

**4 - 5 YEARS
RECEPTION
UNIT 1**

Lessons 1, 2 & 3 - Using the Space

Lessons 4 & 5 - Humpty Dumpty

Lesson 6 - Winnie the Pooh

RECEPTION - UNIT 1

LESSONS 1 – 6

Learning Objectives for the unit

To enable the children to:-

- 1 Move into a space and travel from one space to another safely.
- 2 Use a variety of ways of travelling on feet
- 3 Stretch and curl to make tall, rounded and spiky body shapes.
- 4 Use quick and slow movements.

Learning Outcomes for the unit

By the end of the unit the children will have:-

- 1 Described their actions using appropriate vocabulary.
- 2 Made short dances within a given structure.
- 3 Shown some control in starting and stopping movement.

STAGE 1a USING THE SPACE

RECEPTION LESSON 1

Learning Objective

To enable the children to move into a space.

Lead the children quietly into the hall and ask them to sit down close to you.

Introduction

1. Let's make our hands dance in the air.
Sometimes both hands dance and sometimes only one hand dances.
Sometimes they dance high in the air and sometimes they tap the floor.
Sometimes they clap and sometimes they bounce like rubber balls off the floor.
2. Now, I am going to call your names one at a time and when you hear your name you are going to tiptoe into a space in the room and sit down. You must not sit near the wall or near anyone else.
3. Now that everyone has a space we can all make our hands dance again. *Repeat some of the ideas used in No. 1 above.*
4. Now I am going to call your name again and you are going to tiptoe back to me and sit down. Remember that you must not touch anyone even when you are sitting close to me. *Repeat this several times.*
5. Curl up tightly. When I touch you, tiptoe quietly to the door.

STAGE 1b

RECEPTION LESSON 2

Repeat lesson 1 but you could change the actions e.g. the children could bounce, march or skip into a space. They could make their feet instead of their hands dance on the spot.

Learning Objectives

To enable the child to move from space to space and stop or "freeze" movement.
To introduce a variety of ways of travelling on feet.

- 1 *Lead the children into the hall as in the previous lesson.
Emphasise the importance of staying in line and play "follow the leader" using all the space - travelling anywhere in the room.
Start with slow actions such as walking on tiptoe before progressing to actions such as trotting, hopping and skipping.*
- 2 *Use the same method as in the previous lesson for the children to find a space.*
- 3 *Now that they have managed to find a space the children are now ready to practise moving from one space to another.
Tiptoe in and out of each other and stop like a statue each time that I dap my hands or tap the tambourine.*
- 4 *The next step could be asking the children to run in and out of each other before freezing their movement.*
- 5 *If the children are ready, you could introduce an idea such as ice-lollies with the children freezing in different shapes before melting and running in and out of each other again and freezing once more.*
- 6 *Curl up tightly and when I touch you tiptoe quietly to the door. N.B. An original piece of music is provided on the tape for stages 1 and 2.*

Learning Objectives To enable the children to show, use and identify:-

- (i) Quick and slow movements
- (ii) Rounded, wide and spiky shapes
- (iii) Galloping and marching

Dance Framework

- 1 Curl up very small and then grow slowly into a wide, stretched shape.
- 2 Sink suddenly into a spiky shape.
- 3 Gallop.
- 4 March.
- 5 Sink slowly into a spiky shape.

Introduction

- 1 Run in and out of each other and when I tap the tambourine you must stop like statues. *Repeat several times.*
- 2 This time when you stop, sit down. *Repeat several times.*
- 3 This time when you stop, lie down. *Repeat several times.*
- 4 Run back to me and sit down without touching anyone.

Movement exploration

- 1 ... Watch my hands and copy what they do.
Start with your hands curled up to make fists then stretch your fingers wide, sometimes quickly and sometimes slowly. Make this into a game-like activity. Ask the children to describe the shapes their hands have made e.g. curled or round and stretched or wide.
- 2 *Remind the children of the Humpty Dumpty rhyme.*
- 3 Let's see if we can start curled up inside the egg.
Bend down very low on your feet and show me how you can make your whole body round. Make sure that you have tucked your head and elbows in. Imagine that you are inside the egg.
Now slowly grow up and out to make a wide shape as you push out the walls of the egg shell. Suddenly, collapse down to the floor again. *Practise this several times.*
- 4 Gallop anywhere in the room, just like the horses in Humpty Dumpty.
Remember not to touch anyone. Imagine that you are holding the reins of your horse.
- 5 Now let's march on the spot. Show me how high you can lift your knees. Remember to swing your arms. Now march anywhere in the room.
- 6 *Say the rhyme of Humpty Dumpty again.*
Listen to the music and relate the rhyme to the music and the dance idea.

