

BONFIRE NIGHT (RECEPTION)

Learning Intention: How can you move in time to the 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

Choose any if the following activities- there is no specific order



Warm Up

Suggested Music: Track 1

1. Let's get ready for Bonfire Night: Can the children get dressed and put on their: trousers, jumper, wellies, hat, scarf and 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 etc.



Negotiate Space



Move energetically- Skipping



Move energetically- Jumping

ACTIVITY 1: Autumn Weather

Suggested Music: Track 2

1. Children to find a space
2. Can they be the wind? Swaying from side to side, turning on the spot, and being blown around the room. Twisting and turning high and low.
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 2: 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.

Extension: Can they go and chop the wood for the fire? Then come back to the circle and put it in the middle

Move energetically- Dancing

ACTIVITY 3: Lighting the Bonfire!

Music: Use of Tambourine

It would be good 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 shakes harder and louder, the children now start to move their hands and arms (showing the fire growing.)
4. As the teacher starts to tap the tambourine lightly, the children move to a keeling position and shoot their arms out in different directions (like sparks shooting out.)
5. As the tambourine is tapped harder and louder, the children start to stand and continue shooting out their arms in different directions.
6. As the teacher intermittently shakes and 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 4: Firework Display!

Suggested Music: Track 4

The children are given action commands based on firework sounds:

Move energetically- Dancing

- **BANG** – A star jump
- **POP** – squat down low and jump up in a straight line with both arms stretch above head
- **SIZZLE** – The twist (twisting hips and arms from side to side)
- **RUMBLE** – fast run on the spot lifting knees high
- **WHIZZ** – A spin or turn on the spot
- **CRACKLE** – Standing in a wide stance, reaching arms forward with fingers wiggling

ACTIVITY 5: Putting Out The Fireworks!

Suggested Music: Track 4

The teacher guides the children through the commands:

Move energetically- Dancing

1. Walk around the room fast, to medium
2. Walk around the room slowly
3. Stop
4. Stretch up high
5. Slowly sink down low
6. Lie on floor and stretch out in a star shape
7. Tuck up into a ball

ACTIVITY 6: Guy Fawkes Plot

Suggested Music: Track 4

The teacher guides the children through the story:

Move energetically- Dancing

- Creep around quietly on your tip toes as Guy Fawkes
- Listen (put hands to ears) someone is coming!
- Can you hide down low?
- Can you crawl into the tunnels underneath parliament?
- Can you pile the dynamite together on the floor and light the fuse?
- Run away and cover your ears!
- The explosion doesn't happen – why not? (shrug your shoulders)
- Can you wave the letter, open the letter and read the letter sent to parliament?
- Quick, quick! Stop Guy Fawkes before it's too late! (Jump up and down and shout STOP!)

TP: You might want to share and discuss the clip with the children before doing this activity to gain some understanding: <https://www.youtube.com/watch?v=I9JW-RE4-ZE>

COOL DOWN

Children move around the round, changing the speed of travel from a fast to a slow walk to bring the heart rate down.

PLENARY

Did you enjoy learning about Bonfire Night? Can you tell me some of the things we do on Bonfire Night? Who is Guy Fawkes? Why was his plan unsuccessful? Do you like Bonfire Night? What is your favourite part about it and why?