeves are. Use clear movements when putting on the wig and painting a funny clown face. Put a clown nose over your own nose.	Have the clowns fully dressed and made their faces up?
13	Happy and sad clowns Clown expressions first happy and then sad.	With the music clowns make happy faces, smiling as widely as possible. When the music changes clowns make sad faces, sticking out their lips and rubbing eyes like they're crying.	Listen for the music-change, can you make your faces really happy and really sad?
14	Silly clown walk Clown walking, in lots of silly ways. Firstly individually and then with a partner, taking it in turns to copy each other's funny walks.	This is the clown's chance to walk in the silliest way they can. Making lots of funny movements with arms, hands, legs, feet, head and bottoms. Everyone should try to do their own walk and then when in a pair take turns in copying exactly each other's walk.	Can each clown come up with their own silly walk? Can each pair copy each other's silly walks?



15 & 16	<p>Custard pie splat!</p> <p>Miming a comedy custard pie throwing routine.</p> <p>Working in pairs to create a slapstick comedy routine.</p>	<p>Clowns take turns to throw sloppy, slatty custard pies! First one clown taps their partner on the shoulder and splats a pretend custard pie in their face when they turn round. The clown who's thrown the pie can mime being happy and laughing while the one who's been splatted can mime their sad clown face and wipe away the custard. Then it's the other clowns turn to throw their pretend pie and both react a different way.</p>	<p>Are the mimes big and clear?</p> <p>Is the timing right?</p> <p>The smoother and slicker the actions, the more laughs you're get.</p>
17	<p>Silly clown circus skills</p> <p>Juggling on a unicycle and walking the tightrope done as comedy clowns.</p>	<p>Developing the movements from the previous programme in the unit on circus skills, this time adding physical comedy.</p> <p>Clowns need show how they are getting the circus skills wrong.</p>	<p>Are the clowns making you laugh with their circus skills?</p> <p>Listen to the music change to indicate a change in the circus skill.</p>
18 & 19	<p>Final performance</p> <p>The final clown performance in the Big Top!</p> <p>Working in pairs to do the custard pie splat routine and then the clown juggling on a unicycle and walking the tightrope moves.</p>	<p>Listen for the music changes to indicate when to change from one part of the performance to the other.</p> <p>Remember the mimes and movements should be as big and as funny as possible.</p>	<p>Can the clowns change actions and movements with the change in music?</p>
20	<p>Cool down</p> <p>It's time to relax. Take off the clown costume and wipe of the face paint. Sit down and take deep breaths.</p>	<p>Relax whole body and unwind from all the clowning around.</p>	<p>Is everybody calm and quiet?</p> <p>Next time we're heading off on a magic carpet.</p>



Unit 2 - A magic carpet ride

3: Magic carpet ride to a Tropical Island

Jump on board! This is a two-part unit set aboard a magical flying carpet. In the first programme we find our magic carpet in a second hand shop discover its magical powers. We then go on a magic carpet ride using clapping and arms to move the carpet. We land and explore a tropical island before heading back home on our carpet.

Lesson summary:

Warm up: Stretching, reaching towards toes, running on spot and putting on boots.

Walking: Walk around the old second hand shop.

Rolling up the carpet: Roll up the carpet to take it home.

Walking home: Carry the heavy carpet safely home.

Carpet tap dance: Tap the carpet out flat and show its size and shape.

The magic carpet comes alive: Clapping and raising your arms makes the carpet rise!

Magic carpet ride: Using arms to make the carpet rise, tilt, soar and lower.

Splashing in the sea: Explore the tropical beach, skipping and kicking water with your feet.

The Forest Creep: Creep through the tropical forest!

Monkeying about: Move about as monkeys.

Tropical birds: Elegant bird movements

Going home: Find a partner and journey home on the magic carpet.

Cool down: Time to lie back and relax!

Movement focus:

- **Body:** Arms, legs, hands, feet and whole body.
- **Action:** different walking, magic carpet and tropical island actions.
- **Dynamics:** responding to different music and changing directions.
- **Space:** varying pathways and exploring the spaces.
- **Relationships:** single and pair-work.



