



Let's Move

Summer 2016

The summer term series from **Let's Move** offers an opportunity to combine dance with literacy by exploring three classic picture books of recent years. The titles are *The Gruffalo* and *Room on the broom* - both by Julia Donaldson - and *The Greedy Zebra* by Mwenye Hadithi. The programmes are repeats of a previous series and the presenters are Paul Panting (programmes 1 to 4) and Howard Ward (programmes 5 to 8).

Age: 4-6



Downloads

These programmes are available to download following transmission. Further information at the Podcasts page of the website:

<http://www.bbc.co.uk/programmes/b03g64pk/episodes/downloads>

Refer to the transmission dates overleaf to find out when programmes are available as podcasts.

Hyperlinked titles used in these Notes:

The programme titles in these notes in [blue](#) have been hyperlinked, allowing easy access to the online resources, including the website pages from where the programmes can be downloaded.

Let's Move on bbc.co.uk/schoolradio

These Teacher's Notes are primarily intended for print. The content - with additional features - can also be found on the *Let's Move* pages of the School Radio website.

<http://www.bbc.co.uk/programmes/b03g64pk>

© This publication contains only BBC copyright material: its contents may be copied or reproduced for use in schools and colleges without further permission.



LET'S MOVE

SUMMER 2016

Programmes are available as downloads / audio on demand from the School Radio website. Refer to dates below to see when each is available.

Introduction	1
Unit 1: The Gruffalo	3
1. A mouse took a stroll	3
2. Gruffalo crumble!	5
Unit 2: Room on the broom	7
3. Is there room on the broom?	7
4. A truly magnificent broom	9
Unit 3: The Greedy Zebra	11
5. Time for change	11
6. News travels fast	12
7. Spots, stripes and a stitch in time	13
8. Zebra's lesson	14



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 for playback. Check that the loudspeakers are 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 - eg awareness of others to avoid collisions, spacing, sensible landings (with the whole foot, flexing as it comes down and knees bending).
- Help the children to observe each other's movement in a positive light and to learn from their observations.
- Give the children a sense of your own enthusiasm.

Podcasts / downloads:

These programmes are available as downloads ('podcasts') 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. More information at the *Let's Move* podcasts page of the School Radio website:

<http://www.bbc.co.uk/programmes/b03g64pk/episodes/downloads>

Audio on demand:

Programmes are also available as audio on demand. The audio on demand is a reliable service that allows you to listen to the programme 'streamed' over the internet. The streamed version of the programmes is useful for familiarising yourself with the programme content. However, for absolute confidence when using the programmes with your children in school we recommend using the download.

Column headings used in these Teacher's Notes:

- **Timing** - use this column to make your own notes on when each element of the programme begins, so that you can navigate the file quickly
- **Content** - a guide to the movement activities in the programmes
- **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 pupils, in that it uses the most fundamental mode of human expression - movement. Through its use of non-verbal communication, pupils 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 an integral ingredient of a child's education in the National Curriculum for England 2014. The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum.

The curriculum states that children should be taught to:

- develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- develop balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances using simple movement patterns

Warm up

Programmes usually include a warm up at the start, but your class may also benefit from warming 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.

Programme usually also end with a ‘cool down’, in order to prepare the children 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:

<http://www.bbc.co.uk/learning/schoolradio/contactusform>

Or you can write to us at:

Let's Move
BBC School Radio
Third Floor
Bridge House
MediaCityUK
M50 2BH

Unit 1: The Gruffalo

Introduction

The first two programmes of the series are based on the popular story written by Julia Donaldson, illustrated by Axel Scheffler. The story offers great opportunities to explore real and imaginary animals and to enjoy using them in a dramatic way. The unit introduces basic skills of movement and stillness, finding a space and travelling through the space. Work develops to include a limited range of dynamic and spatial ideas and to introduce working with a partner.

1: A mouse took a stroll

<http://www.bbc.co.uk/programmes/p03q09z0>

Programme 1 introduces Mouse, Fox, Owl, Snake and Gruffalo. The work introduces simple and fundamental dance concepts, with lots of repetition to give practise and build confidence.

Movement focus:

- Personal space, general space and finding a space
- Movements that travel and movements on the spot
- Contrast between quick, jerky, light movements and slow, smooth, strong movements
- Character
- Gesture

Programme summary:

1 Warm up

- Stretching and curling in personal space
- Travelling through general space
- Freezing on a given signal

2 Mouse, Fox, Owl and Snake movements

- Character-like movements on the spot and then travelling
- Quick, jerky light movements for the mouse; contrasting with slow, smooth, strong movements for the other animals

3 Gruffalo

- Big, expressive gestures depicting the Gruffalo's features.

