

LET'S MOVE

Spring 2010



www.bbc.co.uk/schoolradio

Age: 4-6

CD: These programmes are available to order (for UK schools only) on pre-recorded CDs from:
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Let's Move

Spring 2010

These programmes are available as audio on demand from the School Radio website for 7 days following transmission. Refer to the dates below.

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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.

Using these programmes from CD:

These programmes are available to UK schools on pre-recorded CDs (at cost price).

It's simple to mediate the use of the programmes by pausing the CD as directed during the programmes and when you wish to do so yourself. To do this always use the 'pause' button and not the 'stop' button (because the 'stop' button will return the CD to the very beginning). When you're ready to resume either press 'play' or press 'pause' again to cancel it (individual CD players vary).

Each programme on the CDs is made up of several 'tracks'. This allows you to navigate the programme and to replay complete sections by using the 'skip' button (marked <<). The tracks are organised to allow immediate replay of complete sections of the programme. A full track listing can be found in the left hand column of the content grids below.



Podcasts / downloads:

These programmes are available as downloads or podcasts for 7 days following transmission. This means that you can download each programme (for free) as an mp3 file, for playback either from a computer or from an mp3 player, such as an iPod. If you subscribe to the series your computer will automatically search for each new episode when you connect to the internet, ensuring that you never miss a programme. It is a perfectly suitable alternative to acquiring the programme on pre-recorded CDs, provided you are happy not to use a CD player for playback. More information at the [Podcasts page](#) of the website.

Programmes are also available as **audio on demand**. The audio on demand is a reliable service – especially on broadband - that allows you to listen to the programme 'streamed' over the internet.

To listen to the audio files you will need to have installed 'Realplayer' on your computer. This commonly-used software is easy to download from the internet if you do not already have it.

Column headings used in these Teacher's Notes:

- **Track** - as noted above.
- **Lesson content** – a guide to the movement activities in the programmes.
- **Teaching points** - 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.

Feedback:

Feedback is vital to the series and is always welcome. Please visit the 'Contact us' page of the School Radio website at:

www.bbc.co.uk/schoolradio/contact.shtml

Or you can write to us at:

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Unit 1 – Chinese New Year

By Kathryn Wilkinson

Introduction:

Chinese New Year is a major festival (and public holiday in many countries) celebrated in China and in the many countries around the world that have an ethnic Chinese population – including the UK.

The Chinese calendar is not the same as the Gregorian calendar used in most western countries. For this reason in 2009 Chinese New Year begins on 26 January; in 2010 it begins on 14 February. The festivities end 15 days later on the day known as Lantern Festival.

Chinese mythology suggests the origins of New Year are concerned with a battle against a monster called Nian (meaning 'year' in Chinese). Nian would arrive on the first day of the New Year to terrorise villagers. However, the villagers discovered that Nian was afraid of the colour red...and thus each New Year the villagers would hang out red lanterns to scare Nian away and use firecrackers too. Nian was never seen again.

In the days preceding New Year Chinese families give their homes a thorough 'spring clean'. The cleaning sweeps away bad luck and leaves room for good luck to enter. On the first day of New Year the dusters are put away to avoid sweeping away good luck. New clothes are purchased – often red. New Year is also time for visiting friends and family gatherings. Younger members of the family are often given gifts of money inside red envelopes.

The festivities culminate in Lantern Festival, when families will process through the streets with their New Year lanterns, bringing New Year to a close.

1: Getting ready

The first of two programmes covers the preparations for Chinese New Year and ends with a big celebratory meal for family and friends. The children work on their own throughout the programme.

Lesson summary:

Warm up: stretching; skipping around the space changing direction to a cue

Tidying the home: working with busy fingers to put everything away before cleaning

Letting good luck in: jogging around space, stopping to open windows to allow good luck in; polishing surfaces

Chinese New Year market: moving around open-air market to source the things needed for the New Year celebrations

Decorating the home: hanging up the lanterns and wind chimes bought at the market

Chinese stir fry: moving in three separate ways to indicated the 'chopping', 'stirring' and 'frying' elements of a stir fry meal

Cool down: lying still on the floor; stretching limbs

Movement focus:

Stretching; travelling around the room jogging and skipping; working at different heights; spinning and turning; angular shapes; linking movements.

Programme structure:

CD1 Track	Lesson content	Teaching points	Evaluation
1	Warm up. Children stand and stretch up tall. Then skip around the space, changing direction when they hear the clash of the cymbal.	Make sure everyone is listening carefully for the clash of the cymbal, so that they know when to change direction.	Do children stretch up really tall? Do they change direction at the right moment?
2	Individual. Tidying the home ready for New Year. Children move around the space, finding things to tidy away. Then they use a cloth to dust and polish all the surfaces.	Listen for the fading of the music. This will let you know that the activity is coming to an end. Encourage children to clean rhythmically in time to the music. Cleaning the house at New Year is about getting it ready for the return of the Kitchen god and allowing space for good luck to enter.	Are the children listening carefully for the instructions? Do they move rhythmically in time to the music?
3	Individual. Jogging to open the windows, to let good luck in. Children jog around the space. On the instruction from Justin, they stop and open a window. Then move on again.	Watch to see that the children understand that they only stop to open a window on Justin's instruction. The activity should show a contrast between movement and stasis.	Do children jog carefully with light steps? Do they open windows only at Justin's instructions?
4	Individual. Skipping to the market / moving around the market. The children are off to the open air market. When they hear the music they skip between the spaces to travel to market. Then children move around the market looking for lanterns. At the instruction from Justin they stop to buy one. Next they search for a plum tree and stop to buy. Finally they jog around the market to find and buy wind chimes.	These are some of the purchases that are commonly made at New Year to help get the home ready. As with the previous activity, watch that the children understand that they move around the market searching first, then stop to buy when Justin instructs them.	Do the children follow Justin's instructions? Do they inter-react with the imaginary stall-holder?