Programme 3 structure: Magic carpet ride to a Tropical Island

CD1	Content	Guidance	Evaluation
21	<p>Warm up</p> <p>Stretch up tall, then stretch out wide.</p> <p>Warm up legs and feet by skipping around the space.</p>	<p>Stretching movements first on tiptoes, reaching as high as possible. Then to the sides, arms, hands and fingers making a wide shape.</p> <p>Lift legs and knees high to skip around using different pathways.</p>	<p>Is everyone warmed up and ready for a magic carpet ride?</p>
22	<p>Walking</p> <p>Walk around the old second hand shop.</p>	<p>Using different pathways walk around the shop.</p> <p>Walk in time with the rhythm of the music. Use head movements to look about.</p>	<p>Can you keep in time with the rhythm of the music?</p> <p>Can you explore different pathways, looking high and low?</p>
23	<p>Rolling up the carpet</p> <p>The carpet needs to be rolled up and taken home.</p> <p>On knees, hands held out flat in front, hands gently move forward to roll the carpet, follow hands by shuffling forwards on bended knees.</p>	<p>Hands pushing should be followed with the whole body shuffling forward on bended knees.</p>	<p>Do the hands and knee movements coordinate successfully?</p>
23	<p>Walking home</p> <p>Knees bend and arms reach to put the carpet on one shoulder.</p> <p>Using the spaces carry the carpet safely home.</p>	<p>Encourage a good use of different pathways whilst maintaining a slow paced walk as if carrying something heavy.</p>	<p>Is everybody safely carrying their carpet and using different pathways to carry it home?</p>



24	<p>Carpet tap dance</p> <p>Tap out the shape of your carpet with your feet.</p>	<p>Children can choose a square, circle or triangle carpet shape and then tap out the shape with light running on the spot movements.</p>	<p>Is the shape of the tapping (the shape of the carpet) obvious and clear?</p>
25	<p>The magic carpet comes alive!</p> <p>Clapping makes the magic carpet come alive!</p> <p>From a sitting position everyone practices making the carpet rise and fall by clapping and raising arms up. Then lowering the carpet by sinking the arms down.</p>	<p>Using controlled arm movements, first clapping, then raising and lowering to move the magic carpet around.</p> <p>Pay close attention to the music and the timing of arm movements</p>	<p>Listen for the music changes, to indicate the change of arms movements.</p>
26	<p>Magic carpet ride</p> <p>Time to go on a ride on the magic carpet by clapping hands, raising arms and standing up.</p> <p>Exploring the sky by tilting arms to change the carpet's direction. Then sinking back down to earth.</p>	<p>Using the music as a guide tilt and glide on your magic carpet ride.</p>	<p>Are they tilting and swooping on the magic carpet, interpreting the music using arm movements?</p>
27	<p>Splashing in the sea</p> <p>Landing on a tropical island explore the beach and kick the water.</p>	<p>Use light skipping to explore the island and kicking and splashing movements with legs.</p> <p>Big smiles on everyone's face to show what fun they're having.</p>	<p>Are they splashing, skipping and using different pathways to explore?</p>



28	The Forest Creep! Next explore the tropical forest, use quiet and careful movements on different levels.	Silent light steps to creep about the forest, looking out for tropical creatures and exploring the space.	Is everyone moving silently and carefully using light movements?
28	Monkeying about! There are monkey in trees, they run along the branches with long, dangly arms and floppy legs. Move around as a monkey!	Arms should be floppy and knees bent as everyone makes their bodies like a monkey's.	Are the monkeys loose limbed with bended knees? Can they move with ease through the tropical island?
28	Tropical birds Beautiful tropical birds live on the island! Elegant bird walk with fingers as feathers.	Standing tall and proud with a straight back. Stride around gracefully, using arms and hands to make fancy feathers.	Do the birds stride gracefully with the music? What feather patterns can be made using hands and fingers?
29	Going home Everyone in pairs to a partner journey home on the magic carpet.	In pairs everyone sit one behind the other. The person in front leads their partner back home, tilting arms up and down to change direction. Followers copy the leader exactly, with the same arm movements and keeping on the same pathways.	Are the pairs keeping together and following each other's moves exactly?
30	Cool down Time to stop, lie down in a space and relax.	Relax whole body and think of the magic carpet ride you've been on!	Did you enjoy your magic carpet ride? Next time we travel to somewhere very cold!