4 Cool down

- Stretching and breathing exercise.



Timing	Content	Guidance	Evaluation
	Warm-up Stretching and curling. Walking through the space, stopping on a given signal.	Stretch in different directions. Stop quickly. Keep as still as a statue.	Are the children adventurous in where they reach? Are they quick to respond to the signal? How still can they be?
	Mouse Mouse movements on the spot and then travelling.	Twitchy, jerky and light. Finding a space. Contrast between movements that travel and movements on the spot.	Can the children make their actions really mouse-like? Do they understand what a space is? Can they make clear changes between travelling and moving on the spot?
	Fox Fox movements on the spot and then travelling.	Slow, smooth, strong. Practise finding a space and making definite changes between travelling and moving on the spot.	Can the children make their actions really foxlike? Have they remembered what a space is? Are their changes between travelling and moving on the spot becoming increasingly clear and positive?
	Gruffalo (part 1) Short, gestural tasks.	Make each gesture big, simple and clear.	Are the children's actions bold and expressive of the Gruffalo's features?
	Owl Owl movements on the spot and travelling.	Slow, smooth and strong. Further practise at finding a space and making definite changes between travelling and moving on the spot.	Can the children make their movements really owl-like? Is their ability to find a space improving? Are they stopping quickly after travelling before beginning their other owl movements?
	Gruffalo (part 2) Short, gestural tasks.	Make each gesture big, simple and clear.	Are the children's actions bold and expressive of the Gruffalo's features?
	Snake The children make snake movements on the spot.	Slow, smooth and strong.	Can the children make their actions really snake-like? Are they confident in finding a space? Are their changes clear?
	Gruffalo (part 3) Short, gestural tasks.	Make each gesture big, simple and clear.	Are the children's actions bold and expressive of the Gruffalo's features?
	Ending activity Sitting in a space, stretching and breathing.	What have we learnt about the Mouse and the Gruffalo? What do you think happens next?	Do the children think the Mouse is clever to have escaped the Fox, Owl and Snake? Can they describe the Gruffalo? Do the children think the Mouse will be clever enough to escape the Gruffalo?



2: Gruffalo crumble!

<http://www.bbc.co.uk/programmes/p03q0bgz>

Programme 2 continues the narrative beginning with Mouse's meeting with the Gruffalo. The animal characters provide the focus once more. In each case the related movement ideas are developed further. New dance concepts - such as partner work and pathways - are introduced.

Movement focus:

- Contrasts of big and small, heavy and light, fast and slow
- Pathway
- Working with a partner
- Character.

Programme summary:

1 Warm-up

- Growing and shrinking in personal space
- Travelling through general space on curvy pathways

2 Mouse and Gruffalo

- Revision of movements from programme 1
- Pair working exploring size and pathway

3 Snake, Owl, Fox

- Developed to explore changes of speed.

4 Gruffalo crumble!

- Pair work. Mouse frightens Gruffalo away

5 Cool down

- Stretching and breathing, as programme 1



Timing	Content	Guidance	Evaluation
	Warm-up Growing and shrinking. Curvy pathways.	Make yourself as big as possible and as small as possible. Make your walk curve and bend in and out.	Are the children really thinking about the difference in size they can make?
	Mouse Repetition of mouse movements from programme 1.	Emphasise small and light. Encourage the children to think about the character of the clever, quickthinking, brave Mouse.	Can the children recapture the mouse character with their small and light movements?
	Gruffalo Development of travelling action.	Emphasise big and heavy. Encourage the children to think about the creature's character: big, different...and frightening.	Can the children recapture the Gruffalo character with their big, heavy movements?
	Big Gruffalo, small Mouse Pair work with contrasting big and small shapes.	The two children should keep close together - so the teacher can clearly see the curvy pathway. Encourage the children to maintain the contrasts of size and weight.	Are the pairs close enough together to spot them easily? Is one child big and heavy and the other small and light?
	Follow me Pair work, travelling on a curvy pathway.	The two children should keep close together - so the teacher can clearly see the curvy pathway. Encourage the children to maintain the contrasts of size and weight.	Are the pairs close enough together to spot them easily? Is one child big and heavy and the other small and light?
	Snake Developing the movements to make them quick.	Keep the snake-like qualities.	Can the children move quickly but still maintain the snake character?
	Owl Developing the movements to make them quick.	Keep the owl-like qualities.	Can the children move quickly but still maintain the owl character? Can they stop quickly when asked?
	Fox Developing the movements to make them quick.	Encourage the children to listen to the music to know when to stop.	Can the children move quickly but still maintain the fox character?
	Gruffalo crumble! Developing the Gruffalo movements to make them quick. Pair work as Mouse frightens Gruffalo away.	Keep the Gruffalo qualities of big and heavy. Use mouse-like voices to say: 'Gruffalo crumble!'	Can the children still be big and heavy when moving more quickly? Can they make their voices mouse-like?

