



## A TRIP TO THE ZOO

In this session children will focus on the expanse of a classical orchestra and the interpretation of sound. They will represent their own ideas, thoughts and feelings through music, movement and dance. They will have the opportunity to engage as a team. They will know about similarities and materials and living things and respond appropriately. They will explore the use of props; role play and a wide range of music. Doing this they will gain knowledge of the world, be creative and imaginative, develop their personal and social skills, and boost physical development skills.

**INTRODUCTION** – Warmups- 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 position)	(hands together in prayer)
Teddy Bear Teddy Bear turn out the light sound a 'click')	(imitate switching off the light,
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:** - Jackson 5 -ABC

### **ACTIVITY – A TRIP TO THE ZOO**

- Introduce the children to images or small world zoo animals
- Ask the children to make the sounds of the animals
- Discuss their habitat and how a zoo helps us to learn about these animals.
- Discuss the eco/environment issue of space and impact on the environment and extinction
- Discuss the food they eat
- Time to play being zoo animals ‘
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The following pieces of music are allocated to express each animal. Ensure the children have enough space and only become ‘vocal’ on your instruction.

Peacocks, snakes, elephants, Kangaroos, seals, exotic birds, Giraffes, Lions, monkeys, etc.

**Music:** -Camille Saint-Saens – Carnival of the animals

**Music called - Hens and Cocks:**

**Peacocks – Use your arms to be your tail, stretch them out behind you and fan your tail. Stand with bottom out, legs bent and jolted head. Walk and parade yourself around the room, shaking your tail feathers.**

**Music called – Tortoises**

**Snakes – Hands together outstretched in front of you, knees bent. Walk with crossing legs in front of each other, move your tongue in and out of your mouth quickly and hiss in-between. Alternatively slither on the floor!**

**Music called – Elephants**

**Elephants – Change your weight distribution and become bulky and heavy footed. Thud your feet to the floor, swing one arm in front of your face to be your trunk. Stop, suck up some water and spray it up in the air.**

**Music called – Kangaroos**



**Kangaroos – Bendy knees, bounce around the room keeping knees loose, and bent when you land.**

**Music called – Aquarium**

**Tropical Fish – Up on tip toes, arms stuck by your side, flapping hands as fins, dart in and out of the water, fast little steps, being careful to avoid contact with others.**

**Music called – The Aviary**

**Birds of Paradise – Beautiful, elegant birds, light on their feet, hopping and jumping from branch to branch, flapping their wings and tweeting. Sharp, darting head movements.**

**Music called – Fossils**

**Monkeys – Hands under arms, side galloping with bendy knees and making monkey gestures, banging on chests.**

**Music called – Introduction**

**Lions –. Prowl around the room, large steps, in a slight crouched position. Look for food, show your teeth, show your claws and pounce.**

## **EQUIPMENT – SCARVES**

Use the chiffon scarves to make snakes on the ground. Dance around the room with your scarves creating your own dance and movements to the music. Encourage the children to explore different movements they haven't tried before. Bring all the children to the centre, holding ribbons in the middle of the room. Together walk backwards dragging scarves on the floor to make an ever-increasing circle and kaleidoscope pattern.

**Music:** - , Born free – Matt Munro

## **ACTION SONGS**

**The Elephant walks like this and that,  
He's terribly tall and terribly fat,  
He's got no fingers, and he's got no toes  
But goodness gracious what a long nose!**

5 little monkeys swinging on the tree  
Teasing MR Crocodile 'You can't catch me!'  
Along came Mr Crocodile as quiet as can be.



Annnnnnnnnndddd SNAP  
(repeat until one monkey)  
Annnnnnnnnndddd Missed Me!!!

## **PERCUSSION**

Pass the Wave Drum round - Sit the children in a circle and place two wave drums intermittently within the circle. Pass the drum 'quietly' around the circle to the song, be careful not to make a sound. At the end of the song the child who is holding the drum can make a sound and move the beads in the drum.  
Rhyme

Pass the Wave Drum round  
Pass the Wave Drum round  
If it stops on you  
Then you can make a sound

### **AND MORE:**

Sit the children in a circle on mats or spatial markers. Give each child a small world creature. Chose one child to stand in the middle and look at their creature. 'My creature has 4 legs' All the children whose creatures have 4 legs will find somewhere else to sit. The child who is left in the middle will say their statement 'My creature swims in water' etc

### **AND MORE:**

Make a circle and choose a child to demonstrate being a wild animal. A child is selected to guess and then they will have a turn.

### **AND MORE:**

Make zoo animal image cards one for each child with 6 different animals. Hand out the cards ensuring others do not see. Explain that you are the zookeeper and the animals have escaped, you must get them all back together. Children must act like the animal on their card and try to find others acting the same or making the same sound. Eventually you should have flocks, herds etc of the same animals.