

Learning Intention: How you can you move at different speeds on a planet?

Resources:

Track 5  
Tambourine

## Physical Development (Gross Motor Skill ELG) :

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

Demonstrate strength, balance and co-ordination.

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

## WARM UP: (Super-feet!)



Negotiate Space



Move energetically- Dancing

Children imagine putting on their own superhero feet. Can they move around in time to the tambourine wearing different superhero shoes? Teacher to start shaking tambourine. Teacher can vary the speed:

Shake the tambourine rapidly from side to side = **FAST**.

Turn the tambourine slowly from side to side = **SLOW**.

Tap the tambourine lightly = **Light, tip-toe, soft walking**.

Hit the tambourine hand = **Heavy, stomping, string walking**.

TP: It is important that the children listen to the beat and of the tambourine and move to it.

## ACTIVITY 1: Super-planets! (Discussing and exploring different environments)

Children discuss what planets might a superhero live on and what the environment might be like. e.g. Planet Ice, Planet Rock, Planet Storm etc. **MUSIC: Track 5**

1. Children walk around in different environments (the floor changes and they have to adapt how they walk/move) e.g.

**ICE** = Sliding, splashing in water, shivering in the cold.

**MUD** = Trudging through it, getting feet stuck, sinking.

**STORM** = Being blown around, thunder and lighting, hiding.

**ROCKS** = Uneven and unsteady, climbing, clearing rocks aside.

**SAND** = Kicking it, sinking, building with it, letting it run through fingers, being hot.

Can the children think of any of their own planets and what it might be like?



Negotiate Space



Move energetically- Dancing

## ACTIVITY 2: Super-planets! (Creating your own environment)



Move energetically- Dancing

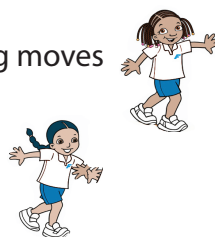
### MUSIC: Track 5

1. Children choose their favourite environment and create a pathway with their partner from point A-B walking/moving to show that environment.

2. Teacher to ask children to demonstrate some of their travelling moves

Safety:

Remind the children to look out for their friends,  
You could give the children an area/stage to work in



## ACTIVITY 4: Super-Planets! (Come see my Super-Planet) Dance performance.

### MUSIC: Track 5

1. Split the class into two. One half to dance and the others to watch.

2. Teacher to spread out the pairs and count them in to the music.

3. Children can be mini-coaches and give feedback to the performers. What did they like about the performance? Could you guess everyone's environments? How did you know?

4. Did they move at different speeds?

5. Swap over.



Move energetically- Dancing

## COOL DOWN

Children walk around from fast to slow with the tambourine bringing down their heart rates.

## PLENARY

What did they like best about creating a superhero planet today?

Did they like their planet?

Which planet would they most like to live on?