Unit 2: Room on the broom

Introduction

Programmes 3 and 4 are based on another popular story by Julia Donaldson - *Room on the broom* - which is also illustrated by Axel Scheffler. Once more the work revolves around the characters of imaginary people and creatures, with plenty of repetition.

Continuity is provided by revision of many concepts from Unit 1. Progression is provided through the broadening of action, space, relationship and compositional ideas.

3: Is there room on the broom?

<http://www.bbc.co.uk/programmes/p03q0cf7>

Introduction:

Programme 3 follows the narrative of the story up to and including the point at which the broom stick snaps in two. It introduces the witch, cat, dog, bird and frog. The work includes revision of fundamental dance concepts from Unit 1, but also extends the children through a broader action palette, the inclusion of a new spatial idea, shape and the development of pair and whole-class composition.

Movement focus:

- Revision of moving and stopping and finding a space (introduced in Unit 1)
- Extension of the range of action to include turn and jump, in addition to travel, gesture and stillness
- Revision of pathway and introduction of levels
- Revision of simple partner work and follow-my-leader and development into a whole-class activity

Programme summary:

1 Warm-up

- Reaching high and sinking low
- Revision of curved pathways

2 Cat

- Gestures depicting character

3 Broomstick, falling and searching

- Travelling, turning and searching on different levels, building to a linked sequence individually, in pairs and as a class

4 Cool down



Timing	Content	Guidance	Evaluation
	Warm-up Reaching high and sinking low. Travelling along curving pathways.	Really stretch, right through to the fingertips.	Are the children getting as high and as low as possible?
	Cat Gestures depicting the cat character.	Aim to feel like a whiskery, furry, tailswishing cat. Show the cat actions clearly.	Do the children's gestures successfully communicate the cat?
	Broomstick riding Travelling on individual pathways, high and low.	Remind the children of the work they've already done on moving and stopping and finding a space. Encourage clear changes of level.	Can the children travel and stop quickly at the appropriate time? Can they find a space? Are the children travelling high and low on their pathways?
	Hat falling Turning actions from high to low.	Encourage a variety of responses as they turn (eg spiralling, sinking, floating, using their arms and hands).	Are the children creative in their turning ideas? Do they make clear the change from high to low?
	Searching Use of gesture to search in different directions.	Really stretch out to look high and low, under and over, in front of and behind. Show how important finding the hat is by the way you look.	Are the children using a variety of directions in their gesturing? Are the children serious about finding the hat?
	Linked sequence Linking broomstick riding, falling and searching into one sequence.	Make clear action changes between travelling, turning, and gesturing. Make clear changes between moving through the space and movements on the spot.	Do the children make a clear stop after travelling, so that the turning and gesturing are on the spot? Are they clear about when to travel / turn / gesture?
	Bird Gestures depicting the bird character.	Feel like a flappy, hoppy, pecking, beaked bird. Show the bird actions clearly.	Do the children's gestures clearly communicate the bird?
	Paired linked sequence Pair work, repeating the linked sequence.	Encourage the partners to stay close together and to follow their friend's pathway and levels as accurately as possible.	Do partners stay close enough together for the teacher to spot the pairs easily? How accurate are they at following their friend?
	Broomstick riding Class work, repeating the broomstick riding in a grand 'follow-my-leader' behind the teacher.	Stay close together. Follow the pathway closely. Change levels during the flight.	Are the children able to stay close without overtaking? Can they follow carefully? Do they change levels?
	Ending activity Sitting in a space, stretching and breathing.		



4: A truly magnificent broom

<http://www.bbc.co.uk/programmes/p03q0cxd>

Introduction:

This programme picks up the narrative of the story from the point from where the witch flies off into the cloud until the end. It introduces the new characters of Dragon and Mud Monster. Once again, plenty of time is given to the revision of concepts covered earlier, but the range of work is broadened individual, pair and whole-class activity, work on body shape and the simple compositional idea of action and reaction.

