

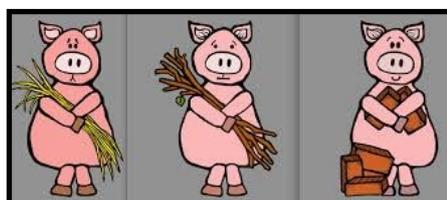


Inspiring PE

EYFS

Dance

Fairy tales



For this scheme of work you should use music with emotion and mystery

I use 3 songs from the soundtrack of Maleficent

- Goldilocks; track 3 Peasant woman
- 3 little pigs; track 7 Aurora and the fawn
- Jack and the beanstalk; track 4 Battle of the moors

However you can use any type of music you wish.

The Story of Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in. At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet. "This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep. As she was sleeping, the three bears came home. "Someone's been eating my porridge," growled the Papa bear.

EDUP3003 J.McKenna text source: http://www.dltk-teach.com/rhymes/goldilocks_story.htm

Learning challenge – Explore travelling at different levels based on Goldilocks and the three bears

1. Explore travelling in different ways.
2. Create different shapes
3. Link travels and shapes together

Starter activity

As the children enter the room ensure pumps are left to the side and out of the way. Explain the learning objectives.

Warm-up

Ask the children to make a magic bubble, this bubble is very special, we do not want it to pop. So can they wiggle their fingers, stand up and move their fingers around them to make a bubble.

Ask the children to walk/jog around the space, but don't get too close to anyone, as we don't want to pop our bubble. Encourage the children to walk in the middle, sides and corners of the room, highlight good travelling to the class. When the teacher says freeze ask the children to stop and freeze where they are stood. Repeat this several times highlighting good work and giving lots of praise to those children in a space.

Progress to side steps, jumping and skipping.

Stretch/mobilise

Can the children

- Reach up as high as possible, trying to touch the ceiling,
- Stand in a star shape and bring the arms across the body to give self a hug, return to the star shape
- Shake hands and legs.

Construct learning challenge: show the picture of Goldilocks and the three bears

Read the story to the class

- Ask the children to;
- Think what Goldilocks' mum would look like when she told Goldilocks not to go in the wood.
- Can the children hold a shape pretending to be mum, hand on hips, pointing finger, stern facial expression.
- Pretend to be Goldilocks exploring the woods
 - Skipping through grass
 - Jumping over streams
 - Climbing under branches
 - Jumping on stepping stones
- Stop and make a shape of the house, it could be tall, short thin or wide. Show examples to the class, why do I like this?
- Can we tiptoe around the bears' house, being very quiet, trying the porridge, chair and beds. Show good ideas to the class.
- Slowly fall asleep on the floor

Apply learning challenge;- link actions to make a dance

- Link the actions together and talk the children through the story,
- Shape of mum 4 counts
- Goldilocks skipping 16 counts
- Shape of the house 4 counts
- Goldilocks tip toes and explore the house 16 counts
- Finish fast asleep

Perform/review

- Split the class in half, one half performs while the other half watches, ask the children what they have seen that was good.
- Ask the children to lie back in a space and think about the actions they did today and what they did well
- Share ideas with the class.



Health and safety issues

- It is highly recommended that all children wear correct clothing and footwear, no jewellery allowed and hair tied back

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