

**Lesson Objective** To be able to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. **Lesson 1/6**

**Equipment Needed** cones, markers, hoops, bean bags, music system.

**Success Criteria** Children can:

- can perform basic body actions and movements.
- vary how they move depending on what body parts they are using.
- come up with their own movements depending on the instructions.

### EDSTART KNOW

- I can say ways to move (run, jump, hop, crawl).
- I can tell when to stop and start.
- I can hear the beat in music.

### EDSTART GO

- I can move in lots of ways to music.
- I can change how I move when the coach says.
- I can copy travel, freeze, inside, and outside.

### EDSTART SHOW

- I can listen and follow rules.
- I can cheer for my friends.
- I can smile when I dance.

### Warm Up

**DANCE BEAT SHAKE-UP:** Play a lively, child-friendly song such as “Happy” or “Can’t Stop the Feeling.” Lead the children through a head-to-toe mobility warm-up, moving each body part to the rhythm of four beats — shoulders roll, arms swing, hips wiggle, knees bend, and ankles circle. Encourage the children to move like they’re waking up their bodies for dancing. Make it playful by saying, “Can you shake your arms like noodles? Twist your tummy like jelly?” Children copy and repeat each action, keeping to the music’s beat. **PROGRESSION:** Change the music tempo and challenge the children to match their movements to the rhythm — slow for sleepy music, fast for energetic songs.

EYFS Link: Physical Development – Coordination, flexibility, and rhythm; PSED – Confidence through movement; Communication & Language – Listening and following musical instructions.

### Main Activity

**SOUND EXPLORERS:** Children start in a large space. When the coach calls out “Travel,” they move around calmly, arms by their sides; “Freeze,” they stop instantly and hold a statue pose; “Inside,” they move to the middle; “Outside,” they move to the edge of the space. As music plays, they listen carefully and change their movement style to match the sound — for example, gentle gliding for waterfall sounds or quick steps for race car noises. **PROGRESSION:** Introduce themed soundscapes such as “in the jungle,” “at the farm,” or “under the sea,” and let children choose their own movements to match.

EYFS Link: Physical Development – Balance, body awareness, and control; Understanding the World – Recognising and responding to sounds; Communication & Language – Listening and responding to directions.

**MOVE LIKE A CREATURE:** Play upbeat, energetic music and encourage children to move in imaginative ways when the coach calls out a stimulus. For example: “Move like a monkey!” (swing arms), “Move like a frog!” (jump low), “Move like a butterfly!” (flutter arms), or “Move like a cat!” (creep quietly). Reinforce that there’s no wrong way to move — the goal is to explore how the body can travel in different ways. **PROGRESSION:** Invite children to create their own “Move like a...” idea and lead the group for a few seconds.

EYFS Link: Physical Development – Gross motor skills and agility; Expressive Arts & Design – Creativity through movement; PSED – Confidence and imagination in front of others.

**THE GROOVY TRAIN:** Children form groups of four and line up behind one another to create a “train.” The front child becomes the driver, leading the group with fun movements such as skipping, twirling, hopping, or marching. When the coach shouts “Change!” or the music switches, the driver moves to the back and the next child becomes the leader, inventing new movements for everyone to copy. **PROGRESSION:** Add themed trains such as “Animal Express,” “Superhero Train,” or “Dinosaur Train,” encouraging children to move like those characters while keeping their rhythm.

EYFS Link: Physical Development – Coordination, rhythm, and timing; PSED – Turn-taking and leadership; Communication & Language – Expressing ideas through movement.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big hall first, smaller area later.

#### TASK

Start with walking, then add animals and music changes.

#### EQUIPMENT

Start without music.

#### PEOPLE

Alone first, then in groups.

### Cooldown

**QUIET RAIN DANCE:** Children form a circle and perform slow, gentle rain-like movements — tapping knees softly to make “raindrop sounds,” swaying arms side to side like trees in the wind. The pace gradually slows until they stand still, taking deep breaths together. End with a group reflection: “What was your favourite way to move today?”