Movement focus:

- Revision of pathways and levels and introduction of shape
- Simple action and reaction
- Individual, pair and whole-class work
- Gesture focusing on size and clarity

Programme summary:

1 Warm-up

- Introduces a range of body shapes
- Revises the story with a wobbly, half-broomstick ride

2 Dragon

- Gesture depicting character

3 Witch and chips

- Pair work, travelling on a follow-my-leader pathway

4 Witch without chips and Dragon flies away

- Simple action and reaction work

5 Mud Monster

- Individual creative body shapes

6 A truly magnificent broom

- Final performance opportunity for best-ever broomstick rides!

7 Ending activity

- Thinking about own magnificent broom...and where to go on it



Timing	Content	Guidance	Evaluation
	Warm up Making shapes. Traveling an individual pathway on a wobbly, half-broomstick ride.	Wide, narrow, rounded and twisted shapes. Hold each shape still. Remind the children of the story so far. Travel high and low.	Can each child hold his or her shape still? Can they remember why there is only half a broomstick? Can they control their wobbly broomsticks on a clear pathway using different levels?
	Dragon Gestures depicting the dragon character.	Remind the children of their ideas about what the witch found in the cloud. Feel like a fire-breathing, scaly, long-tailed, winged dragon. Show the dragon actions clearly.	Did any of the children guess correctly? Do the children's gestures successfully communicate the dragon?
	Witch and chips Dragon and Witch pair work, travelling on a follow-my-leader pathway interrupted by stops and gestures.	Listen carefully to the music to know when to stop and gesture. Go slow enough for your partner to stay close and follow your pathway accurately.	Are the children listening and stopping at the appropriate time? Are they working with their partner to create an accurate pathway?
	Witch without chips Simple action - reaction work between the teacher and the whole class.	Encourage the children to stay sitting down and not to travel towards or away from you. Use face and arms to express the feeling.	Can the children watch the teacher carefully and respond in character? Can they create expressive faces and use arm gestures without moving the rest of their body?
	Mud Monster Individual shape work: rising, holding still and sinking.	Make the shape as frightening as possible. Show the dripping, squelchy mud as part of the shape.	How inventive are the children in creating their frightening shapes?
	A truly magnificent broom Final, special ride on the broomstick.	Remind the children about pathway and level. Encourage them to perform it especially well on the magnificent broom.	Can the children improve their performance to show how special the new broom is?
	Ending activity Sitting in a space, stretching and breathing.	Children imagine where they might go on their own magnificent broom.	Can the children focus calmly on their imagination and relax?

Unit 3: The Greedy Zebra

based on the book by Mwenye Hadithi, published by Picture Knight, Hodder & Stoughton, 1984

5: A time for change

<http://www.bbc.co.uk/programmes/p03q0dt6>

Programme summary:

- Warm up
- Introducing the story: travelling through the forest, up, down, over and under
- The ground moves: balance and control; shaking and collapsing
- Creating a new animal: how does it move?
- Relax

The children are taken through the story, moving with the moods and feelings as well as the action.

This programme focuses on:

- introducing the story
- moving to words and music
- exploring space and levels
- balance and off balance
- body shapes and tensions

Programme content:

1 Through the leafy forest

- Using the words and music as their stimulus, the children are guided through the first part of the story. They begin by imagining moving through a leafy forest, exploring the space up and down, over and around, and squeezing through squashed places. The atmosphere is quiet and eerie, but nothing changes: the sounds are always the same.

2 Under your feet

- As the ground beneath them begins to rumble and move, the children experiment with movement ideas based on balance, and losing your balance. This progresses to being shaken and tossed about. They explore different body shapes and tensions as they collapse and stretch.

3 Inside the cave

- Discovering the beautiful skins and horns, the children show their excitement, as they create their own animal, and think about how that animal might move. Then they show each other what they have made.

4 Final thought

- Relaxed, lying flat and looking up at the ceiling, the children imagine what their animal might have looked like.



6: News travels fast

<http://www.bbc.co.uk/programmes/p03q0f7f>

Programme summary:

- Warm up
- The next part of the story
- Travelling quickly and slowly: how long will it take?
- Reaching and stretching: looking for more food
- Growing bigger and bigger
- Relax

This programme focuses on:

- contrasting movement
- travelling
- reaching and stretching
- body shape
- part two of the story

The children listen to the next part of the story, as the news travels about the wonderful cave and all the animals rush to look - except one.

Programme content:

1 Off to the cave

- Thinking about contrasting movement ideas, the children explore different ways of travelling, quickly and very slowly. They are encouraged to think about the time a journey takes at different speeds.

2 Who gets there first?

- The children try out all the different ways of travelling mentioned in the story. They run, jump, and slide, and they swing and slither through the trees. Again, the emphasis is on the speed at which they move, as well as the body parts they use.

