

As they develop

Space Shake

Let's 'Play to Learn'

- Read parts of the story/play parts of the story on the CD-Rom
- Encourage the children to move around the space using actions that 'fit the story'
- Explore collecting, carrying and building a spaceship
- Explore blast off ... 10, 9, 8... 3, 2, 1 blast off
- Explore moving like the spaceship
- Explore moving like an alien creature or spaceman

Key words

- control, coordination
- imagine
- walk, run, fox, jump, slide, crawl, build, throwing action
- forwards, backwards, sideways
- whoosh, crash, spin, zap

Opportunities to:

- join in by responding naturally
- broadly imitate actions, sounds and words
- move in different ways
- move in different directions
- role play on their own or in parallel with other children or an adult



Resources

- Planet Play story book
- Pictures from the book
- A range of balls
- Hobby horses
- Materials to make a spaceship, creatures
- Planet Play audio clips

Questions

- Imagine you had just landed on Planet Play, how would you move?
- How can you make your actions bigger?
- What would you do if you saw an alien creature?
- Were the creatures friendly or not?
- How can you tell?
- How could you move like the pink creature? How do you think the red alien moves?
- What familiar things are in this story? Where can you see them? How could you show these in your dance? E.g. by repeating and adapting the kite and dragon actions/phrases they have created previously

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- children work in their 'bubbles'

Can you see the child?

- Joining in by responding naturally
- Broadly imitating actions, sounds and words
 - Moving in different ways
 - Moving in different directions
- Role playing on their own or in parallel with other children or an adult

sometimes

most of the time

Encourage the child to:

- focus on their favourite action
- discuss how they might move and then move with them
- watch other children to gain ideas. What do they like? How could they do this?
- find other stimuli that inspire them: pictures, video clips, poems, action rhymes, songs and music, etc.
- answer questions about the movements that they might use. For example, what spins? A spinning top – how does a spinning top move? Show me how you could move like a spinning top, etc.
- practise Body Awareness skills using the Technical Skills Cards

Encourage the child to:

- repeat their actions
- discuss the quality of their actions, e.g. is whoosh a fast or a slow word? Fast – How can you show me whooshing?
- perform their actions for longer
- show actions to another child for them to copy or adapt
- begin to show emotions through their dance actions: happy, etc.

Rich opportunities

- CD: Art, craft and design – mark and pattern making with fingers and tools, design and make simple products e.g. spaceship (large enough for children to play in). Make alien masks/costumes
- CD: Music – experiment with making sounds