

## Curriculum Objectives

### Early Learning Goal

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Vocabulary

Strength	Being strong in your movements.	Coordination	the ability to use different parts of the body together smoothly and efficiently
Balance	A balanced body is one in which each part of the body works with one another to create and maintain a stable person	Energetically	Moving with a lot of energy and excitement.

## Links Across the Curriculum

Movement	Language & Communication
	Physical Development
	PSED
	Literacy
	Mathematics
	Understanding the World
	Expressive Arts & Design

## Lessons Sequence

1. To begin to say how to move between space. 2. To begin to explore different ways of moving between space.
1. To begin to say how to move between space. 2. To explore different ways of moving between space.
1. To begin to say how to move between space. 2. To begin to explore different ways of moving between space.
1. To begin to say how to move energetically 2. To begin to explore different ways of moving energetically.
1. To begin to say how to move energetically 2. To begin to explore different ways of moving energetically.
1. To begin to say how to move energetically 2. To begin to explore different ways of moving energetically.
1. To begin to say how they can show strength, balance and coordination, 2. To begin to explore moving energetically between space with strength, balance and coordination.
1. To begin to say how they can show strength, balance and coordination, 2. To begin to explore moving energetically between space with strength, balance and coordination.
1. To begin to say how they can show strength, balance and coordination, 2. To begin to explore moving energetically between space with strength, balance and coordination.
1. To begin to say what they have done. 2. To begin to explore performing for an audience.

## Substantive Knowledge/Key Knowledge

To begin to explore different ways of moving. To begin to negotiate space safely.
To begin to explore different ways of moving. To begin to negotiate space safely.
To begin to explore different ways of moving. To begin to negotiate space safely.
To begin to explore different ways of moving. To begin to explore different energetic movements.
To begin to explore different ways of moving. To begin to explore different energetic movements.
To begin to explore different ways of moving. To begin to explore different energetic movements.
To begin to perform different energetic movements with strength, balance and coordination.
To begin to perform different energetic movements with strength, balance and coordination.
To begin to perform different energetic movements with strength, balance and coordination.
Children choose their favourite songs from this unit and take turns to perform them to their classmates in small groups.

## Disciplinary Knowledge / Skills

To clap, march and change direction.
Large animals movement. To clap, march and change direction.
Running and changing speed. Large animals movement. To clap, march and change direction.
Skipping. Running and changing speed. Large animals movement. To clap, march and change direction.
Changing levels. Skipping. Running and changing speed. Large animals movement. To clap, march and change direction.
Jump like a kangaroo, climb like a koala bear, fly like a kookaburra and creep like a platypus. Changing levels. Skipping. Running and changing speed. Large animals movement. To clap, march and change direction.
A tropical Island style song where we do actions as they occur in the song; climb the coconut tree, make wiggly fish shapes with hands, sit/kneel and paddle in a canoe, play drums with hands, sway and hoola dance.
Move the parachute in up and down, gently shake and shake vigorously
Use a parachute with balls, moving them slowly or quickly in time with the music. Alternatively, either as a group or split the group in to two. Half the group stand still like a statue whilst the others move amongst them dancing with scarves moving smoothly and gracefully to the gentle classical style music and then change over moving quickly and jerkily to the faster style music. Swap roles
Children choose their favourite songs from this unit and take turns to perform them to their classmates in small groups.

## Song/lesson

01— Goes like this 02— Day at the Zoo
04 Have you ridden. Revisit previous songs form lesson 1.
06—Driving My Bus through London Town. Revisit previous songs from lesson 1 and 2,
12—Here we go Lou B Lou Revisit previous songs from lesson 1-3.
19—Holiday Congo Revisit previous songs from lesson 2-4.
09—Land of OZ Revisit previous songs from lesson 3-5.
14 - It's a Tropical Life for Me. Revisit songs from lesson 4-6.
17— Magic Carpet. Revisit songs from lesson 5-7.
18—Arrival of Queen of Sheba. Revisit songs from lesson 6-9.
Children choose their favourite songs from this unit and take turns to perform them to their classmates in small groups.

## Themes

<i>Moving</i>	Pupils begin exploring moving between space, changing direction and moving at different levels.
<i>Movements</i>	Pupils begin exploring jumping, marching, crawling, skipping jogging and running.
<i>Unison</i>	Pupils begin explore singing, clapping and marching in unison.
<i>Evaluation</i>	EYFS— pupils express what they have done.

## Outcome

Pupils explore moving there body in different ways using strength, balance and coordination.

## Character Traits

Respectful & Ambitious

## Stickability

Experience Music  
Repetition of previously taught skills

## WOW

Experience, equipment and outdoors.

