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The Magic Toys

It was very quiet and dark in the toyshop. All the toys were fast asleep on the shelves. Suddenly, a magic moonbeam fell on to the musical box. The lid opened and the musical box began to play! The fairy doll started to yawn and stretch and awake from a deep sleep. She then flew round the toyshop and swished fairy dust all over the toys with her magic wand.

Slowly the toys began to wake up. The teddy huffed and puffed, the elephant blew his trunk, the mice squeaked, the baby doll cried and the robot buzzed.

But all was not well in the toyshop. The toys were very sad because their shop had become very shabby and dusty. ‘We must clean up the toyshop,’ said the fairy doll, ‘and then we will all be happy again.’

Very soon all the toys were busy cleaning up. The fairy doll flew up to the ceiling and knocked down the cobwebs with her magic wand. The teddy polished the counter and the elephant washed the windows. Even the toy mice were busy sweeping the floor most of the night. And the robot bossed all the other toys about.
Soon the toyshop was really clean and all the toys were very happy. They were so happy that they had a party and danced together.

Suddenly the magic moonbeam fell on the musical box again and it began to play. All the toys stopped dancing and stood as still as statues. Very slowly and very quietly, the toys returned to their shelves and fell fast asleep. And they all lived happily ever after.
## Medium-term plan

### Dance: The Magic Toys

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| 1      | • to explore movement ideas and respond imaginatively to a range of stimuli  
  • to move confidently and safely in their own space, using changes of speed, level and direction | 1a  
  2a  
  3b  
  4b  
  6a  
  6b  
  6c  
  6d | Use toys as a starting point for the dance  
 Demonstrate how they think toys would move | • talk about different stimuli as the starting point for creating dance phrases  
 • respond to different stimuli with a range of actions | Art:  
 Draw or paint favourite toys and make a classroom display  
 D & T:  
 Design and make a toy using recycled materials  
 Moving toys and puppets  
 History:  
 Compare modern toys with those in the past  
 Language:  
 Write own version of ‘The Magic Toys’ story  
 Learn how to spell vocabulary mentioned in the story  
 PSHE:  
 Sadness and happiness  
 Science:  
 Understanding the body – how it feels and changes during dance activities  
 Activity sheet – naming body parts  
 Look at how toys move |
| 2      | • to remember and repeat a range of actions with a partner  
 • to explore the expressive qualities of the dance | 1a  
  2a  
  3b  
  4b  
  6a  
  6b  
  6c  
  6d | Demonstrate cleaning actions with a partner | • copy simple movement patterns from each other and explore the movement  
 • explore ideas, moods and feelings by experimenting with actions, directions and levels |  |
| 3      | • to perform movement phrases using a range of body actions and body parts with a partner  
 • to compose and perform dance phrases that express moods, ideas and feelings, with a partner | 1a  
  2a  
  3b  
  4b  
  6a  
  6b  
  6c  
  6d | Practise working with a partner to perfect their cleaning sequence | • choose movements with a partner to make up their own phrases  
 • choose and link actions to make short dance phrases that express an idea, mood or feeling and reflect rhythmic qualities |  |
| 4      | • to work in groups to perform a set movement phrase  
 • to perform dance phrases in a group that express moods and feelings | 1a  
  2a  
  4b  
  6a  
  6b  
  6c  
  6d | Demonstrate ‘birdie’ dance and set steps  
 Group work | • practise and repeat their movement phrases and perform them in a controlled way  
 • remember and repeat a short dance phrase in a group |  |
# Dance: The Magic Toys

## Medium-term plan

### Lesson 5 & 6

**Main learning objectives**

Children should learn:

- to compose and perform short dances with clear beginnings, middles and ends, that express and communicate ideas and feelings
- to copy, watch and describe dance movement

**NC PoS**

1a  
1b  
2a  
3b  
3c  
4b  
6a  
6b  
6c  
6d

**Activities**

- Learn the last part of the dance
- Talk through the whole of the dance
- Perform the whole dance

**Main learning outcomes**

Children:

- remember and repeat a short dance, showing greater control, coordination and spatial awareness
- use simple dance vocabulary to describe movement, linking it to mood, ideas and feelings

**Assembly**

Use this dance as part of a class service/assembly or school production

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### Notes

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Lesson 1 The Magic Toys

Learning objectives
Children should learn:
• to explore movement ideas and respond imaginatively to a range of stimuli
• to move confidently and safely in their own space, using changes of speed, level and direction
• to explore a range of actions with coordination and an awareness of the expressive qualities of the dance
• to recognise how their body feels when still and when exercising
• to watch and describe dance phrases and use what they learn to improve their own work.