5	<p>Individual. Decorating the home. Children move around the home decorating it with their New Year purchases. First they stretch up tall to hang their wind chimes; then they run around the home finding places to hang lanterns (contrasting up high and out to the side);</p>	Continuing moving as individuals. The activity should show a strong contrast between movement (travelling around the house) and stasis (stretching tall to hang decorations).	Do the children move with quick, light steps? Are they listening carefully to Justin's instructions and stopping moving promptly when he instructs?
6	<p>Individual. Chinese stir fry! First children mime putting on a chef's hat and apron and washing their hands. Then they show: i) 'chopping' movement for chopping vegetables by making angular, spiky shapes with the upper body ii) 'stirring' movements, by using the body to twist and turn</p>	Look for a strong contrast between the angular, spiky movements for chopping and the smooth, turning movements for stirring.	Do the children show angular, spiky shapes with their upper bodies? Do they use contrasting turning movements for stirring?
7	<p>Individual. Sizzling in the wok. Children show the sizzling food in the wok, by moving around the space with small, jumping movements. Then children show the complete cooking process – chopping, stirring, frying – by moving in time to a medley of the music.</p>	The music for 'chopping', 'stirring' and 'frying' is repeated without a break. Children need to recreate their movements and be ready to change when they hear the music change. The music medley forms the next track (track 8) so it is very easy for you to replay the track as often as you wish for the children to practise their dances.	Do the children listen for the change in the music and respond correctly? Do they remember the correct sequence for the stir fry dance?
8	Stir fry music.	The music track for the above 'chopping', 'stirring' and 'frying' medley. Replay as often as you wish to allow the children another go. The sequence lasts for 45 seconds. The programme includes an invitation from Justin to split the class in two so that each half can watch each other perform the dance.	
9	<p>Cool down. Lying down, stretching limbs.</p>	Make sure the children are calm and ready to return to class.	

2: Join the New Year parade

The second programme in the unit is concerned with the festivities once Chinese New Year has begun...in particular the custom of letting off fire crackers and also Lion Dance processions. The children work on their own for the beginning of the programme, then get into pairs to create the Lion Dance.

Lesson summary:

Warm up: in a circle waving to friends and stretching legs / arms

Dressing in New Year clothes: putting on the special new clothes associated with New Year

Visiting friends: travelling around the space to visit friends and offer gifts

New Year parade: marching around the space to create a New Year parade

Chinese fire crackers: creating a sequence showing different fire works

Lion Dance: working with a friend to create the Lion for the Lion Dance; then stamping around the room as the Lion

New Year procession: stately movement around the space holding lanterns to show the Lantern Festival

Cool down: stretching on the floor

Movement focus:

Stretching, using high and low body positions; contrasting movement and stasis; angular shapes; paired movement

Programme structure:

CD 1 Track	Lesson content	Teaching points	Evaluation
10	<p>Warm up. Before the warm up proper the children move into one big circle, then sit down again. Then, with the music, smiling and waving to friends across the circle. Then stretching legs and wiggling toes / fingers. Then, standing in the circle, wiggling whole body, using contrasting high and low body positions.</p>	<p>The instruction to get into the circle is accompanied by approx 20 seconds of music; however, you may prefer to pause the programme to create the circle.</p>	<p>Do children move quickly and carefully into a class circle as instructed?</p>
11	<p>Individual. Dressing in New Year clothes. Putting on special New Year clothes – trousers and jackets.</p>	<p>Gold and red tunics are traditional at New Year. Children will need to balance carefully and move quickly to maintain time with the instructions. Children should remain in the circle while doing this.</p>	<p>Do the children balance while putting on their new clothes? Do they follow the instructions carefully?</p>

<p>12</p>	<p>Individual. Visiting friends at New Year. Children skip through the spaces to visit their friends at New Year. The activity is developed by the introduction of an opening door (sound effect). Children skip through the spaces, stop when Justin tells them to and when they hear the opening door they shake their friend's hand and give their New Year money gift before moving on again (sequence repeated twice).</p>	<p>Children will need to move carefully to avoid collisions and will need to listen carefully so that they can hear when to stop. Then they need to imagine a friend to whom they can give the New Year money gift.</p>	<p>Do children move with quick, light steps – listening for the right moment to stop? When they hear the opening door effect do they imagine a friend?</p>
<p>13</p>	<p>Individual. Chinese New Year parade. With the music, the children march around the village – waving flags if they wish – to frighten away the monster.</p>	<p>Festivities at New Year link closely to Chinese history and the story of frightening away the monster using the colour red and lots of loud noises?</p>	<p>Do the children step in time to the music? Do they pretend to wave flags?</p>
<p>14</p>	<p>Individual. Chinese fire crackers. Working with music only to begin with children become fire crackers, moving with short, sharp movements. In the second sequence, children practise jumping to sound effects of firecrackers. This is the cue to jump into the air and throw arms out to the side. The final movement of the sequence is a single firework. This is the cue to crouch low, tuck in arms and then jump up and 'explode'.</p>	<p>At 02' 35" of track 14 children are able to put the three elements of the dance together – ending with jumping into the air as a single firework. They will need to listen carefully and move quickly to keep in time with Justin's instructions.</p>	<p>Do children show contrasting movements for the various elements of the sequence? Do they listen carefully for the final firework, bringing the sequence to a close with a final dramatic jump?</p>

<p>15</p>	<p>Pairs. Lion dance. Working together to create a simple Lion Dance. As the two parts of the Lion, pairs stamp around the space in time to the music.</p> <p>Then the music is repeated so that pairs can swap over.</p> <p>Adding gestures to the movement. When the music is played for the third time, 'heads' use their hands to show large eye-lashes and 'tails' use their arms to show tails.</p> <p>The music is played again to allow pairs to swap.</p>	<p>Be ready to pause the programme to organise children as necessary. The children need to find a friend to work with; then discuss with each other who will be the 'head' and who the 'tail' for the dance. The tail crouches a little lower than the head and places hands on the back of the head to join together. You may wish to pause the programme at 02' 34" into the track to allow sufficient time for pairs to swap over.</p> <p>Be ready to demonstrate hands opening and closing, fingers splayed, to show eye-lashes. Also be ready to pause the programme as necessary to allow more time for swapping over and getting organised again.</p>	<p>Do children work together co-operatively now that they are in pairs? Do they maintain a united body position and demonstrate the qualities of the Lion?</p> <p>Do they develop their work and understand the movements for eye-lashes and tail?</p>
<p>16</p>	<p>Individual. New Year procession. Children make a slow New Year parade by walking around their space, showing off their imaginary lanterns and taking a look at those of others.</p>	<p>You could take part in the procession as a means of encouraging the children and as a way of admiring their work.</p>	
<p>17</p>	<p>Individual. Cool down. Stretching out on the floor and relaxing body.</p>	<p>Make sure children are calm and ready to return to their classrooms.</p>	