EYFS Link: Physical Development – Relaxation and breathing; PSED – Calm reflection and sharing feelings; Communication & Language – Expressing preferences and recalling activities.

**Lesson Objective** To be able to perform the basic actions of travelling, jumping, turning, and making shapes. **Lesson 2/6**

**Equipment Needed** Sound system, music,

**Success Criteria** Children can:

- perform basic body actions.
- show a range of different body shapes.
- move at different speeds and heights.
- use and remember sequences and patterns of movements which are related to music and rhythm.

### EDSTART KNOW

- I can say what travel, jump, turn, and shape mean.
- I can tell why toys move in different ways.
- I can listen to music and make moves.

### EDSTART GO

- I can move like Toy Story characters.
- I can freeze when I hear "Andy's Coming".
- I can join moves to make a short dance.

### EDSTART SHOW

- I can play fairly in the game.
- I can clap when friends dance.
- I can try my best in my group.

### Warm Up

**TOY FACTORY WAKE-UP:** Play an upbeat song like "You've Got a Friend in Me" or "Happy" for 3–5 minutes. Tell the children they are toys waking up in a toy factory, moving each body part to get ready for the day. Start with gentle stretches and mobility movements — roll shoulders, swing arms, wiggle fingers, twist hips, bend knees, and circle ankles. Encourage them to move to the beat of four, matching the rhythm of the music. Say, "Wind up your arms like a robot!" or "Stretch tall like a soldier toy!" to make it fun and imaginative. **PROGRESSION:** Change the tempo of the music and challenge the children to move slower or faster to match it.

EYFS Link: Physical Development – Coordination, flexibility, rhythm, and spatial awareness; PSED – Confidence through movement; Communication & Language – Listening and responding to musical cues.

### Main Activity

**MOVE LIKE A CHARACTER:** Children explore how different characters move when travelling around the hall. When the coach calls "Travel!", children move like a specific toy or animal — for example, "Move like Buzz Lightyear!" (arms stretched, flying), "Move like Jessie!" (skipping and spinning), or "Move like Rex!" (big stomps, short arms). Use upbeat music to keep energy high and encourage children to be creative. **PROGRESSION:** Let children come up with their own toy-inspired movement ideas and lead the class for short bursts.

EYFS Link: Physical Development – Agility, balance, and movement control; Expressive Arts & Design – Creative expression through imaginative play; Communication & Language – Understanding and following directions.

**ANDY'S COMING!** Children move freely around the hall pretending to be toys from Toy Story — Buzz Lightyear, Woody, Bo Peep, and more. When the coach says "Andy's coming!", they must freeze and lie still on the floor like toys that have stopped moving. When the music plays again, the toys come to life and move around the room, using fun actions to match their chosen character. **PROGRESSION:** Add challenges like "Move in slow motion!" or "Only move using your arms!" to develop control and creativity.

EYFS Link: Physical Development – Body awareness and spatial control; PSED – Self-regulation and teamwork; Expressive Arts & Design – Role play and imagination in movement.

**FRIENDSHIP DANCE:** Play "You've Got a Friend in Me" and explain that the children will create their own dance routine. First, listen to the opening and chorus, discussing how the music makes them feel and which movements match the rhythm. Demonstrate some simple travelling steps, poses, and actions (e.g., high-fives, turns, and partner waves). Then, in pairs or small groups, children combine these moves to form a short routine that celebrates friendship. Perform as a group at the end of the session. **PROGRESSION:** Encourage pairs to add a beginning pose, a travelling movement, and an ending shape.

EYFS Link: Physical Development – Coordination, rhythm, and balance; Expressive Arts & Design – Performing and creating through movement; PSED – Cooperation and friendship-building.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Large space first, smaller for challenge.

#### TASK

Start with one toy, then use more.

#### EQUIPMENT

Music system, Toy Story song.

#### PEOPLE

Work on my own first, then in groups

### Cooldown

**TOY WIND-DOWN:** Children pretend to be toys at the end of the day slowly powering down. They stretch their arms, twist their bodies gently, and take deep breaths — in through the nose, out through the mouth. Sit in a circle and quietly hum the last few notes of "You've Got a Friend in Me". End with a discussion: "Which toy did you enjoy being most today?"

