

# BONFIRE NIGHT (NURSERY)



**Learning Intention:** How can you move to music?

**Physical Development:**

**Negotiate space and obstacles safely; with consideration for themselves and others.**

**Demonstrate strength, balance and co-ordination.**

**Move energetically, such as running, jumping, dancing, hopping and skipping.**

## Warm Up

**Suggested Music: Track 1**

1. Let's get ready for Bonfire Night: Can the children get dressed and put on their:

- Trousers
- Hat
- Jumper
- Scarf
- Wellies
- Gloves

2. Let's go on an autumn walk: the teacher guides the children through the following commands:

- **Jump in the leaves**
- **Pick up the leaves**
- **Skip through the leaves**
- **Jump in the puddles**
- **Kick the puddles**
- **Hop over the puddles**
- **Pick up the leaves and throw them in the air!**

- Negotiate Space
- Move energetically- Skipping
- Move energetically- Jumping

## ACTIVITY 2: Autumn Weather

**Suggested Music: Track 2**

1. Children to stand in a space.
2. Can they be the wind? Swaying from side to side, turning on the spot, and being blown around the room.
3. Can they be the leaves?  
Floating, falling, being blown.
4. Can they be the rain?  
Using their fingers for droplets falling, jumping down like splashes, star shapes on the floor like a puddle.

- Move energetically- Dancing

### ACTIVITY 3: Let's Build a Bonfire!

Suggested Music: Track 3

1. Stand the class in a circle
2. Can they all help build the bonfire in the centre of the circle?

Lifting, carrying and throwing actions of wood onto the pile.



Move energetically- Dancing

### ACTIVITY 4: Lighting the Bonfire!

Music: Use of Tambourine

MUSIC: tambourine

Suggested prop: Ribbon/material:

It would be effective if you have any ribbon or material that each child can have to represent the fire. However, the fire can still be represented through the actions they create.

1. The children spread out and find a space on their own starting curled up in a ball shape.
2. When the teacher shakes the tambourine slightly the children start to wiggle their fingers (like small flickers of fire)
3. As the tambourine is tapped harder and louder, the children start to stand.
4. As the teacher intermittently bangs the tambourine loudly, the children now wave and weave their arms about (like BIG flames) and start to move around the space, turning and changing directions as they go.

TP: The teacher may want to try this a few times so the children build confidence in the order of the dance and their actions. The first time, the teacher can direct and speak it through.

The last time, the children listen out for the sounds in the tambourine to change their actions.



Move energetically- Dancing

## ACTIVITY 5: Firework Display!

Suggested Music: Track 4

1. The children are given action commands based on firework sounds:

- BANG – A star jump
- POP – squat down low and jump up in a straight line with both arms stretch above head
- WHIZZ – A spin or turn on the spot

2. The children walk around the room, when the music stops the teacher calls out one of the commands and the children to the movement.

 Move energetically- Dancing

## ACTIVITY 6: Putting Out The Fireworks!

Suggested Music: Track 4

The teacher guides the children through the commands:

- Walk around the room slowly
- Stop
- Stretch up high
- Slowly sink down low
- Tuck up into a ball

 Demonstrate co-ordination

 Negotiate Space

## COOL DOWN

Children move around the round, changing the speed of travel from a fast to a slow walk or you could repeat activity 6.

## PLENARY

Did you enjoy learning about Bonfire Night?

Can you tell me some of the things we do on Bonfire Night?

Do you like Bonfire Night? What is your favourite part about it and why?