4: Magic carpet ride to the North Pole

The second programme in the unit and we're on a magic carpet ride to the North Pole. We'll be blown by the polar wind, have a slow-mo snowball fight and do the polar bear plod, before rounding it all off with a Magic Carpet Dance!

Lesson summary:

Magic carpet warm up: Hand clapping and arm stretching to make the carpet rise and fall.

Jumping about: Lightly jumping about to warm up for the very cold magic carpet ride ahead.

Skiping: Skip through the spaces to find a partner.

Magic carpet ride to the North Pole: Travelling on the magic carpet using arms to steer.

Polar wind: With partners try struggle into the polar wind.

Snowballing slow-mo: Slowed down snow ball fight.

Polar Bear Plod: Slow silent polar bear plod.

Magic Carpet Dance: Putting together the whole 'Magic Carpet' story.

Cool down: Curl, uncurl and relax!

Movement focus:

- **Body:** Arms, legs, hands, feet and whole body.
- **Action:** different walking, magic carpet and North Pole actions.
- **Dynamics:** responding to different music and changing directions.
- **Space:** varying pathways and exploring the spaces.
- **Relationships:** single and pair-work.

Programme 4 structure: Magic carpet ride to the North Pole

CD2	Content	Guidance	Evaluation
1	Magic carpet warm up Gentle hand clapping then arms stretches to practice making the carpet rise and fall.	Arms rise and fall with the music and make the magic carpet rise and fall.	Is everybody ready for another magic carpet ride?



2	Jumping about Bounce up and down with the music.	Light and springy jumps landing on your toes with bended knees.	How high can you jump? Is everyone springy on bended knees?
2	Skipping Find a partner by skipping through the spaces.	Swinging arms and lifting knees as high as possible. Children should use lots of different pathways and when the music stops get into pairs.	Has everyone found a partner?
3	Magic carpet ride to the North Pole In pairs travelling on the magic carpet using arms to steer through the space.	Pairs sit/stand one behind the other in a space. Those in front are going to lead so raise arms together and tilt them up and down from side to side to steer through the space.	Listen for the music changes do the pairs change their arm actions? Are the leader's actions being carefully followed?
4	Polar wind Pairs try to walk into the polar wind.	Spreading feet apart to help balance, leaning into the wind like they're pushing with one shoulder.	Is everybody pushing themselves through the polar wind? Are pairs following close behind each other?
5	Snowballing slow-mo Slow motion snow ball fight	In turns bending down, making and throwing a snowball! Everyone moving in slow motion. Really, really slowly. Actions should be as slow and clear as possible.	How slow can they go?
6	Polar Bear Plod Slow silent polar bear plod.	Make bodies into the shape of a big bear. Stretch up tall and everyone hold out their hands to make big paws with sharp claws! Move around as a polar bear, with slow, plodding but silent steps.	Is everyone plodding like a polar bear? How silent are the slow plodding steps?



7 to 9	Magic Carpet Dance Putting some of the Magic carpet moves together from the unit to create one final dance.	Working in pairs, listen to the music to guide you through the different movements from the magic carpet unit: - Rolling the carpet - Carrying it home - Travelling on the Carpet - Tropical island - Monkeys - Carpet ride - lift and soar - North pole - Polar bear plod - Magic Carpet ride home	Is everyone changing movement with the music? Are pairs working together and copying each other's movements?
10	Cool down It's time to relax and wind down from our magic carpet ride.	Take big deep breaths. Curl knees in and then stretch arms and legs out.	Is everybody relaxed? Next time we explore Autumnal themes.

Unit 3 - Autumn

5: Autumn harvest

This is the first of a four part unit concentrating on Autumnal themes. In this programme we focus on movement and the Autumn Harvest. It concentrates on natural plant movements, old fashioned and then modern harvesting and making and sharing foods, the programme ends with an Autumn Harvest Circle Dance.