EYFS Link: Physical Development – Relaxation and calm breathing; PSED – Reflection and emotional awareness; Communication & Language – Expressing thoughts and preferences clearly.

**Lesson Objective** To develop the basic actions of travelling, jumping, turning, and making shapes. **Lesson 3/6**

**Equipment Needed** Sound system, music,

**Success Criteria** Children can:

- move confidently and safely in their own and general space, using changes of speed, level, and direction.
- move with control and combine different movements with ease and fluency.
- skip, hop, stand on one leg and hold a pose for a game like musical statues.

### EDSTART KNOW

- I can say what a gesture is.
- I can tell what canon and unison mean.
- I can name themes like animals, robots, or space.

### EDSTART GO

- I can dance to music and change speed and level.
- I can make gestures in groups.
- I can show my dance for friends to guess.

### EDSTART SHOW

- I can clap when other groups dance.
- I can share ideas kindly.
- I can celebrate everyone's effort.

### Warm Up

**DANCE CORNER DASH:** Play lively music and encourage the children to dance freely in the middle of the hall — they can twirl, jump, or wiggle however they like! When the music suddenly stops, they must quickly and safely choose a coloured corner marked by cones. The coach then picks one colour to be “out” for that round, and those children perform a silly dance or pose while waiting for the next round. Keep the pace quick and exciting to build focus and listening skills. **PROGRESSION:** Add fun challenges such as “Hop to your corner!” or “Dance to your colour only when the beat gets fast!”

EYFS Link: Physical Development – Coordination and movement control; PSED – Turn-taking and self-regulation; Communication & Language – Listening and responding to music cues.

### Main Activity

**SOUND DETECTIVES:** Children spread out across the hall and follow the coach's commands: “Travel!” means walking calmly, “Freeze!” means holding still, “Inside!” means moving to the centre, and “Outside!” means moving to the edges. Play music with different tempos or themes — slow, fast, smooth, bouncy — and let the children change how they move to match the sound. For example, soft music might inspire tiptoeing, while loud music might make them stomp like giants. **PROGRESSION:** Include themed sounds like waterfalls, heavy traffic, or outer space and let children suggest their own movement ideas.

EYFS Link: Physical Development – Balance, agility, and coordination; Expressive Arts & Design – Responding creatively to sound; Communication & Language – Understanding and following directions.

**GUESS THAT GROOVE:** Split the class into four mixed-ability groups. Each group picks a mystery theme from the “Dance Hat” (themes could include superheroes, animals, robots, space, winter, or the Olympics). Groups then create a short routine using two clear gestures, each lasting four beats. After five minutes of practice, they perform their routine for the class. The other groups try to guess which theme the dance represents — if guessed correctly, the performing group earns a point. **PROGRESSION:** Add music that fits each theme (e.g., dramatic for superheroes, bouncy for animals) and ask groups to use the rhythm to help tell their story.

EYFS Link: Physical Development – Control and expressive movement; Expressive Arts & Design – Imagination through performance; PSED – Teamwork, turn-taking, and confidence.

**FRIENDSHIP CHOREOGRAPHERS:** Continue developing the class routine from the previous week using the song “You’ve Got a Friend in Me.” Listen to the next section of the music together and discuss how it makes them feel. Encourage children to identify parts where they could jump, spin, pose, or wave. Children work in small groups to explore new moves and then share their ideas with the class. The teacher combines their suggestions to build a group routine that follows the beat. **PROGRESSION:** Add “start” and “end” poses to show teamwork and control, or try adding partner moves like mirroring.

EYFS Link: Physical Development – Rhythm and movement control; Expressive Arts & Design – Creating and performing through dance; PSED – Confidence and collaboration.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big area first, add corners and stations later.

#### TASK

Start with musical corners, then add routines.

#### EQUIPMENT

Cones, music, dance cards.

#### PEOPLE

Small groups of 4, then whole class.