Follow up:

How to make a Chinese New Year lantern:
www.show.me.uk/site/news/STO963.html

Videos showing preparations and movements for a Lion Dance (includes advertising):
www.expertvillage.com/video-series/1180_lion-dance.htm

You Tube has some amazing and very acrobatic examples of Lion Dances from around the world. Enter 'Chinese Lion Dance' in the search field.
www.youtube.com

Flickr has thousands of images of Chinese Lion Dances from around the world:
www.flickr.com

From Wikipedia – how to draw the Chinese character for year:
<http://upload.wikimedia.org/wikipedia/commons/9/94/%E5%B9%B4-order.gif>

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Unit 2 - Opposites

By Sue Burton

This unit explores 'opposites' through the context of the arrival of Spring and rabbits enjoying the spring sunshine. In contrast to the first unit – Chinese New Year – children will spend most of their time working with a partner. There is also an emphasis on the children finding their own ways to develop their movements and incorporate them into a final dance.

NB. The complete music for the Spring celebration dance in this unit can be found at CD3 track 35.

3: Wake up – it's Spring!

Lesson summary:

Warm up: a game of opposites, in which the children have to follow the instructions given by Justin

Jumping: a sequence showing contrasting movements: curling up small and finding different ways to jump

Moving forwards and backwards: contrasting travelling steps forwards and backwards – opposites.

Spinning: running forwards and spinning in pairs

Cool down: a reprise of the 'Justin says...' game again

Movement focus:

Stretching tall and curling small; jumping in time to music and finding own ways to jump with a partner; contrasting travelling steps show opposites; controlled spinning; developing movements with a partner

Programme structure:

CD1 Track	Lesson content	Teaching points	Evaluation
18	<p>Warm up: a game of opposites, called 'Justin says'!</p> <p>Children stand in their own space. 'Go to sleep' is the instruction to curl up; 'Wake up' is the instruction to stand tall and stretch.</p> <p>When the game develops, children must only move if Justin begins his instructions 'Justin says...'</p>	<p>Encourage children to keep to their space and to show as much contrast in their curling and stretching movements as they can.</p>	<p>Do the children curl up really small and stretch really tall? Do they listen carefully for the instructions – especially those instructions that do not begin 'Justin says'.</p>

19	<p>Pairs. Jumping as rabbits. Skip around the space to the music to find a partner and then curl up small together, like two sleeping rabbits. Pairs stand slowly to the music, hold hands, then bounce lightly with the music. Then curl up again. Then children find new ways to jump to the music: i) together; ii) one jumping while the other stands still; iii) swapping over; iv) choosing own way to jump.</p>	<p>Watch to make sure that everyone finds a partner and curls up on the floor at the end of the skipping music. Then children need to listen carefully for the instructions about jumping and listen carefully for the beginning and ending of each sequence of movement. Children should show opposites between movement and stasis.</p>	<p>Do the children listen carefully for the beginning and end of music and move at the right times? Do they stand really still when it is their partners turn to jump? Can they jump with light, springy steps?</p>
20	<p>Pairs. Moving forwards and backwards slowly. Running forwards with quick, light steps; then walking backwards slowly holding hands. The movement develops by pairs showing they are tired after running forwards together. Pairs then try the sequence through twice, without Justin's voice.</p>	<p>All the children need to face the same way – towards the teacher. Make sure that everyone is spread out so that there is no danger of collisions when pairs walk backwards. Children need to show a strong contrast between the running with light steps and the tired walking, with slow heavy steps.</p>	<p>Do the children respond to the contrasting music? Can they match their movements to the music?</p>
21	<p>Pairs. Running forwards and spinning in pairs. Running forwards, then spinning in pairs. The sequence develops by running and spinning in the opposite direction. The sequence ends with a run and spin in the original direction, without Justin's voice to guide.</p>	<p>For the spin, pairs hold both hands and begin by walking around in a circle, then getting faster. The spinning music gets progressively faster – so watch that pairs don't get out of control!</p>	<p>Are pairs able to follow the music, spinning gradually faster but remaining in control? Do they listen and respond to instructions – e.g. to move in the opposite direction? Do pairs respond to the music without Justin's voice to guide them?</p>
22	<p>The game 'Justin says' again. Children cool down with another game of 'Justin says', listening carefully for his instructions. Children must only move if Justin begins his instructions 'Justin says...'</p>	<p>Pairs split and everyone moves in their own space. The movements are a reprise of the opening sequence.</p>	<p>Do the children curl up really small / stretch tall? Do they listen carefully for the instructions – especially those instructions that do not begin 'Justin says'.</p>

4: Spring celebrations

Lesson summary:

Warm up: a game of 'Justin says...' using movements from the first programme

Spinning: revising spinning and finding different ways to spin with a partner

Spinning development: combining spinning with other movements including travelling steps in curling

Curling and stretching: finding own ways to represent the opposite movements of curling and stretching

Jumping: finding own ways to jump to create final sequence of the dance

Celebration dance: putting all the elements of the celebration dance together in order

Movement focus:

Contrasting travelling movements – running forwards, walking slowly backwards; spinning; curling small, standing tall; combining all elements for a final run through of the dance

Programme structure:

CD1 Track	Lesson content	Teaching points	Evaluation
23	<p>Warm up: a game of opposites, called 'Justin says'!</p> <p>The game develops in this programme by including some of the movements from last time.</p>	<p>The movements are 'go to sleep', 'wake up', 'run forward', 'jump up and down', 'walk carefully backwards' and 'lie down'. Again, children can only move if Justin begins his instructions 'Justin says...'</p>	<p>Do the children remember the movements from last time?</p> <p>Do they listen carefully for the instructions and only move when Justin says 'Justin says...'</p>
24	<p>Pairs. Spinning.</p> <p>Skip to the music to find the same partner as last time.</p> <p>Revising movements from last time: running forward, spinning slowly getting faster, hiding down the rabbit hole.</p> <p>Then finding different ways to spin with the music: i) spinning with partner holding hands; ii) one spins, while the other remains hiding down the hole; iii) swap over and repeat; finding own way of spinning and repeating three times through.</p>	<p>Children should listen to the sounds and then clap to the music as directed.</p> <p>Justin offers some ideas for how the children can develop their spinning sequences – e.g. how to use their hands / arms.</p> <p>There is an invitation to pause the programme at 04' 12" in the track. Use this to pause the programme and practise some ideas.</p>	<p>Do the children remember the spinning movements from last time?</p> <p>Can they spin maintaining balance and control?</p> <p>Do they think of imaginative developments of their own to bring to the spinning movements?</p>