Lesson summary:

Warm up: Stretching, reaching towards toes, running on spot, putting on boots.

'Old fashioned' harvesting: Swishing and chopping then lifting the corn from low to high

Modern combine harvester: creating a moving combine harvester with mechanical movements.

Making and sharing food: picking, stirring, kneading and sharing the autumn harvest.

Circle dance: In a circle - walk, clap and then perform each of the dances we have done.

Cool down: Time to dangle like a scarecrow for a doze in the sunset!

Movement focus:

- **Body:** Arms, legs, hands, feet and whole body.
- **Action:** natural, work-actions and mechanical movements
- **Dynamics:** levels (high, medium and low) and changing speeds.
- **Space:** using space in a dance narrative.
- **Relationships:** pair-work and groups co-operating together.

Programme 5 structure: Autumn harvest

CD2	Content	Guidance	Evlauation
11	<p>Warm up</p> <p>We're scarecrows standing in an autumn field. Arms lift out to the sides, lift heads and shake your wiggly toes away!</p> <p>Next pretend to be a plant, start low curled tight, then stretch up high with the music.</p>	<p>Growing plant movements. Contrast smooth and spiky shapes.</p> <p>As arms rise fingers can wiggle like seeds at the top of stalks and bodies turn as if being blown in the wind.</p>	Is everyone ready to harvest?
12 & 13	<p>'Old fashioned' harvesting</p> <p>Travel back in time to harvest the old fashioned way with the one handed sickle and the two handed scythe.</p> <p>In pairs practice swishing and chopping actions.</p> <p>When the music changes find another pair and use a pitch fork to load up you corn from the ground into a cart.</p>	<p>Focus on hand-actions and arm-actions.</p> <p>Work with care, focus on each task and don't rush.</p> <p>Move with the changes and rhythm of the music particularly when working in the bigger group lifting corn into the cart.</p>	Can you keep in time with the rhythm of the music?
14 & 15	<p>Modern combine harvester</p> <p>In groups make a combine harvester with machine movements. Hands and legs linking, grain moving by being jiggled and rolled.</p>	<p>A chance for the group to come up with their own inventive machine movements.</p> <p>Concentrate on how the corn proceeds through the movement.</p>	<p>Are you moving together as a combine harvester?</p> <p>Are the movements mechanical and precise?</p>



16	Making and sharing food Move around the space making and sharing the food.	Picking fruit by lifting and reaching with arms, making bread with kneading-and-mixing movements, stirring-and-pouring soup or jam and finally loading trays and handing over different kinds of food, making thank-you gestures.	Are the 'making and sharing' actions clear, can you tell what they are doing?
17 to 19	Circle dance Put all the movements together into an Autumn Circle Dance. In a circle - walk, clap and then perform each of the dances performed during the programme.	In one or two large circles hold hands and walk round for 8 counts then stand still and clap a simple pattern for 8 counts. This is done 5 times and between the circle movements there'll be smooth and spiky plant-growing actions, sickles, scythes and pitch-forks (swishing and lifting), combine-harvester movements and making and sharing food actions.	Is everyone walking and clapping in time with the music? Can the children perform each of the four autumn harvest dances between the walking and clapping?
20	Cool down In the sunset its time to stretch and relax like an old scarecrow.	Holding arms out with a floppy body. Stretch and roll heads from side to side.	Next time we concentrate on the Autumn weather.

6: Autumn weather

This second of four programmes about Autumn. We'll be exploring the autumn rain and puddle jumping, then when the wind picks up we'll be blowing about like leaves and other objects. Then we'll try flying a kite before putting everything together.

Lesson summary:

Warm up: stretching, reaching towards toes, running on spot, putting on boots.

Puddle jumping: splash in puddles and swing your umbrellas!

Autumn leaves: be leaves floating and blowing to the ground.

Autumn wind: with one as the 'wind' scooping and touching the others who react.

Flying a kite: in pairs working together create patterns on the floor and in the sky.

Autumn scene: the best of our weather moves put together.

Cool down: like a kite slowly flop to the floor!