## Curriculum Objectives

**Early Learning Goal**

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Vocabulary

Strength	Being strong in your movements.	Coordination	the ability to use different parts of the body together smoothly and efficiently
Balance	A balanced body is one in which each part of the body works with one another to create and maintain a stable person	Energetically	Moving with a lot of energy and excitement.

## Links Across the Curriculum

M o v e m e n t & t	Language & Communication
	Physical Development
	PSED
	Literacy
	Mathematics
	Understanding the World
Expressive Arts & Design	

## Lessons Sequence

1. To begin to say how to move between space. 2. To explore different ways of moving between space.
1. To begin to say how to move between space. 2. To explore different ways of moving between space.
1. To begin to say how to move between space. 2. To explore different ways of moving between space.
1. To begin to say how to move energetically 2. To explore different ways of moving energetically.
1. To begin to say how to move energetically 2. To explore different ways of moving energetically.
1. To begin to say how to move energetically 2. To explore different ways of moving energetically.
1. To begin to say how they can show strength, balance and coordination, 2. To explore moving energetically between space with strength, balance and coordination.
1. To begin to say how they can show strength, balance and coordination, 2. To explore moving energetically between space with strength, balance and coordination.
1. To begin to say how they can show strength, balance and coordination, 2. To explore moving energetically between space with strength, balance and coordination.
1. To begin to say what they have done. 2. To explore performing for an audience.

## Substantive Knowledge/Key Knowledge

To explore different ways of moving. To negotiate space safely.
To explore different ways of moving. To negotiate space safely.
To explore different ways of moving. To negotiate space safely.
To explore different ways of moving. To explore different energetic movements.
To explore different ways of moving. To explore different energetic movements.
To explore different ways of moving. To explore different energetic movements.
To perform different energetic movements with strength, balance and coordination.
To perform different energetic movements with strength, balance and coordination.
To perform different energetic movements with strength, balance and coordination.
Children choose their favourite songs from this unit and take turns to perform them to their classmates in small groups.

## Disciplinary Knowledge / Skills

Move in and out of a circle with a partner at different speeds. Skip.
Children jump up and down, anticipating when to stop, before jumping again. The chorus slows the movements down to slowly stretching up high and rocking side to side
With shakers the children can use them in different ways for each verse, e.g. pointing to their body parts in HSKT, or tapping together, beating the floor, or shaking throughout the other verses.
Marching, jogging, running, stretching and stop as per the instructions. Promoting health and wellbeing. Gross motor and cardiovascular
Traditional song where the children lie on the floor and then hop like bunnies. Focus on keeping very quiet and still when lying on the floor. Explore other ways in which the children can hop or jump.
Children will explore jumping, spinning, and crawling to music.
With balls in the middle of the parachute (beach balls are great for this) the children work as a team to move to the tempo of the music. 1. Slowly 2. Faster 3. Faster still
March around the room playing the instruments and following the instructions in the song. In the chorus the children can skip along with the increased tempo
The children are the entertainers, the star of the show. Free choice in what they show you. E.g. finding a balance line in the room and follow it, balancing bean bags on heads, throwing and catching balls etc. Listen for a change in the music and change the movements accordingly
Children choose their favourite songs from this unit and take turns to perform them to their classmates in small groups.

## Song/lesson

10—Count Dancing. previous Nursery songs.
16— On the Pogo. Revisit song from lesson 1.
02—Nursery Rhyme Medley. Revisit song from lesson 1-2.
07 Run on the Spot. Revisit song from lesson 1-3.
09—Hop like Bunnies . Revisit song from lesson 2-4.
03—Lark in the Park. Revisit song from lesson 3-5.
14—Greek Instrumental. Revisit songs from lesson 4 –6
19—Ey Ey Yippee. Revisit songs from lesson 5-7.
8—The Entertainer. Revisit songs from lesson 6-8.
Children choose their favourite songs from this unit and take turns to perform them to their classmates in small groups.

## Themes

<i>Moving</i>	Pupils explore moving between space, changing direction and moving at different levels.
<i>Movements</i>	Pupils exploring jumping, balancing, marching, crawling, skipping, jogging and running.
<i>Unison</i>	Pupils explore singing, clapping and marching in unison.
<i>Evaluation</i>	EYFS— pupils express what they have done.

## Outcome

Pupils explore moving their body in different ways using strength, balance and coordination.

## Character Traits

Respectful & Ambitious

## Stickability

Experience Music  
Repetition of previously taught skills

## WOW

Experience, equipment and outdoors.