25	<p>Pairs. Creating the celebration dance. Bringing together some of the movements practised so far to create the middle section of the celebration dance: i) run forward; ii) spin with partner holding both hands; iii) hide down rabbit hole; opposite direction and repeat; iv) spinning with own moves (one partner spins while the other hides, then swap over and swap again); v) lie down on backs.</p>	The children will need to listen carefully to the instructions.	
26	<p>Pairs. Putting the movements to music. Children perform the movements Justin has just explained to music.</p>	Children should be familiar with the moves now and respond quickly and accurately to the music. This sequence ends with an invitation to replay the music to have another go. To do this simply set the CD player to start track 26 again.	Are the children showing greater familiarity with the moves and which music cues go with each movement? Do they show collaboration between spinning and hiding?
27	<p>Pairs. Curling up small and standing tall. Returning to the movements of curling small and stretching tall, but this time finding own way to show these movements to create the opening section of the celebration dance. Then, with music, children show their own way to curl up small; then own way to stand up tall together. Then repeat twice through with the music.</p>	At 30" into the track there is an invitation to pause the programme so that children can practise their own ways of curling up small and stretching up tall. If you have time, pause the programme here (remember to 'pause' the CD and not 'stop' it). Children are creating the opening section of their spring celebration dance, which they will put together with the other sections later in the programme.	Do pairs work well together when they create their own ways to curl and stand? Do they introduce imaginative movements of their own?
28	<p>Pairs. Creating the end of the celebration dance. The end of the dance is pairs jumping together in the spring sunshine in their own ways. First they practise to the music. Then follow the music cues to lie down on their backs.</p>	Children need to think of different ways to jump – but they can use some of the movements they have already developed. Jumps should be light, spring and happy...and in time to the music.	Do children find their own ways to jump? Can they move together in time to the music?

29.	<p>Pairs. Putting all parts of the celebration dance together. Justin explains how the dance is going to be put together.</p>	<p>The pattern of the dance is:</p> <ol style="list-style-type: none"> 1. Beginning. Showing own ways to curl up small and stand tall x 2 2. Middle. Run forward with partner and spin; change direction and repeat; change direction and show own way of spinning x 3 3. End. Showing lots of different ways to jump together, finally lying down on backs to rest. <p>You may wish to pause the programme before the music begins (track 30) to confirm the sections and movements of the dance.</p>	<p>Are the children listening carefully for the instructions?</p>
30	<p>Pairs. The celebration dance. Justin guides pairs through the celebration dance with the music.</p>	<p>The music cues / instructions are:</p> <ul style="list-style-type: none"> - curl up small on the floor - stand up tall - curl up small again - stand up tall again - stand beside partner - run forward - spin with partner, holding hands - hide down the rabbit hole - stand up and face the opposite way - repeat run forward and spin - hide again - one stands up and faces front again to spin (other hides) - swap / repeat - swap / repeat - both stand up together and find ways to jump together <p>The sequence ends with an invitation to replay track 30 to have another run through off the dance. Bonus! The music only (without Justin's instructions) can be found on CD3 track 35 – use this to show the spring celebration dance to the rest of the school!</p>	<p>Do the children anticipate each new move of the dance? Do they dance together well? Do they respond to the contrasting music cues and keep in time?</p>

Unit 3 – Knights, castles and dragons!

By Katherine Freeman

This unit of three programmes takes as inspiration fantasy stories with a medieval flavour. The programmes adopt a narrative structure with individual episodes covering a hunt to find a dragon...the legend of Arthur and the *Sword in the stone* and a story about *Robin Hood*.

5: The dragon hunt

The first story concerns two royal children: Mary and George. When their parents the King and Queen are swallowed by a dragon Mary and George set of to find the unruly creature. And Mary brings a secret weapon with her...

Lesson summary:

Warm up: travelling around the space and showing the contrast between movement and stasis

Climbing a tree: movement at contrasting heights to show climbing a tree

Travelling around the castle: pair work in unison

Play sword fighting: upper body movements in time to the music showing slow motion sword actions

Making the dragon: develops the Lion from Unit 1; showing the dragon moving

Finding the dragon: a contrasting sequence of movements as the children travel through a variety of terrains

Escape from the dragon: moving back through a variety of terrains with a more urgent feeling

Cool down: simple relaxation through controlled breathing

Movement focus:

Movement and stasis; low and upper body movement; contrasting light and heavy travelling steps; slow motion movement in time to music

Programme structure:

CD2 Track	Lesson content	Teaching points	Evaluation
1	<p>Warm up Children skip, then they jump around the room. They stop when the music stops, pointing up high, then, when the music stops again, they creep with silent footsteps into the dragon's cave.</p>	<p>Encourage children to move energetically around the whole space, with quick, light, controlled steps. Encourage them to point up as high as they can, really stretching out their arms. Emphasise the importance of moving silently when they creep.</p>	<p>Are children making their own clear pathways through the space, not following anyone else? Can they stretch really high to point up at the castle? Can they creep with silent footsteps?</p>