Movement focus:

- **Body:** Whole body and isolated parts.
- **Action:** Natural weather movements.
- **Dynamics:** Varying speed of movements.
- **Space:** Awareness of one's own space and in relation to others.
- **Relationships:** pair-work and groups co-operating together.

Programme 6 structure: Autumn weather

CD2	Content	Guidance	Evaluation
21 & 22	<p>Warm up</p> <p>Curled up tight in bed, when the alarm clock rings jump out and stretch arms wide to open the curtains.</p> <p>Slow stretches, reaching up, then fingers become clouds and raindrops wiggling down. Move about the room like a passing shower.</p>	<p>Use stretches to wake your body up.</p> <p>Delicate rain drop pattering for fingers.</p> <p>Use the changing speeds in the music.</p>	Is everyone ready for some autumn weather?
23	<p>Puddle jumping</p> <p>Put on a coat and wellies and bring your umbrella! Splashing in puddles and then lifting and waving about the umbrellas.</p>	Focus on keeping in rhythm with the music and changing directions.	Can you jump in time with the music?



24 & 25	Autumn leaves In pairs, hands make leaf shapes, bodies rise and fall like autumn leaves.	Hands should lead the movement, like spinning and falling leaves. Partner's copy and mirror movements. Travel in curvy pathways.	Are pairs copying and mirroring each other's moves? Are hands and fingers leading the falling leaves movements?
26	Autumn wind It's getting windy! In groups, one person becomes the 'wind' and the others different 'things' that can be blown about.	The 'wind' twirls about using hand scoops to touch the 'things' and make them move. When touched by the wind the things will spin and spiral.	Is the wind causing movement of the things? Is everyone working together? Be careful not to bump neighbours!
27 & 28	Flying a kite In pairs one is the flier and one the kite. Create patterns on the ground and in the air whilst working together.	Flier - use hands to feed out the line, leaning back keeping feet and legs planted on the floor, bending knees to keep grounded. Kite - stretch arms out to the sides like a kite, with the whole-body sway from side-to-side: stretch up high and bob low, keeping movement light and bouncy. Pairs should respond to the swings-and-turns in the music.	Are the Flier and Kite working together, responding to the music?
29	Autumn scene Perform the best of the moves in an autumn scene in groups of 4 to 6 in a triangular area.	Working together perform; <ul style="list-style-type: none"> • Puddle jumping, • Autumn leaves falling • Autumn wind 	Listen for the music changes, to indicate a different dance.
30	Cool down Time to cool down and pretend to be kites, flopping down to earth as the wind disappears.	Slowly lie down and stretch.	Next time we'll be autumn fireworks!

7: Autumn fireworks

Get ready to sizzle, crack, blast and whoosh! Fireworks night is the setting of our third programme in this unit about Autumn. We'll warm up and go to the firework display where our moves will be the star attraction. Arm, leg and body moves on different pathways to create a stunning fireworks display at the end!

Lesson summary:

Warm up: Jog on the spot, patting chest and rubbing shoulders.

Meet and greet: At the firework display move around meeting and greeting.

Sizzle, snapple, CRACK: Jumpy fireworks at funny angles.

Blast, K-pow, whizz-whirl: Jumping down straight and curvy pathways, swirling and twirling.

Whoosh! Firework display: Final display incorporating all the moves and a final rocket.

Cool down: Relax with some sparkler action.

Movement focus:

- **Body:** Coordinated whole body action.
- **Action:** Firework movements.
- **Dynamics:** Varying speed of movements, concentrating on fast actions!
- **Space:** Varying pathways straight and curvy.
- **Relationships:** Individual, pair-work and groups co-operating together.

Programme 7 structure: Autumn fireworks

CD3	Content	Guidance	Evaluation
1	Warm up Warm up by running on the spot and rubbing arms, chest and shoulders. Tug on a wooly hat too!	Try to pat and rub arms, chest and shoulders with the rhythm of the music.	Is everybody warmed up and ready to be fireworks?
2	Meet and greet At the firework display, move around the room meeting and greeting your friends and family.	Really 'communicate' with others with smiles, waves, high fives etc. Try to show different ages of people from the very young to the very old.	Can you 'communicate' with everyone at the fireworks display?