### Cooldown

**THE STILL STATUE:** Children stand tall like statues, slowly lowering their bodies to the floor as the music fades. They sit cross-legged, take a deep breath in through the nose, and out through the mouth, relaxing their bodies after dancing. End with a group discussion: “What was your favourite dance move today?” or “How did your group work together?”

EYFS Link: Physical Development – Relaxation and calm breathing; PSED – Reflection and self-awareness; Communication & Language – Expressing opinions and recalling learning.

**Lesson Objective** To be able to move at speed with varying movement patterns. **Lesson 4/6**

**Equipment Needed** Sound system, music,

**Success Criteria** Children can:

- move around looking at changing speed and direction.
- move with control in a variety of ways.
- progress towards a more fluent style of moving, with developing control and grace.

### EDSTART KNOW

- I can say moves like stilts, lion, and acrobat.
- I can tell how to copy a leader.
- I can name canon and unison.

### EDSTART GO

- I can move like circus animals and performers.
- I can copy clown movements in mirroring games.
- I can join a routine with my group.

### EDSTART SHOW

- I can be kind to my partner.
- I can clap for my group.
- I can celebrate effort.

### Warm Up

**CIRCUS MUSIC DANCE:** Play fun circus music and tell the children they're performers getting ready for the big show! Everyone dances in the middle of the space — twirling like acrobats, stomping like elephants, or jumping like clowns. When the music stops, they run carefully to a coloured corner. The coach calls out one colour — those children make a funny clown face and sit down until the next round. Keep the energy fun and light-hearted. **PROGRESSION:** Call out actions before the music starts — "Dance like a lion!" or "Walk the tightrope to your corner!"

EYFS Link: Physical Development – Moving safely, balancing, and spatial awareness; Expressive Arts & Design – Using imagination through movement; Communication & Language – Listening and following instructions.

### Main Activity

**RINGMASTER SAYS:** Children pretend they're in the circus and the coach is the Ringmaster giving orders. When the Ringmaster says "Stilts!", they walk tall on tiptoes. "Lion!" means they crawl and roar. "Acrobat!" means hopping or spinning. "Clown!" means wiggly dancing and funny faces. The aim is to listen carefully and move like the circus characters. **PROGRESSION:** Let children take turns being the Ringmaster and giving their own circus commands.

EYFS Link: Physical Development – Strength, coordination, and balance; PSED – Confidence and turn-taking; Communication & Language – Listening for key words and responding.

**COPY THE CLOWN:** Tell the children that clowns love to make people laugh with silly movements. The coach is the clown first, and everyone must copy their funny actions like looking in a mirror — wiggling arms, big stretches, or hopping around. Once the children understand, put them into small groups. One child is the clown, and the others copy their moves. After a few turns, switch roles so everyone gets to be the clown. **PROGRESSION:** Challenge the clowns to make a little "show" of three funny actions for their group.

EYFS Link: Physical Development – Body control and copying actions; PSED – Confidence and cooperation; Expressive Arts & Design – Acting and performing through movement.

**THE CIRCUS PARADE :** In small groups, the children create a short "Circus Parade" dance. They choose their favourite circus moves from before — maybe a lion roar, a clown wiggle, a tightrope walk, or a juggling move. Everyone performs their moves together (unison) or one after another (canon). Play lively circus music while they march, wave, and perform proudly like real circus stars! **PROGRESSION:** Add start and end poses, or march to the beat of four to match the music.

EYFS Link: Physical Development – Rhythm, movement, and balance; Expressive Arts & Design – Making and performing simple sequences; PSED – Working as part of a team and celebrating others.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big floor area for easy moving, smaller for challenge.

#### TASK

Start with one move, then join moves in order.

#### EQUIPMENT

Music system, circus songs.

#### PEOPLE

Pairs first, then groups of 4.

### Cooldown

**SLEEPY CIRCUS:** After the big circus show, the performers are tired! Children lie down on their mats and take slow, quiet breaths. The coach softly says, "The circus lights go out... the lions are sleeping... the clowns are resting." Play gentle circus lullaby music. When everyone feels calm, ask, "What was your favourite circus act today?"