2	<p>Individual. Mary and George climb a tree On their own, in the space, children crouch down low, then gradually reach upwards, stepping on the spot, as they imagine they are climbing up an enormous tree.</p>	Encourage children to really stretch upwards, reaching as high as they can and to step in time on the spot to the music, with small, light footsteps.	Can children move gradually, in a controlled way, from low to high? Can they step and reach in time to the music?
3	<p>Pairs. Mary and George clank around the castle In pairs, children follow each other's pathway and move their arms and legs with quick, jerky movements, as they imagine they are clanking around in suits of armour.</p>	Encourage children to move in a controlled way, with big, heavy steps in time to the music. Help them to show the weight of the cumbersome armour in the way that they move.	Can children work well with their partner, making a clear pathway through the space? Can they step confidently in time to the music? Can they clearly demonstrate what it is like to move in a suit of armour?
4	<p>Pairs. Mary and George do play sword fighting Children work in pairs, swishing their swords with bold, rhythmic movements.</p>	Emphasis the importance of the children clanging their swords together with the 'clang' in the music and swishing with the beat. Encourage children to work with their partner but not to touch them.	Can children work co-operatively with their partner? Can they clang their imaginary swords together at the right moment in the music? Are they listening to and responding with clear rhythmic actions to the beat?
5 / 6	<p>A dragon swallows the King and Queen Children work with their partners to make the enormous dragon. One is the front end and one is the back end. They move around the room as the dragon.</p>	Help the children to think about and show clearly what part of the dragon they are – such as the front end with its terrifying head and sharp claws, or the back end with its spiky tail. Encourage them to show how terrifying the dragon is, by the way that they move and their menacing facial expressions.	Can children work co-operatively together to make the different parts of one dragon? Can they stay together, as they move around the space?
7	<p>Mary and George set off to find the dragon Children imagine that they are Mary and George, searching for the dragon. They swish their swords through the forest, step through the stream and climb a mountain.</p>	Help children to really think about the different ways of showing where they are, such as taking small, wobbly steps across the stream, swishing their swords boldly as they move through the forest and reaching up high to climb the mountain.	Can children move confidently through the space with their partner, making a clear pathway? Can they clearly show where they are by the contrasting movements that they use?

8	<p>Pairs. The dragon sneezes Working in pairs, children make their dragon shape again. They show how the dragon shakes and shakes, until suddenly, he lets out a huge sneeze!</p>	<p>Help children to really listen to and to move with the music. Encourage them to work as one, with their partner, shaking with greater and greater intensity, until they make a huge movement for the sneeze.</p>	<p>Can children move in time to the music, increasing their movements and responding quickly when it changes? Can they work co-operatively together to really show the character and feelings of the dragon?</p>
9	<p>Pairs. Everyone escapes the dragon With their partners, children move quickly back down the mountain, through the stream, then through the forest.</p>	<p>Help children to remember the different steps and movements that they used last time, but now at a quicker pace. Encourage them to move at the same pace as their partner and to stay close together, making their own pathway.</p>	<p>Can children remember their movements from last time and move in time to the music?</p>
10	<p>Cool down Children breathe deeply, imagining they are floating on a cloud on a sunny day.</p>	<p>Encourage children to really try to breathe deeply and softly and to relax with the gentle music.</p>	<p>Can children lie still and relax, responding to the music?</p>



6: The sword in the stone

The second story in this unit follows the well-known legend of how boy called Arthur becomes king when he pulls the sword from the stone...

Lesson summary:

Warm up: clapping in time to the music; skipping around the space

Make a spell: skipping in a circle and placing something in the cauldron

Snowy the owl: flying in small and large circles as Snowy the owl

Play sword fight: moving in time to music and co-ordinating actions to beat

Galloping: moving in unison with high steps

The sword in the stone: as knights, trying to remove the sword from the stone

Arthur draws the sword: close partner work as the stone and Arthur drawing the sword

The sizzling cauldron: children create the swirling, sizzling contents of the cauldron

Cool down: controlled breathing

Movement focus:

Working alone, in pairs and as a whole group; circles and pathways; controlled upper body movement and gesture; working in unison

Programme structure over...

Programme structure:

CD2 Track	Lesson content	Teaching points	Evaluation
11	Warm up Children clap and tap their knees, standing on the spot. They skip around in time to the music, then stop to clap again.	Help children to clap in time to the music, then skip with small, light steps. Encourage them move in and out of the spaces, making their own pathway.	Can children move with light, controlled, small steps and make their own pathway, not following anyone else? Can they respond quickly to the instructions and alternate skipping with clapping on the spot?
12 / 13	Whole class. Make a spell! Children skip around in a circle. They stop to throw something into the cauldron.	Encourage children to really imagine that they are moving around a cauldron and to skip at the same pace as each other, keeping the big circle shape. Help them to throw out their arms energetically, with confidence, as they put their ingredient into the cauldron.	Can children move with light, energetic steps? Can they think of some interesting things to put into the cauldron? Can they respond quickly to instructions and the change in the music?
14	Individual. Snowy the owl flies over the hills Children imagine they are Snowy the owl, flying first in small circles, flapping their wings quickly then in large circles, moving more gracefully and slowly.	Encourage children to show a clear contrast between their quick steps in small circles inside the cave and their slower, more graceful movements outside in the fields. Encourage them to really listen for the change in the music and to respond to this.	Can children show the character of snowy the owl through their movements? Can they respond quickly to the change in the music?
15	Pairs. Arthur and Kay play sword fighting On the spot, children first practise swishing their swords in time to the music. Then, working with a partner, they clang their imaginary swords against each other, as they have a play sword fight.	Encourage children to really listen out for the beat in the music and to swish in time to it. Help them to work in a focused way with their partner.	Can children work in their own space, co-operatively with their partner? Can they swish their arms at each other, as though they are clanging swords, but without actually touching each other?

16	<p>Pairs. Arthur and Kay gallop through the fields Children move with galloping steps, one following the other's pathway. They leap up high together when the music changes.</p>	Help the children to work co-operatively with their partner, moving at the same pace, with the same size steps. Encourage them to listen out for the 'leaping' part of the music and to jump up as high as they can.	Can children move quickly, with great energy, but in a controlled way? Can they stay with their partner and make their own pathway, not bumping into anyone else?
17	<p>Individual. The knights try to pull the sword out of the stone Working by themselves, children stride towards the stone, then try, unsuccessfully, to pull the sword out.</p>	Help children to clearly show the character and strength of the big knights, in their heavy steps, the proud way they show off their muscles and in their huge effort to pull out the sword.	Can children work imaginatively, by themselves in the space? Can they show the characters of the knights? Can they take big, confident steps, then when the music changes, really show how hard they try?
18 / 19	<p>Pairs. Arthur pulls the sword from the stone Children work in pairs. One is the sword in the stone. The other is Arthur, pulling out the sword.</p>	Help children to first move in a graceful, controlled way, as they get into their sword and stone shape. Encourage them to hold this shape as still as they can. If they are Arthur, help them to take slow, nervous steps towards the stone.	Can children work co-operatively together in their pairs? Can they show Arthur's emotions, as he walks nervously towards the stone? Stone dancers – can they quickly lower their arms?
20	<p>Whole class. The bubbling, fizzing cauldron Children jump, leap and spin as though they are the bubbling, swirling mixture inside the cauldron.</p>	Help children to move with small, light steps. Encourage them to use the whole space and to explore a variety of movements, using their whole bodies. Encourage them move with great energy - really leaping up high and changing direction quickly.	Can the children make their own zig-zap pathway as they move through the whole space? Can they have fun and move in a variety of different ways, but with control?
21	<p>Cool down Children lie down and imagine Snowy the owl flying over the hills. They take deep breathes and move their hands up and down slowly.</p>	Help children to shut their eyes and relax to the gentle music.	Can children lie still and relax?