Learning outcomes
Children:
• talk about different stimuli as the starting point for creating dance phrases
• respond to different stimuli with a range of actions
• copy and explore basic body actions demonstrated by the teacher
• know where their heart is and understand why it beats faster when exercising
• use simple dance vocabulary to describe movement phrases and expressive qualities.

National Curriculum Programme of Study
1a explore basic skills, actions and ideas with increasing understanding
2a explore how to choose and apply skills and actions in sequence and in combination
3b observe, describe and copy what others have done
4b recognise and describe how their bodies feel during different activities
6a use movement imaginatively, responding to stimuli, including music, and performing basic skills
6b change the rhythm, speed, level and direction of their movements
6c create and perform dances using simple movement patterns
6d express and communicate ideas and feelings

Vocabulary
backwards, bounce, change direction, forwards, freeze, gently, glum, happy, high, low, middle, on the spot, sad, skip, slowly, smile, smoothly, still as a statue, straight, tiptoe, turn, walk

Resources
• Stimuli: 'The Magic Toys' story, a collection of toys, e.g. doll, teddy, robot, puppet and magic wand (optional) hidden in a bag
• KS1 Dance CD tracks 1, 2 and 3
• CD player
• tambour
• Flipbook page 3: Good quality movement

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Warm-up 15 MINS

- Ask the children to sit near you on the floor and sit up with a straight back. Read the story ‘The Magic Toys’. (You could do this beforehand in the classroom.)
- Introduce the toys one by one and show how they move. Ask the children to show a sad face and then a happy face. Explain to the children that the toys are sad because the toyshop is shabby and dusty.
- Ask the children to move slightly away into a space and pretend they are asleep on the floor. Ask the children to stretch slowly with you as if awakening from a deep sleep, but with a glum face. When they are awake, they should show a beautiful, happy face.
- Ask the children to copy you as you choose a variety of movements that toys could make, e.g. walk like a robot, tiptoe like a fairy, crawl on hands and knees like a toy dog.
- Encourage the children to walk to a space, freeze, turn and then walk in another direction. Call out words such as ‘freeze’, ‘still as a statue’, ‘change direction’ and try to use the vocabulary mentioned in the vocabulary section. Use the tambour to signal when to freeze. Include different speeds, e.g. walking fast for a robot and slower for a puppet. Remember to praise the children often.
- Ask the children the following questions:
  - How do you feel?
  - Can you feel your pulse in your neck?
  - Can you hear each other’s hearts?
  - Are you breathing more heavily?
  - Do your cheeks look pink?

Starting the dance with the music 15-20 MINS

- Play Track 1: Musical box. The children should imagine that they are toys in the toyshop asleep on a shelf and feeling sad. Ask them to find a space and get into an interesting sleeping position (e.g. sitting on the shelf with head down, curled up on the floor, stretched out tall like a toy soldier). When they hear the music they should wake up slowly (do this with the children and remember to have a glum face). Remind them to make their movement really good quality. (Choose a child to demonstrate this and look at the photographs on Flipbook page 3: Good quality movement.) The children should freeze in an interesting position, choosing an appropriate level for their toy, e.g. low for a grasshopper or dog and high for a fairy or robot.
- Play Track 2: Funny sound and explain to the children that as soon as they hear this sound they must change their expression to a happy face.
- Now play Track 3: Toys alive. Encourage the children to move individually and in character in time to the music. Remind them to move in a space and to change direction often.
- Go through the dance together from the beginning.
- Split the class into two groups and ask half to perform while the other half views. Look for good spacing and good quality movement (choose a child to show this). Encourage the children to describe the movements they have seen and to be positive about each other. Swap the groups over.
- If there is time, go through the dance together from the beginning.