EYFS Link: Physical Development – Relaxing and controlling breathing; PSED – Reflecting on feelings; Communication & Language – Sharing thoughts and ideas clearly.

**Lesson Objective** To be able to experiment with different ways of moving. **Lesson 5/6**

**Equipment Needed** Sound system, music,

**Success Criteria** Children can:

- find new ways of moving.
- be creative in how they move around.
- remember and repeat simple movement patterns.
- negotiate space and obstacles safely, with consideration for themselves and others.

### EDSTART KNOW

- I can say we are making a dance.
- I can tell what canon and unison mean.
- I can remember 4 movements.

### EDSTART GO

- I can work in my group to create a dance.
- I can practise with my team.
- I can perform my dance to friends.

### EDSTART SHOW

- I can take turns in my group.
- I can clap for others when they dance.
- I can smile when my team performs.

### Warm Up

**MOVE TO THE BEAT:** Play an upbeat, child-friendly song for 3–5 minutes and lead the children through a fun head-to-toe mobility warm-up. Begin by circling wrists, elbows, and shoulders, then move to hips, knees, and ankles. Encourage big, smooth movements while keeping time to the beat of four — swing, stretch, and clap! Keep the actions simple, repetitive, and joyful, so children can easily follow the rhythm. End with a big group pose on the final beat of the song. **PROGRESSION:** Challenge the children to mirror your movements or make their own moves to the beat of four.

EYFS Link: Physical Development – Coordination, balance, and rhythm; Expressive Arts & Design – Moving in time to music; Communication & Language – Listening and following a sequence of actions.

### Main Activity

**MAKE YOUR MOVE:** Split the class into small groups of four. Tell them they are dancers creating their own short dance show. Each group chooses a fun idea or theme — it could be animals, space, superheroes, or the beach. Ask them to come up with 2–3 different moves that match their idea. For example, superhero poses, animal jumps, or flying movements. Each move lasts four beats, and the whole dance repeats twice. Once the groups have their first few moves, introduce canon (one person starts, then others follow one after another) and unison (everyone moves together). Demonstrate both clearly so children can spot the difference. Encourage creativity — they can add claps, turns, or jumps to make their dance exciting! Every 6–8 minutes, pause and let a few groups perform their routines “so far.” Give simple feedback: “I liked how you moved together!” or “Can you show me your next move?” **PROGRESSION:** Ask children to add one more move using canon timing or to repeat their routine faster or slower with the music.

EYFS Link: Physical Development – Control and coordination of large movements; Expressive Arts & Design – Creating and performing simple movement patterns; PSED – Sharing ideas and working cooperatively in a group.

**REHEARSAL PERFORMANCE:** Now it's time for rehearsal! Each group performs their dance for the class. To help build confidence, two or three groups can perform at the same time. The watching groups give positive feedback — a simple “thumbs up” or say what they liked (“I liked your jumping move!”). Encourage everyone to use key words like unison, canon, and gesture when describing what they see. **PROGRESSION:** Let groups add one “finale pose” where they all freeze together like a team at the end of their dance.

EYFS Link: Physical Development – Performing with control; PSED – Confidence and taking pride in achievement; Communication & Language – Speaking about performances.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big open hall first, smaller space later.

#### TASK

Start with gestures, then add canon/unison.

#### EQUIPMENT

Music, cones, cards.

#### PEOPLE

Groups of 4–6.

### Cooldown

**THE QUIET DANCER:** Play soft music and ask the children to walk slowly around the hall, pretending to “float like feathers.” Then, they stop, take a big breath in through the nose and out through the mouth, and stretch their arms up high, then low to the floor. Sit in a circle and ask: “What was your favourite move?” or “How did it feel to dance with your friends?”

EYFS Link: Physical Development – Cooling down and stretching safely; PSED – Reflecting on experiences; Communication & Language – Expressing opinions clearly.

**Lesson Objective** To be able to join a set movement patterns and to remember small sequences. **Lesson 6/6**

**Equipment Needed** Sound system, music,

**Success Criteria** Children can:

- choose some of the movements they have already explored and use them to make their own movement patterns.
- combine different movements with ease and fluency.
- remember sequences and patterns of movements which are related to music and rhythm.