Contrasting images of the 'sword in the stone':

www.crystalinks.com/excaliburshiny.jpg

www.flickdirect.com/images/movies/sword-in-stone/sword-in-stone_1.jpg

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7: Robin Hood

The final programme in this unit builds a short narrative around the legendary character of Robin Hood and his fellow outlaw Will Scarlett. The Sheriff of Nottingham steals money from the poor and places it in a chest under this bed. Robin must retrieve the money and later takes part in an archery contest in Nottingham Castle. But is it just a trap..?

Lesson summary:

Warm up: clapping then jumping with light, bouncy legs

Skipping: contrasting movement and stasis and Robin hides from the Sheriff

Creeping to the castle: controlled movement low to the ground to creep towards the castle

Robin's arrow flies through the air: travelling with upper body extension as Robin's arrow

Striding through the forest: mirroring travelling movement in pairs

Robin fires an arrow! Controlled upper body movement to fire an arrow

Robin and Will escape: travelling in pairs, leaping high in time to the music

Cool down: controlled stretching and breathing

Movement focus:

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

Programme structure over...

Programme structure:

CD2 Track	Lesson content	Teaching points	Evaluation
22	<p>Warm up Children clap their hands, tap their knees, then jump around the room in time to the music.</p>	Encourage children to really listen to and move in time to the beat. Help them to listen carefully to instructions, so that they know when to change actions.	Can children make their own pathway and use the whole space? Can they anticipate what they are going to do next, and spot a pattern in their movements i.e. eight beats of clapping, eight beats of tapping. Can they jump in time and use the whole space, not following anybody else?
23	<p>Individual. Robin Hood hides from the Sheriff Children skip through the forest. When the music stops, they quickly hide – first making themselves tall and thin, then making themselves low and wide.</p>	Encourage children to skip on their own, using the whole space. Help them to respond immediately when the music stops, hiding straight away and being as silent and still as they possibly can.	Can children move with energy and control around the space, contrasting this with when they have to keep their bodies absolutely still?
24	<p>Pairs. Robin creeps into the castle Children work with a partner, to show Robin Hood and his friend creeping into the castle. They use two contrasting stepping patterns - first, standing up tall, with quick steps on tip-toe, then moving low to the ground, with long, slow steps.</p>	Encourage the children to really watch their partner, moving at the same pace, one following the other's pathway. Help them to clearly show the two contrasting stepping patterns.	Can children step in time to the music? Are they able to move silently through the space? Are they able to move quickly and smoothly from one stepping pattern to the other?
25	<p>Individual. Robin Hood fires his arrow Working on their own, children move quickly around the room, arms stretched above their heads, taking small, light steps, as though they are Robin Hood's arrows whizzing through the air.</p>	Encourage children to change direction quickly if anyone gets in their way, turning sharply and whizzing in the other direction. Help them to move with quick, silent footsteps.	Are children able to move with control at a fast pace and to keep this control when they quickly change direction? Are they able to move making their own zig-zag pathway, not following anyone else?

26	<p>Pairs. Robin and Will Scarlett stride through the forest In pairs, children put on their disguises, then stride through the forest. Robin Hood is the leader and Will Scarlet follows his pathway. When the music stops, they stop and look around them to make sure no one is following.</p>	<p>Help children to work co-operatively together in their pairs, one following the other's footsteps. Encourage them to step confidently in time to the music and to stop immediately, when the music stops.</p>	<p>Can children move together and in time to the music? Can they use the whole space? Are they listening to and responding quickly when the music starts and stops?</p>
27	<p>Individual. Robin fires his arrow! Working on their own in a space, children draw back their arrows and fire!</p>	<p>Encourage the children to stand up straight, face the front, pull their arrow back slowly and fire.</p>	<p>Can children listen carefully to instructions and stand still in their space, moving only the top half of their bodies, as they focus on their target? Can they draw their arm back slowly with control, only to let it go quickly, as the arrow fires?</p>
28	<p>Pairs. Robin Hood and Will Scarlett escape Children work in their pairs again. They gallop, side by side, as though they are charging through the forest. When they hear the change in the music, they leap up high, as though they are crossing a stream or whatever is in their path.</p>	<p>Encourage children to move with quick, light footsteps. Help them to move at the same pace as each other, so that they stay together.</p>	<p>Can children work co-operatively with their partners? Can they make their own pathway together, not bumping into anyone else? Can they leap up really high together when the music changes?</p>
29	<p>Cool down Children lie down. They imagine that they are a tree in Sherwood Forest. They reach up slowly to the sky, spreading their branches and sway gently in the breeze.</p>	<p>Encourage children to really stretch out, spreading their arms out slowly.</p>	<p>Can children sway gently, on their own in the space, as they listen to the soft music?</p>

Unit 4 - The enormous turnip

The final unit of term is based on the traditional story of *The enormous turnip* which exists in a number of picture books and online retellings. One of the vegetables in Jim's garden is growing very large...so large that the whole family – even the cat and the dog – will have to help try to pull it up.

8. The magic seeds

Lesson summary:

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

Jim digs the garden: rhythmic upper body movement

Elsie plants the seeds: travelling and detailed upper body movement

Daisy waters the seeds: using watering can to water

An old man visits: gesture and travelling

Elsie and Jim plant the seeds: extended movement sequence

Rain dance: free movement

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

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

Cool down: curling and stretching

Movement focus:

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

Programme structure:

CD3 Track	Lesson content	Teaching points	Evaluation
1	Warm up Children jump on the spot, then around the room. When the music stops, they freeze, stretching up high.	Encourage the children to jump as high and energetically as they can, then to really stretch their bodies upwards.	Can children jump in time to the music? Can they hold their high, stretched shapes?
2	Individual. Jim digs the garden Standing on the spot, children do digging actions in time to the music.	Help children to move their arms up and down energetically as they dig. Encourage them to press their feet down with quick, rhythmic movements, as though they are pushing their spades into the earth.	Can children move in time to the beat of the music? Can they work independently in their own space?
3	Individual. Elsie plants the seeds Children work alone and trot around the space, reaching into their bags to scatter seeds.	Encourage children to make their own straight pathway through the space. Help them to move with small, light footsteps.	Are children making their own clear pathway? Are they able to really throw out their arms wide, as they scatter their seeds?