Cool-down 5 MINS

- Encourage the children to lie down slowly and stretch their arms and legs very gently. They should hold the stretch for a count of five and then relax. Ask them to sit up very slowly with a straight back, but keep looking down at the floor. Tell them to stand up with a straight back and good posture, bringing their heads up last.
Lesson 2 The Magic Toys

Learning objectives

Children should learn:
• to remember and repeat a range of actions with a partner
• to explore the expressive qualities of the dance
• to move confidently and safely in their own and general space, using changes of speed, level and direction
• to recognise how their body feels when still and exercising
• to understand the importance of warming up and cooling down
• to copy, watch and describe dance movements or phrases to help them improve their work.

Learning outcomes

Children:
• copy simple movement patterns from each other and explore the movement
• explore ideas, moods and feelings by experimenting with actions, directions and levels
• know where their heart is and why it beats faster when exercising
• know they need to warm up and cool down for dance
• use simple dance vocabulary to describe movement, saying what they like and dislike and giving reasons.

National Curriculum Programme of Study

1a explore basic skills, actions and ideas with increasing understanding
2a explore how to choose and apply skills and actions in sequence and in combination
3b observe, describe and copy what others have done
4b recognise and describe how their bodies feel during different activities
6a use movement imaginatively, responding to stimuli, including music, and performing basic skills
6b change the rhythm, speed, level and direction of their movements
6c create and perform dances using simple movement patterns
6d express and communicate ideas and feelings

Vocabulary

backwards, bounce, change direction, forwards, freeze, gently, happy, high, jump, low, middle, motif, sad, skip, slowly, smoothly, still as a statue, turn, walk

Resources

• Stimuli: a collection of toys (optional)
• KS1 Dance CD tracks 1–4
• CD player
• tambour
• Flipbook page 2: Dance choreography
Warm-up **15 MINS**

- Ask the children to sit near you with a straight back. Briefly recap the story of ‘The Magic Toys’ and show them the toys. Pay particular attention to how the toys move.
- Ask the children to make a variety of different faces, e.g. sad face, angry face, annoyed face and happy face.
- Ask the children to move slightly away into a space and pretend they are asleep on the floor. Ask them to stretch slowly, as if awakening from a deep sleep. Remind them to smile when they are fully awake.
- Explore the movements that toys make, as you did in Lesson 1. Demonstrate some movements yourself or ask a child to do this, and encourage the children to use words to describe these movements, e.g. slowly, gently, smoothly (see Vocabulary). Ask the children to copy the movements, remembering to change direction and pace. Use vocabulary such as ‘freeze’, ‘turn’ and ‘change direction’.
- Ask the children to stand still. Ask:

  **How do you feel?**

  **Can you find your pulse?**

  **How do your breathing and heart rate change when you exercise?**

- Ask the children to find a partner. Show the children how they can greet each other, e.g. shake hands, bow, curtsey or wave.
- Show the children some cleaning up motifs, e.g. sweeping, dusting, painting or washing windows. Ask the children to choose a motif with their partner and to copy each other (see Flipbook page 2: Dance choreography). The activity could be on a high or low level. The children could develop two motifs into a phrase, e.g. scrubbing a floor and then reaching high to dust the shelves.

Dancing with the music **15-20 MINS**

- Discuss the movements as you play the following tracks: **Track 1: Musical box** (the toys wake up with sad faces); **Track 2: Funny sound** (happy faces); **Track 3: Toys alive** (move in character to the music). Go through the dance with the music from the beginning.
- Look for good spacing and good quality movement and always praise the children.
- Play **Track 4: Cleaning the shop**. With the music, ask the children to greet their partner and do their cleaning movement or phrase together. Do this twice.
- Split the class into two groups and ask one half to view the partner work and the other half to perform. Swap the groups over. Ask the children to look for good spacing and good quality movement. Ask them to say what they like or dislike about the dance so far, giving reasons.

Cool-down **5 MINS**

- Encourage the children to lie down on their backs and stretch their arms and legs very gently. Tell them to hold the stretch for a count of five and then relax. Repeat.
- Ask the children to get up very slowly from the floor with a straight back. They should keep their eyes looking at the floor and bring their heads up last.