### EDSTART KNOW

- I can say how to make a routine.
- I can tell why we listen to the beat.
- I can remember canon and unison.

### EDSTART GO

- I can practise my routine with my group.
- I can perform my dance to the class.
- I can use gestures, canon, and unison.

### EDSTART SHOW

- I can watch and clap when others perform.
- I can say "well done" to my friends.
- I can celebrate at the end.

### Warm Up

**DANCE STATIONS:** This warm-up will consolidate the children's understanding of how to respond to a stimulus in dance.

Organise your class into four small groups and divide the hall or playground into four equal areas (quarters). Each quarter becomes a Dance Station, with a different stimulus card placed face down on the floor. When the music starts, each group picks up their card, reveals their stimulus, and dances for 30 seconds using movements inspired by it.

Station Breakdown:

- **Station 1:** Animal Actions: Move like wild animals — stomp like elephants, swing like monkeys, slither like snakes. Focus on using high and low levels.
- **Station 2:** Weather Wonders: Move like the weather — twirl like wind, drip like rain, jump like thunder, shine like the sun. Focus on speed and flow.
- **Station 3:** Machine Movers: Be a machine! Move like gears turning or robots starting and stopping. Use sharp, repetitive actions and frozen shapes.
- **Station 4:** Emotion Energy: Dance to show feelings — happy (skipping and clapping), tired (slow droopy arms), excited (spins and jumps), angry (strong stomps). Focus on using facial expression and rhythm.

**PROGRESSION:** Once the children have danced at all four stations, challenge them to combine movements from two stations into a short dance sequence using canon or unison.

EYFS Links: Physical Development (balance, coordination, body control); Expressive Arts & Design (responding creatively to stimuli); Communication & Language (listening and following varied instructions).

### Main Activity

**REHEARSAL TIME:** In groups of four, children now rehearse their dance routines using their favourite movements from each station. They explore how to combine these into a short sequence that matches the music's beat. Encourage each group to work to a count of four and to include one section where everyone moves together and one section where they move one after another. The coach supports groups by suggesting how to link moves smoothly and hold strong starting and finishing positions. This activity builds rhythm, coordination, and teamwork as children share ideas and make creative decisions together. **PROGRESSION:** Challenge groups to perform their routines twice through, maintaining timing and energy throughout.

EYFS Link: Physical Development (balance, coordination, rhythm), Expressive Arts & Design (creating and performing movement), Communication & Language (sharing and listening to ideas).

**PERFORMANCE TIME:** Each group performs their dance to the class, showing confidence and control. Encourage the audience to watch respectfully and use positive language when giving feedback. Children score out of ten and explain their reasons using key dance vocabulary such as "canon," "unison," or "gesture." This builds self-esteem, expressive confidence, and listening skills as they celebrate each other's creativity. **PROGRESSION:** Invite groups to swap their music and adapt movements to match the new tempo or mood.

EYFS Link: Personal, Social & Emotional Development (confidence in performing), Communication & Language (expressing opinions), Expressive Arts & Design (evaluating performance).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Stations for practice, big hall for performances.

#### TASK

Start with small moves, then whole routine.

#### EQUIPMENT

Stimulus cards, music.

#### PEOPLE

Groups of 4–6, then whole class sharing.

### Cooldown

**CURTAIN CALL RELAXATION:** Gather the class in a circle, playing calm, soft music. Children take deep breaths, stretch tall like trees, then slowly lower their arms to touch the floor like falling leaves. Encourage gentle side stretches, shoulder rolls, and slow movements to relax muscles. Ask children to think about their favourite part of the dance and share it with a partner. This calm ending allows the body to recover while promoting mindfulness and reflection. **PROGRESSION:** Ask children to hold a still pose showing how they feel at the end — calm, happy, proud, or tired.

EYFS Link: Physical Development (relaxing muscles and breathing control), Personal, Social & Emotional Development (self-awareness and reflection), Communication & Language (sharing thoughts and feelings).