4	<p>Individual. Daisy waters the seeds Children skip around the garden, as though they are Daisy watering the seeds.</p>	<p>Make sure children make their own curvy pathway and do not follow anyone else. Encourage them to skip energetically, with small, light footsteps. Help them to shake their arms confidently, as though they are watering the seeds.</p>	<p>Are children able to use the whole space and make their own pathway? Can they show the happy character of Daisy in their energetic skipping?</p>
5	<p>Individual. An old man visits Children move on their own through the space, as though they are the old man. They take shaky steps, as they imagine they are pushing along a cart.</p>	<p>Encourage children to show the age and character of the old man, bending their backs, leaning forward and walking slowly and shakily in time to the music.</p>	<p>Are children able to step slowly and shakily, with control? Can they move in time to the music?</p>
6	<p>Pairs. Daisy and Jim plant the seeds Children work in pairs, one being Elsie and the other Jim. They put on their gardening hats and gloves, dig the garden, plant the seeds and water them.</p>	<p>Encourage children to remember their digging, planting and watering movements and to show these clearly. Help them to be aware of the different passages of music, which reflect these actions and to respond quickly to these.</p>	<p>Can children respond quickly to instructions and changes in the music, as they remember the different dance movements? Can they work co-operatively with their partners?</p>
7	<p>Pairs. Elsie and Jim do a rain dance Still working in their pairs, children skip around in a circle with their arms linked – first one way, then the other.</p>	<p>Encourage children to skip around in their own space on the spot. Help them to use small steps and to turn in a controlled way.</p>	<p>Are the children able to work well together, linking arms without pulling each other over, but turning around together at the same pace? Can they swap arms and change direction?</p>

8 / 9	<p>Individual. An elf sprinkles magic dust around the garden Working on their own, children first stand on the spot, waving their wand around in circles and jingling their hat. Then they dart around the space, jumping in the air, twisting and turning and waving their magic wands, as though they are the little elf darting around the garden. They then join up with their partner and dart around again.</p>	Encourage children to twist and jump with as much energy as they can. Help them to use small, quick, light footsteps. Help them to work co-operatively in their pairs, staying close together, as one follows the other's pathway.	Are the children able to make their own zig-zag pathway around the space? Can they move quickly, but in a controlled way? Can they show the character of the mischievous elf through their gestures and expressions?
10 / 11	<p>Whole group. Giant fruits and vegetables move around the garden The class divides in half. Half are the fruits and half are the vegetables. They take it in turns to move around the garden. When the fruits are moving, the vegetables freeze and visa versa.</p>	Encourage children to really think about what shapes they are making with their bodies – they could be long and thin or big and round. Help them to hold their frozen positions as still as they can.	Are the children able to work well together and be ready to move? Can they use the whole space? Are they able to clearly show what vegetables or fruits they are by their body shapes?
12	<p>Cool down Children lie down in a space. They curl their bodies up very small, as though they are little seeds, then stretch out their legs as though they are roots and their arms as though they are shoots.</p>	Encourage children to move slowly to the gentle music. Help them to really curl up small, then stretch out, making their bodies as long as they can.	Can children move slowly and with control?

9: A surprise in the garden

Lesson summary:

Warm up: skipping and whole body fruit shapes

Jim rakes the garden: recalling Jim from the first episode

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

Daisy waters the garden: recalling Daisy from the first episode

The turnip grows! Controlled movement as the growing turnip

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

The family admire the turnip: contrasting movement and stasis

Twinkle investigates: prowling movement as Twinkle the cat

Buttons investigates: contrasting movement as Buttons the dog

The mouse scurries: contrasting movement as the mouse

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

Cool down: lying down in a space

Movement focus:

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

Programme structure:

CD3 Track	Lesson content	Teaching points	Evaluation
13	Warm up Children skip around the space. When the music stops, they first make a round fruit shape, then a long, thin vegetable shape.	Encourage children to skip energetically, making their own pathway. Help them to make contrasting shapes, using their whole bodies.	Are the children able to make their own pathway, not touching anyone else? Can they really hold their frozen shape?
14	Individual. Jim rakes the garden Children remember the character of Jim from last time and move on their own around the space, raking the garden.	Encourage the children to pull their rakes quickly towards them and to take small steps backwards, as they move around the space.	Are children working in their own space? Can they make clear, confident movements, in time to the music?
15	Individual. Elsie picks the fruit and vegetables Children remember the character of Elsie from last time. They trot quickly around the garden, reaching up high to pick fruit and low to pull up vegetables.	Help the children to remember the character of Elsie. Encourage them to use the whole space, reaching up as high as they can, then down low to pull.	Can children move energetically in time to the music? Can they really imagine what they are doing and show a clear difference between stretching up high and reaching down low?

16	<p>Individual. Daisy waters the garden Children remember the character of Daisy from last time. Making their own pathway, they skip lightly around the garden. They spin the garden hose around and around in big circles.</p>	Encourage children to remember the character of Daisy. Help them to move with confidence and energy, with light, quick footsteps and to make big circles with their arms.	Are the children moving in time to the music? Can they spin their arms around as they skip, but still move with control?
17	<p>Individual. The turnip grows! Working on their own in a space, children crouch down low, then gradually rise up and spread their hands and legs wide, as they grow into the enormous turnip.</p>	Help children to start off curled up as tightly as they can, then to move slowly, with control into their enormous turnip shape, making their bodies as big and wide as they can.	Can children move slowly, in time with the music, into their turnip shape? Are they able to hold their end position?
18	<p>Pairs. The enormous turnip is even bigger Children work in pairs to make the enormous turnip even bigger than before.</p>	Encourage children to crouch down close together and hold hands to start with, then to step slowly away from each other and move apart.	How well are children working with their partners? Are they able to concentrate on changing shape together? Can they keep their balance when they crouched down holding hands and move with control as they grow?
19	<p>Whole group. Elsie, Daisy and Jim admire the enormous turnip The class divides. Half of the class work together to make the enormous turnip. The other half skip around them in a circle, as though they are Elsie, Daisy and Jim.</p>	Encourage children in the middle of the circle to really hold their turnip shape and to work together with concentration. Help the rest of the class to skip with light, energetic steps, moving at the same pace, to maintain the circle shape.	Are children able to co-operate with each other to make the giant turnip shape? Can they listen carefully to instructions, so they know when it is their turn to move? When they repeat the actions, can the turnip grow even bigger?
20	<p>Individual. Twinkle the cat creeps around the enormous turnip Working on their own, children creep around the space, making a curvy pathway, as though they are Twinkle the cat, prowling around the enormous turnip.</p>	Children need to move with slow, silent footsteps, carefully lifting up one pointed foot, then the other. They hold up their curved hands in front of them, as though they are their front paws.	Can children step silently in time to the music? Can they show the character of the cat and make their own curvy pathway through the space?