3	Sizzle, snapple, CRACK Jumpy to the beat, let arms jump out to the side and bendy legs turn and twizzle.	High energy fast jumping, creating funny shapes with jumping bodies. Copy a partners sizzly, snapply moves.	Is everybody Sizzling, Snapplling and going Crack?
4 & 5	Blast, K-pow, whizz-whirl In pairs Blast, K-Pow jumping on straight and zigzag pathways. Then whizz-whirl making circle shapes and spinning patterns.	Keep the jumping high and lively using different pathways working together either following each other or in tandem. When the music changes children become Catherine wheels or fountains, delicately whizzing and whirling and making some flowery patterns.	Are children working together in pairs? Listen to the change in the music to change the firework movements.
6 to 9	Whoosh! Firework display Work in a group to put together a display that includes the best moves. The finale is becoming a rocket, crouching low, hands together, counting down , then stretching up high and tall hands leading the way.	Jump about to sizzle, Snapple, crack. Use straight and zig zag pathways to blast, K-Pow! Sping and twirl as a Catherine wheel then blast off as a rocket!	Are groups working together to create a final display? Do the groups change their movements with the changes in music?
10	Cool down Relax by making sparkler patterns in the air.	Gently wave your sparklers in the air.	Next time we'll be animals in autumn.

8: Autumn animals

This is the final part of the *Let's Move* unit on Autumn. Its focus is animal actions in autumn, so we have a squirrel scamper, a geese migration dance, frogs jumping and swimming and an Animal line dance combining all the movements to finish with.

Lesson summary:

Warm up: Hedgehogs curling up and stretching out.

Squirrel Scamper: climbing tree, scampering down branches, grabbing acorns and hiding them.

Birds migrating waddle then use arms as wings, swooping, gliding and spinning.

Frog jumping and swimming: Springy frog jumps followed by arm and leg swimming actions.

Animal line dance: All the animal moves in one final line dance performance.

Cool down: Curl back down like a sleepy hedgehog!

Movement focus:

- **Body:** Tension and relaxation.
- **Action:** Animal movements.
- **Dynamics:** Levels (high, medium and low) and changing speeds.
- **Space:** Exploring the space with varying pathways.
- **Relationships:** Pair-work and groups co-operating together.

Programme 8 structure: Autumn animals

CD3	Content	Guidance	Evaluation
11	Warm up A hedgehog warm up - Curl down into a tight ball on the floor – gradually uncurl. Stretch out legs then arms. Bend to one side and then the other and sniff the air.	Slow and careful uncurling. Stretching limbs and bending bodies.	Is everybody warmed up?
12	Squirrel Scamper Find the acorns! Climbing a tree by reaching with arms and legs. Then scampering down branches and reaching to grab an acorn then scampering back and either digging or hiding it up high.	Hold arms and hands like squirrel paws and use quick movements in time with the music.	Are the squirrels light and quick?



13 & 14	Birds migrating Do a waddle walk, then start to flap your arms and fly up in to the sky. Swoop and rise, change direction, twist and turn.	Be careful not to bump into each other. In groups of 3 take it in turns to lead a migrating group, copying twists, turns and flying movements.	Are the migrating geese moving together following the leader?
15 & 16	Frog jumping and swimming Frog jumping and frog swimming.	Jump on long springy legs, with bendy knees. Then jump about linking arms with a partner, co-ordinate the jumping. When the music changes stretch out your arms and legs and pretend to swim like a frog! Use arms and legs!	Are the frogs staying time with the music and each other? Listen for the music-changes to change from jumping to swimming.
18 & 19	Animal line dance In a line formation do the animal moves when called.	Listen carefully to the called out dance moves. They are: - Squirrel climbing - Squirrels scuttle forward, - Squirrels scuttle back - Pass the acorns down the lines! - Geese arm flaps, swish one way and then the other. All hold hand swooping down, soaring up together. - Frogs – link arms, froggy hop forward for two beats, then Froggy hop backwards for two beats and repeat.	Is everyone listening out for the moves to be 'called'? Can the line work together to pass the acorns, flap arms and froggy jump?
20	Cool down Hedgehog warm down. Stretching out then curling down into a ball and lie still.	Listen to the soft sound and relax your body.	Next time we join the Three Kings for their epic journey.

