

Under the Sea 4-5 years

Teacher's note: Watch the whole 10-minute movie before teaching the scheme to help you understand the structure of the lesson.

Lesson information

Duration: 40 minutes

Age range: 4-5 years

No. of players: Varies

Session plan number: 1

Assessment area colour codes:

Physical literacy; Cognitive Thinking; Wellness; Engagement.

Primary learning outcome:

Create actions and movements that travel.

Secondary learning outcome:

I can describe how my body feels before, during and after an activity.

Keywords:

Bob, dive, jump, swim, twist & turn, trot and shuffle.

Resources:



Lesson plan



Video



Music

1 Warm up activity

15 mins

Key questions

At the start of the warm-up, ask the children to place their hand on their chest to feel how fast and how hard their heart is beating.

Introduction to Beat and Rhythm

- Focus the children, sit them in semi-circle, and play the Under the Sea Music Mix
- Introduce the "Regular" beat: this is clapping in time to a regular beat (8 claps per phrase of 8 counts of music)

Now arrange the children standing in their own space or on a coloured spot

- BOB UP AND DOWN to the slower beat to focus the children (could ask the children to count with you)
- Teach the Under the Sea Making Waves choreography
- Practice this to the music for a few minutes, making sure the children have understood and can recreate the moves in time to the music. Repeat for 2 – 3 minutes and reinforce good posture and strong movements. COULD point out good performances for other children to copy

Can you describe how your body feels before, during and after an activity?

Can you recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher?

How can we create actions and movements that travel?

2 Main activity

20 mins

Key questions

UNDER THE SEA Dance (PART 1)

Introduce the Sea creatures in to your dance.

MOVE 1 -Teacher suggests BOB the fish. BOB the Fish action: Swim for 4 counts, Bob with hands behind back for 4 counts. COULD chant with the action, "swim, swim, bob, bob, bob" in time to the music. Spend 2 – 3 minutes practicing BOB the fish, moving around the hoops, look for big movement and good posture. COULD show good performances for other children to copy

SAFE ROCK - Children move back to spots and repeat making big waves, ripples and calm sea. Look through goggles under the sea.

3 Main activity (continued)

Key questions

MOVE 2 - Teacher suggests they spot a **CYRIL THE SEAHORSE** – Trotting around the room. Spend 2 – 3 minutes practicing the SEAHORSE.

SAFE ROCK - Go back to the spots and repeat the process of making waves and looking through goggles under sea.

MOVE 3 - Teacher suggests they spot a **DAPHNE THE DOLPHIN**. DIVE under and over the waves using different levels of movement. Spend 2 – 3 minutes practicing the DOLPHIN.

SAFE ROCK - Go back to the spots and repeat the process of making waves and looking through goggles under sea.

MOVE 4 - Teacher suggests they see a **KEVIN THE CRAB**. Move sideways like a crab, hands are pincers. Spend 2 – 3 minutes practicing the CRAB. Go back to the SAFE ROCK.

PERFORMANCE: Practice all movements to our music mix

- Make waves, then ripples and calm sea and look through goggles and see:
- BOB the fish, SEAHORSE, DOLPHIN, CRAB in that order
- Go back to spots in to big waves, small waves, into ripples and calm

Encourage big strong movements and good posture. Praise good performances for other children to watch and copy. Could split the class to allow the children to watch each other's performance and copy good performance.

How can we create actions and movements around a given story or theme?

4 Cool down

 5 mins

Key questions

Put the equipment away and arrange the children on the floor making shapes with their body.

LAYING DOWN, ENCOURAGE BEING VERY STILL

- Make a STAR FISH shape
- Make a SEA SNAKE shape
- Make a SPIKY SEAWEED shape
- Make a ROUND JELLY FISH shape

Sit the children up and talk about what they have learned today.

Can you describe how your body feels before, during and after an activity?

Teacher notes and review

Assessment area colour codes:
Physical literacy; Cognitive
Thinking; **Wellness;** Engagement.