21	<p>Individual. Buttons the dog investigates Working on their own, children imagine they are Buttons the dog. Standing on the spot, they put out their tongues and waggle their tails. Then they run around the turnip, wagging their tails excitedly.</p>	Encourage children to waggle their hands and arms quickly as their tails and to show how excited the dog is. Help them to move energetically and to really show the character of the dog.	Are the children able to move quickly and excitedly, but still with control – not following anyone else?
22	<p>Individual. The little mouse scurries around the turnip Children first crouch down low, then jump up, as though they are the mouse popping out of his hole. They scurry excitedly around the room, with tiny, quick footsteps, moving their head and shoulders with quick, jerky movements.</p>	Encourage children to move as quietly and nimbly as they can. Help them to clearly show the character of the mouse with their sudden, jerky movements. Encourage them to think about their expressions.	Can children start off crouched down really low and small, then pop out of their mouse holes in time to the music?
23	<p>Whole group. The enormous turnip is bigger still! The whole class work together to make the enormous turnip – even bigger than before! They make a big circle, crouch down, then grow and stretch with the music.</p>	Encourage children to really work together as a whole class to make one turnip. Help them to watch each other and move slowly, at the same pace.	Are children able to co-operate with each other to make the giant turnip shape? Can they listen carefully to instructions? Are they able to really stretch out their arms and to hold their shape?
24	<p>Cool down Lying down in a space, children wiggle their fingers and toes.</p>	Encourage children to lie still, isolating their fingers and toes.	Are children able to relax, as they listen to the gentle music?

10: Everyone pulls together

Lesson summary:

- Warm up:** skipping; then contrasting small and large shapes
- Twinkle the cat:** recalling movements from last episode
- Buttons investigates:** recalling movements from last episode
- The little mouse:** recalling movements from last episode
- Jim pulls the turnip:** controlled upper body movement
- Jim in pairs:** detailed pair work as Jim and the turnip
- Everyone joins in!** Collaborative group work showing pulling
- Buttons goes for help:** curving pathways as Buttons the dog
- Everyone joins in again:** showing the moment the turnip comes out
- Cool down:** curling and stretching

Movement focus:

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

Programme structure:

CD3 Track	Lesson content	Teaching points	Evaluation
25	<p>Warm-up Children skip around the room in time to the music. When the music stops, they freeze in a tiny, curled up shape, then grow slowly into an enormous turnip shape. They skip around the room again and this time, freeze in a stretched shape, slowly shrinking to being curled up again.</p>	Encourage children to skip with light footsteps, making their own pathway. Help them to move slowly and with control, as they transform their bodies into different shapes.	Can the children skip lightly and energetically, making their own pathway through a space? Can they work hard at transforming their body shape?
26	<p>Individual. Twinkle the cat investigates Children take silent steps, as though they are the cat prowling around the enormous turnip. They pounce on it in time to the music, then scratch their paws quickly in the air as they fall.</p>	Encourage children to develop their cat movements from last time, making their footsteps as silent as they can and carefully lifting one foot then the other. Help them to listen to the music and instructions, so that they know exactly when to pounce.	Can children remember how the cat moves and develop this? Can they creep in time to the music? Are they able to make their own pathway?

27	<p>Individual. Buttons the dog investigates Children repeat and develop their dog movements from last time, as the dog wags his tail excitedly and runs around the turnip.</p>	Children need to develop their dog movements from last time. Help them to listen carefully and be ready to respond in time to the music. Encourage them to flap their arms even more quickly behind them as their tails and to sniff excitedly up and down.	Do children remember their dog movements? Are they really able to confidently show the character and energy of the dog?
28	<p>Individual. Little mouse scampers around the enormous turnip Children repeat and develop their mouse movements from last time. They scurry, on tip-toe around the enormous turnip, then make quick, nibbling movements on the spot.</p>	Children need to develop their mouse movements from last time. Encourage them to move with even lighter footsteps and to move their heads with sharp, jerky mouse-like movements.	Are the children able to show the character and curiosity of the little mouse, through their quick, scurrying movements?
29	<p>Individual. Jim tries to pull up the turnip Children work on their own in a space, imagining they are Jim trying to pull up the enormous turnip.</p>	Encourage children to bend down low, leaning their whole body forward and pulling with both hands. But remember, they cannot pull the turnip up!	Can children really show, in the effort that they put in to pulling, how big and heavy the turnip is and how difficult it is to pull up?
30	<p>Pairs. Jim pulls harder Children work in pairs. One of them is Jim and the other is the enormous turnip. Jim tries once again to pull up the turnip.</p>	Encourage children who are the turnip to stand in a space, making their bodies as big as they can and holding their shape. Children who are Jim need to pretend to pull, but not actually touch their partners.	Can turnip dancers shake, as Jim tries to pull them up? Can Jim dancers put even more effort into their strenuous pulling?
31	<p>Groups of 4. Everybody joins in! Children work in groups of four. One person is the enormous turnip and the others are Jim, Elsie and Daisy, who, one by one, join the line to pull.</p>	Encourage children to work co-operatively together in their groups and listen carefully to instructions. Help them pull harder and harder each time and encourage the turnip to shake more and more. Help them to hear the music grow, as they pull harder and harder each time.	Are the children really listening to instructions, concentrating and able to work together to make the pulling action? Can the turnip hold his/her shape?

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