3 Who gets there last?

- Greedy Zebra cannot resist the juicy grass he sees on his way to the cave. The children experiment with the idea of eating as they travel, taking food from all around, reaching, stretching, twisting and pulling, weaving in and reversing out of spaces. They move more and more slowly as they imagine getting bigger and bigger, fuller and fuller. Finally, they freeze in Greedy Zebra shapes. Since this is all based on the narrative, you may need to remind the children of the story sometimes.

4 Final thought

- Melting down to the floor from their final position, the children think about the story so far, and what might happen next.



7: Spots, stripes and a stitch in time

<http://www.bbc.co.uk/programmes/p03q0hx0>

Programme summary:

- Warm up
- Flicking and dabbing paint to make your own design
- Cutting cloth: shapes on the floor
- Sewing the cloth: following one finger
- Parade: showing off their new skins
- Relax

This programme focuses on:

- the next part of the story
- gesture
- pathways
- body shape
- travelling

Programme content:

1 Make it yourself

- Working on their own, the children begin to design their own material. Imagining the cloth to be laid out on the floor in front of them, they dip hands, feet and gigantic brushes into bright colours, to flick, dab, spill, spot and create their own patterns and pictures all across the material.

2 Cut it out

- Using feet as cutters, the children mark out and snip round the shapes for their coats. With one chosen finger as the magic needle, they follow the thread in and out, forwards and backwards, stitching their imaginary coat.

3 Try it on

- Once ready, they slip, wriggle and mould the coat to their shapes. Does it fit?

4 Who are you now?

- Moving as the new animals they now are, the whole class put their needles away in a safe place, then set off to look for Greedy Zebra. They make a class circle, imagining Greedy Zebra inside it. They parade round him, showing off their new coats, to encourage him to have a go.

5 Final thought

- Sitting on the floor in their circle, the children imagine how they might look in their new skins, and how they could make them even better.



8: Zebra's lesson

<http://www.bbc.co.uk/programmes/p03q0j79>

Programme summary:

- Warm up
- Wandering journeys
- Gestures: showing spots, stripes and mane
- Squeezing into tight clothes Show off the new skin in a parade
- Relax

This programme focuses on:

- contrasts in travelling - wandering and purposeful
- meeting and greeting
- gesture
- body shape
- following

Programme content:

1 Warm up

- In the last part of the story, the children imagine themselves to be the Greedy Zebra as he enters the cave.

2 Take your time

- Working on their own, the children imagine going on a journey where they often wander from the path. As they meet others, they greet them, then say goodbye as they pass. Careful footwork and simple rhythmic steps help Zebra on his way.

3 Show what you mean

- With clear gestures, the children show the spots, stripes and horns that Zebra decides to have. Help them to understand the requirements and to exaggerate the movement to make it really clear.

4 Squeeze in

- Disappointment for Zebra as he arrives at the cave, then a squeeze and squash into his new skin, made from the leftovers. Gesture with different body parts shows how the skin splits and tears.

5 Zebra procession

- This time, Zebra keeps to the path, not getting distracted. He shows everyone his new stripes, which don't look so bad after all!

6 Final thought

- As the children relax, they consider: why did Greedy Zebra find the cave almost empty? What did he do wrong?



Further activities for Unit 2: *The Greedy Zebra*

ENGLISH

- Think of an animal - any animal. Imagine that your animal is not happy with the choice of skin and horns that it made in the cave. How will it change itself? Tell someone, or maybe draw a picture.
- You're going on holiday and it's going to be very hot (or cold). Make a list of what you will need to pack in your suitcase.
- Make a collection of stories that have animals in them. Ask the children to write or tell a story themselves. In the same way, think of nursery rhymes or poems that mention animals.

MATHEMATICS

- Let the children suggest words that describe size: tiny, wee, enormous, massive. Make worksheets for the children to record the animals according to size: for example, animals taller/smaller than me, animals taller / smaller than my teacher.
- Categorize animals according to the number of legs they have.

PE

- Consider the way animals move: slither, jump, hop, run, leap, climb.

ENVIRONMENT / SCIENCE

- Talk about how animals have adapted to their environment. What happens if their environment is destroyed or the animals are moved away?
- Look at and experiment with different materials. Think of them in terms of suitability for heat, cold and waterproofing.

HEALTH

- Which foods should we eat to keep healthy? Which should we avoid? Use food wrappers, labels and adverts to make a display of 'good' and 'bad' foods. Talk about teeth and the importance of looking after them. Ask a dental hygienist to come and talk to the children. Perhaps the children could visit a local dentist as a class or in small groups. Show them x-rays of a jaw.