Unit 4 – The journey of the Magi

9: In search of Baby Jesus

This is a two part unit concentrating on the journey of the Magi - the Three Kings - on their way to find the Baby Jesus in the Christmas story. In the first programme we focus on star and king walking actions where rhythm and working together is particularly important.

Lesson summary:

Warm up: Skipping and freezing in snowflake and snowball shapes.

Getting dressed: Become Kings putting on a robe, crown and sceptre.

Kings walking: Walk to the beat as regal Kings.

Star twinkling: Crouch low, stretching up and out, fluttering fingers.

Star jumping: Jump whilst bending and straightening arms and opening and closing hands.

Kings journey: Kings walking including pointing to the star.

Star jumping and spinning: Turn on the spot whilst jumping.

Group twinkling and King walking: Groups take turns in twinkling like a star/walking like a king.

Final procession: One 'star' leads three 'kings' in a procession.

Cool down: Time to lie back and look at all the stars in the sky!

Movement focus:

- **Body:** Tension and relaxation.
- **Action:** Walking actions.
- **Dynamics:** Levels (high, medium and low) and changing speeds.
- **Space:** Varying pathways.
- **Relationships:** Pair-work and groups co-operating together.

Programme 9 structure: In search of Baby Jesus

CD3	Content	Guidance	Evaluation
21	Warm up Get in the Christmas mood with energetic skipping and freezing in a snowflake then snowball shape.	Skip in time with the music listening out for the moment to freeze. Freezing as a snowflake should be stretching out arms and legs wide. Freezing as a snowball is small and curled up.	Is everyone ready to be the Three Kings on their journey?



22	Getting dressed Become a King by putting on a robe, a crown on your head and stand tall holding your sceptre or stick.	Slow, regal actions, really getting into the part of being a 'King'.	Can the children put do the actions slowly?
22	Kings walking The first chance to walk like a king. Individually walk in time with the beat of the music.	Purposeful and important striding. Bodies held upright.	Are the kings walking in time with the music?
23	Star twinkling Crouch down low, slowly stand and really stretch your arms upwards and outwards and flutter your fingers.	Rising from a crouched position stretch as wide as possible with slow controlled movements.	Are the stars twinkling?
23 & 24	Star jumping Jump up and down whilst bending and straightening arms and opening and closing hands.	High energy jumping with added 'sparkle' from arm and hand movements.	Can the stars jump in time and not bump into each other?
25 & 26	Kings' journey The Kings' journey continues. More walking as kings including in pairs with pointing to the star included in the movement. Also carry gifts for the baby.	The pair sequence includes walking to for four beats then pointing to the star in the sky for four.	Are the pairs moving together, walking and pointing at the same time?
27	Star jumping and spinning Jump up and down, opening and closing hands and bending and straightening arms. This time, turn on the spot, as you jump.	Incorporating turning or spinning into the star jumping movements. High energy and fast actions.	Stars should move fast but not bump into each other.



28	<p>Group twinkling and King walking</p> <p>Dividing the group into two with half being stars sparkling and half kings stepping and pointing.</p> <p>Take it in turns to move then freeze.</p>	<p>Each group must be ready to move or freeze and pay close attention to the music.</p> <p>Stars should jump up high bending and stretching arms and kings.</p> <p>Kings should be able to walk and point in time with the music and around the stars.</p>	<p>Are the stars twinkling in the middle of the group?</p> <p>Are the Kings walking and pointing around the sides and in time with the music?</p> <p>Do both groups freeze at the appropriate point?</p>
29	<p>Final procession</p> <p>In groups of three or four, one becomes the star and the others the Kings.</p> <p>Stand in a line with stars at the front walking and bending and straightening arms. Kings follow behind carrying gifts and following the star.</p>	<p>Each group must work together. The star must lead the way creating the pathways.</p> <p>The Kings should follow behind, everyone moving in time with the music.</p>	<p>Are the groups travelling together in time with the music?</p>
30	<p>Cool down</p> <p>Lie down in a space and look at the stars.</p>	<p>Relax bodies and stretch arms, wiggle fingers and toes.</p>	<p>Next time the Kings reach their final destination!</p>

10: Gifts for a King

The final part of The Three Kings unit. The Kings are almost at the end of their journey following the star. They're joined by grumpy camels and have windy struggles but the star shines more brightly! The three Kings present their gifts at the end and then celebrate with skipping and star jumping.

