

dance - drama - music

## BOUNCE TIME

In this session children will learn rhythm, marking time and spatial awareness. They will have the opportunity to engage as a team, create dialogue and express themselves freely. This type of play also develops children's imaginations, which are closely linked to intellectual development. They will explore creative development with the use of props, role play and a wide range of music. There will be opportunities for children to count, talk and imagine. Doing this they will gain knowledge of the world, be creative and imaginative, develop their personal and social skills, and of course, moving will encourage healthy physical development.

**INTRODUCTION** – Warm ups- Use sequencing markers to encourage spatial awareness.

Teddy bear teddy bear turn around	(Turn around)
Teddy bear teddy bear touch the ground	( touch the ground)
Teddy Bear Teddy Bear Shoe your shoes	(arms out to the side and raise foot off the floor, encourage straight leg and pointed toe)
Teddy Bear Teddy Bear that will do	(shake pointed finger)
Teddy Bear teddy bear climb the stairs	(pretend to climb the stairs)
Teddy Bear Teddy bear say your prayers	(hands together in prayer position)
Teddy Bear Teddy Bear turn out the light	(imitate switching off the light, sound a 'click')
Teddy Bear Teddy Bear Say goodnight!	(hands together under tilted head and close eyes, after a short while of sleeping, wake up with a clap and a jump)

Warm up Routine – This routine combines cardio work out and stretching, both crucial before engaging in movement based activity.

- ✚ House/mouse: Stretch up tall, squat small, repeat 3 times
- ✚ Frog bounces: In squat position- bounce
- ✚ Grow: Slowly raise to standing
- ✚ Bouncy scarecrow: Arms out to side, knee bends in time with the music
- ✚ Runners: Jogging on spot, knees high, the kick behind-try to kick your bottoms
- ✚ Jack in the box: Down in squat, one high jump in the air followed by small jumps, repeat
- ✚ Windmill arms : both arms straight moving backwards and then forwards
- ✚ Shrugs : Shoulder lifts, shoulder drops and one at a time
- ✚ Looks : look to left, middle, right middle, up, middle, down, middle, tilt, side, tilt, side
- ✚ Head rolls: Slowly roll head alternate directions

**Music:-** Rubber Ball – Bobby Vee or Happy – Pharrel Williams

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### ACTIVITY – Bounce Time

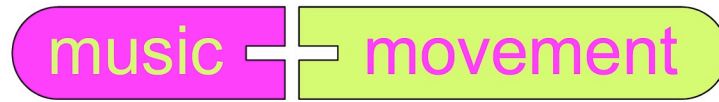
Props: (variation of balls; sizes, textures etc)

Ask the children to think of things which bounce (kangaroo, rabbit, tiger!, balls etc). Sit down and bounce each ball. Discuss the different types of bounces. Bounce each ball independently and imitate each ball as it bounces. **Remember feet together, springy ankles, and bend your knees.** Balls away! Practise bouncing around the room to the music , side to side, round and round, front and back and around the room. Focus on co-ordination and balance. Listen to rhythm and move appropriately.

**Music** :Burkina Faso – Djembe Ni Bara

### AND MORE:

What else can we bounce? Our shoulders, our knees, our arms, demonstrate and practise.  
Can we bounce like frogs? Start in a squat and jump to extended legs to another place, back into a squat.  
Can we bounce like Kanagaros? Big, High, Jumps from standing.  
Can we bounce like rabbits? Small intermittent jumps, with ears.



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### **PARACHUTE AND BALL PIT BALLS (soft balls)**

Lay out the parachute on the ground and ask the children to carefully walk around the edge and find a handle, **NO CHILD MUST WALK ON THE PARACHUTE AS IT IS EXTREMELY SLIPPERY.** Explain to the children they will not be going underneath at this point. Place all of the balls on top of the parachute, and upon hearing the word **'Popcorn'** the children will shake the parachute and make the balls bounce around, once all the balls are off, the children can collect them, and the exercise can be repeated.

Suggested story to incorporate the word 'Popcorn'

(Once upon a time there lived a girl called..PPPoppy, who loved to eat...Pppeppers and Pppineapple. One day she decided she would like to try PPPPopcorn!!!!)

### **AND MORE:**

Lay sections of large bubbles bubble wrap on the floor, tape to secure. Ask the children to find as many ways to pop the bubbles.

The children may also wish to paint the bubbles. Place paper on top to make bubble prints.

### **AND MORE:**

Provide each child with a plastic jug and a hand whisk (preferably the kind with a turning handle) place a small amount of non biological, eco washing powder and start a challenge to see who can make the highest bubbles.

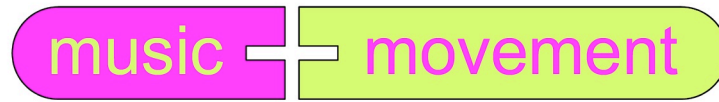
This exercise is great for boosting the 60+ muscles in the hand and strengthening arm and shoulder muscles for writing.

### **ACTION SONGS – Reinforce the topic with action songs**

See the bunnies sleeping till it's nearly noon (start asleep on the floor in silence)  
Come and let us wake them with a merry tune?  
Oh so still, are they ill, wake up soon! (on wake up soon, teacher/leader claps hands)  
Hop little bunnies, hop hop hop, (Children hop around the room)  
Hop hop hop, hop hop hop  
Hop little bunnies, hop hop hop,  
Hop hop hop.  
2.  
(Jump little bunnies, jump jump jump) (as above but jumping)  
3.  
(Skip little bunnies, skip skip skip,) (as above but with skipping)

To break down skipping, start with step, hop, step, hop, slowly and as confidence and momentum increase it will become a skip

Peter rabbits got a fly upon his nose (rabbit ears with hands, one finger on nose)  
Peter rabbits got a fly upon his nose (repeat)  
Peters rabbit got a fly upon his nose (repeat)  
So he flipped and it flapped it and the fly flew away (gesture flip and flap with hands)  
Floppy ears and curly whiskers (floppy ears sign with hands, make curly whiskers)



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Floppy ears and curly whiskers

with hands)

Floppy ears and curly whiskers

( repeat)

So he flipped it and he flapped it and the fly flew away (as before)

**AND MORE:**

Practice bouncing balls around the room, bounce catch, bounce catch, bounce catch. (using softer tactile balls will be easier for young children to use).

Younger children should practice using scarves first.