



## Traditional Tales - P.E. - Reception

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### Learning Experiences

Exploration through dance of Traditional Tales - Goldilocks and the Three Bears, Jack and the Beanstalk, The Three Little Pigs, Goldilocks and the Three Bears

Move with confidence, imagination and in safety • Move with control and co-ordination • Show awareness of space, of themselves and of others • Use their imagination in dance, imaginative role play and stories • Express and communicate their ideas, thoughts and feelings by using a widening range of movement • Recognise the changes that happen to their bodies when they are active

### Anchor Phase

**Dance 1 - Jack and the Beanstalk** Read the story of Jack and the Beanstalk. Use teacher directed imagery to explore dance actions/movements through retelling the story. Create actions and movement patterns to indicate different stages in the story. 1) Magic Beans- Show pictures of growing beans at different stages e.g. seed, roots, shoot, leaves etc. How could these be shown in our dance? Which body parts shall you use? Which body part should go first, last? Will they grow straight up or twirl around? Create a movement pattern. 2) The beanstalk- look up at the huge, enormous beanstalk and begin to climb. Think carefully about your actions. It's a large beanstalk. Pause for rests or push through/between the leaves. 3) The castle- Arriving at the castle- how would you feel? How can we show this? Use facial expressions. Enter the castle, looking around. 4) The Giant- Enter the giant 'Fee fi fo fum, I smell the blood of an Englishman, be he alive or be he dead, I'll grind his bones to make my bread!' How would a giant move? Encourage children to explore different actions. Use demonstrations. 5) The run as Jack and change to the Giant. Explore two different travelling actions for each character. The Giant follows Jack. etc

Cool down

### Dance 2 -

**Warm Exploration: Bears** Read the story of Goldilocks and the Three Bears. Explain and show the three bears and discuss the differences in sizes- a big bear, a medium bear and a small bear. Use teacher directed imagery to explore dance actions/movements through retelling the story. Create actions and movement patterns to indicate different stages in the story. 1) The characters- Choose travelling actions to introduce the characters e.g. huge steps for Daddy Bear, medium sized steps for Mummy Bear, tiny steps for Baby Bear and skipping for Goldilocks. 2) Goldilocks arrives at the house- use actions of knocking and opening the door, the smell of porridge, creeping inside. 3) Bowls of porridge- use the

children to show the different sized bowls- this could be copying your actions (e.g. round shapes with the body), or the children could explore this on their own. Use facial expressions to show how hot the porridge is. 4) Three chairs- encourage the children to explore different actions and movements. Try to show a change of level or size- explore body shapes and balances. Use a curl or controlled fall for when the little chair breaks or change of speed from the shape/balance. 5) Three Beds- Explore the words hard and soft. How could these be shown through action/movement? Choose an action for each. Finish with Goldilocks curling up to go to sleep.

### Dance 3 -

The Three Little Pigs Read the story of The Three Little Pigs. Use teacher directed imagery to explore dance actions/movements through retelling the story. Create actions and movement patterns to indicate different stages in the story. 1) Create a motif for 'he huffed and he puffed and he blew the house down!' Discuss and talk about each word. Use actions to represent huffed, puffed and blew. Practise the motif. E.g: • Huffed- this is breathing in so take hands out in front of body and bring them in towards the waist, clenching fists • Puffed- push hands out away from body with open hands • Blew- whirl or spiral slowly up and down 2) House of straw- explore the actions for gathering straw to make a straw house, perhaps bundling/scooping gestures. Create an action/movement pattern. Perform action and finish in a circle to form the house. Choose a child to be the wolf. The wolf creeps around the outside of the circle. Perform motif. Move away from the circle on 'blew' by spiralling away. 3) House of sticks- explore the chopping of the wood. Create an action/movement pattern together. Perform action and form into a circle again but using a different body shape to show a house of sticks (perhaps a spiky shape). Choose a child to be the wolf- this could be the same or different person. The wolf creeps around the outside of the circle. Perform motif. Move away from the circle on 'blew' by spiralling away. 4) The house of bricks- explore the movement of building bricks. Create an action/movement pattern. Perform the action and form into two circles, one inside the other to show strong layers. Start crouched down. Choose a child to be the wolf- this could be the same or different person. The wolf creeps around the outside of the circles. Perform motif - huff and puff crouched down and stop on blew. At this point everyone jumps up and the wolf spirals away to finish.

## Associated Documentation

### Area of Learning and Development

#### Prime Areas

#### Physical Development

Skill Code	Skill Statement	Year
PD02	Mounts stairs, steps or climbing equipment using alternate feet. (ELG 04)	Nursery
PD02	Travels with confidence and skill around, under, over and through balancing and climbing equipment (ELG 04)	Reception
PD05	Moves freely and with pleasure and confidence in a range of ways, such as slithering,	Nursery

	shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (ELG 04)	
PD05	Experiments with different ways of moving. (ELG 04)	Reception
PD06	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Nursery
PD06	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Reception
PD18	Observes the effects of activity on their bodies. (ELG 05)	Nursery
PD18	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (ELG 05)	Reception

## Specific Areas

### Expressive Arts and Design

Skill Code	Skill Statement	Year
EA13	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Developing preferences for forms of expression. (ELG 17)	Nursery
EA13	Create simple representations of events, people and objects. (ELG 17)	Reception
EA15	Uses movement to express feelings. Creates movement in response to music.	Nursery
EA15	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Reception

## Development Matters - Educational Programme

### EA - Prime Areas

#### EA - Personal, Social and Emotional Development

Skill Code	Skill Statement	Year
EA15	Show an understanding of their own feelings (and those of others), and begin to regulate their behaviour accordingly (ELG)	Year 1