Lesson summary:

Warm up: Skipping then jumping around the space with Christmas tree and bauble 'freezes'.

Star stretching: Stand up slowly, then stretch out arms and flutter fingers.

Star jumping: Jump up and down, back and forwards whilst bending and straightening arms.

Camel walking: Walk as a grumpy camel.

King and camel walking: In pairs one camel and king walk together.

Windy struggle: Walk with lots of effort into the wind.

Group star sparkle: In groups back to back, rise up, stretch and sparkle.

Kings presenting presents: In groups take turns to step, give gift, bow and straighten.

Celebrations: Alternate skipping and star jumping.

Cool down: Time to lie back and stretch!

Movement focus:

- **Body:** Tension and relaxation.
- **Action:** Walking actions.
- **Dynamics:** Levels (high, medium and low) and changing speeds.
- **Space:** Varying pathways.
- **Relationships:** Pair-work and groups co-operating together.

Programme 10 structure: Gifts for a King

CD3	Content	Guidance	Evaluation
31	<p>Warm up</p> <p>Skip around then freeze in a Christmas tree shape.</p> <p>Jump around and freeze in a Christmas bauble shape.</p>	<p>Energetic skipping and jumping on individual pathways.</p> <p>Listening out for the 'freezing' point and stretching out wide to make a Christmas tree shape, then wide and round to make a bauble shape.</p>	<p>Is everyone ready for the final part of the Three Kings journey?</p>



32	Star stretching Stand up slowly, then stretch out your arms and flutter your fingers.	Stretch arms and fingers as wide as possible. This movement should be slow and controlled.	Are the stars twinkling?
33	Star jumping Jump up and down whilst bending and straightening arms and opening and closing hands. Jump backwards and forwards with the music in a pair.	Keep in time with the music, all stars should jump forward and back at the same time.	Can the stars jump in time and not bump into each other?
34	Camel walking Lower heads and curve backs, grumpy expressions on faces and walk in time with the music.	Walk on tip-toes to make legs look long.	How grumpy can children make their expressions? Are they curving backs and lowering heads?
35	King and camel walking In pairs walk in procession 'camel' first with shoulders rounded and head down, 'Kings' next holding reigns and bobbing with knees as if riding on the camel's back.	Pairs should keep their Kings and camels should look distinctively different in their style of walking but keep movements in time with the music.	Are Kings and camels travelling together in time with the music?
36	Windy struggle In threes stand one in front of the other, walk with the music into the wind!	Huddle forwards wrapping arms around bodies. Show the effort of walking into the wind in both movement and facial expression.	Are the Kings struggling to walk in the wind?
37	Group star sparkle Stretch up and flutter fingers.	In the groups start crouched down, back to back, facing outwards. Slowly rise up, and stretch out your arms and legs and flutter fingers.	Are the bigger stars shining brightly?



38	Kings presenting presents Time for the Kings to present their presents. Working in the group take turns to step forward, hold out arms to give present, bow low, straighten up and stand still.	This sequence needs concentration as each King must be ready to complete their moves at the right time and at the correct pace.	Are the three Kings giving their gifts with big movements in time with the music?
39	Celebrations The Kings need to celebrate finishing their long journey! Skip around the space and when the music changes jump up and down as a bright shining star.	Joyful fast skipping until the music changes then jumping stars with arms and fingers opening and closing.	Listen out for the change in music to indicate a change in action.
40	Cool down Lie down, stretch out arms, wiggle fingers and bend legs then straighten them.	Relax and stretch.	Well done! The three Kings have finished their journey!