Dance

Practise parts 1, 2 3 and 4 of the dance framework omitting the spiky shape in part 2.

Conclusion

As I say your name, tiptoe quietly to the door.

Introduction

- 1 Run in and out of each other and when I tap the tambourine you must stop like statues.
Repeat several times.
- 2 Run in and out of each other and when I tap the tambourine stop in a round shape.
Repeat several times
- 3 Run in and out of each other and when I tap the tambourine stop in a wide shape.
Repeat several times

Movement exploration

- 1 *Practise galloping and marching again.*
- 2 March back to me and sit down without touching anyone.
- 3 *Show the children a broken egg shell and ask them what the edges took like.
Encourage the use of words such as sharp, pointed and spiky.*
- 4 Can you show me spiky fingers?
Can you show me spiky knees?
Can you show me spiky elbows?
- 5 Now can you make your whole body spiky?
Lie down and make spiky shapes with your arms and legs.
See if you can lie on your side or on your front and still make your body spiky.
- 6 Lets practise growing into a wide shape and sinking down slowly to make a spiky shape. *Practise this several times.*
- 7 Now let's try collapsing quickly from the wide shape.

Dance *Practise the whole dance as outlined in the dance framework.*

Conclusion Curl up tightly and when I touch you tiptoe slowly to the door.

Learning Objectives To enable the child to show, use and identify:-

- (i) stretching and curling movements
- (ii) making tall and curled body shapes
- (iii) quick and slow movements.

The starting point for this dance is a rod puppet of "Winnie the Pooh" in his honey pot. Encourage the children to look at the way that the puppet can move i.e. up and down and quickly and slowly. Obviously more ideas are needed to make the dance more interesting, so ask the children to imagine how Winnie the Pooh would move if he escaped out of the honey pot and could travel freely. The dance could finish with Pooh jumping back into another honey pot.

Dance framework

- 1 Rise up slowly, with hands leading the way, into a tall shape and sink down quickly. Repeat.
- 2 Jump up quickly.
- 3 Travel anywhere in the room using hops, skips and bounces.
- 4 Jump quickly down to the floor.
- 5 Curl up as if going to sleep.

Introduction

- 1 Show me how you can bounce, jump, hop and skip anywhere in the room. *Show child demonstrations to encourage variety.*

Movement exploration

- 1 Come and sit next to me.
Let's see how Winnie the Pooh peers out of his honey pot. *Make the puppet rise slowly and disappear quickly back into the honey pot. Then make it rise quickly and sink slowly down again. Obviously you can choose any pattern that you wish, but remember to emphasise the difference between quick and slow movements.*
- 2 Show me how you can stretch up slowly like Winnie the Pooh. See how tall you can grow. Quickly jump back down again. *Practise this several times. Remind the children to curl up very tightly when they sink down to the floor.*
- 3 Let's see now if you can jump up out of your honey pot. Try that again and this time I want to see if you can jump up so suddenly that you make me jump as well.
- 4 We are going to put all that together.
Remember to rise up slowly, sink down quickly and jump up suddenly again.
- 5 In our dance Pooh is going to leave his honey pot because he has eaten all the honey. He is going to look for a new honey pot. Show me how he might hop, bounce and skip as he looks for another pot. Recap *the jumps, hops, skips and bounces that were done at the beginning of the lesson.*
- 6 When he finds another pot he jumps into it. Show me how quickly you can jump into your pot.
- 7 Because he is so full of honey, he curls up and falls asleep. Let's practise curling up slowly.

Dance *Practise the whole dance as outlined in the framework.*

Conclusion *Look at some of the dances produced and, encourage the children to make constructive comments about them.*