

# DINO SCHEME (EY)

# LESSON 5

*Learning Intention: How can you perform dance movements with control?*

Resources:

MUSIC Track 10

## Physical Development:

Negotiate space and obstacles safely; with consideration for themselves and others.

Demonstrate strength, balance and co-ordination.

Move energetically, such as running, jumping, dancing, hopping and skipping

## Starter: T-Rex Footsteps!



Negotiate Space

**The children walk around the room as dinosaur explorers but they must be aware of the T-REX and FREEZE when they see one.**

**The teachers asks the child to walk around in different ways:**

- **Stomping through the grass**
- **Swimming through the water**
- **Rowing in a boat**
- **Crawling through a cave**

**When the teacher shouts T-REX – the children MUST FREEZE holding the movement they were doing with control. No wobbling, or the T-REX might see you.**

## ACTIVITY 1: The Big Bang!

Discuss with the children HOW the dinosaurs became extinct.

You might want to use the link provided:

<https://www.youtube.com/watch?v=czFbQ-sCgeE>

## ACTIVITY 2: Explorers Ready!

Suggested Music: Track 10

Ask the children to find their own space in the room and explain they are going to pretend to be the asteroid on its way to Earth.

The children spread out in the room and try the following movement as the asteroid:

**Rumbling:** stamping feet on the spot

**Spinning:** turning quickly on the spot with arms out wide

**Sparkling:** arms shooting out in different directions

**Burning:** moving arms and hands like flames

The children try the following movements as the asteroid – this time travelling around the room:

**Shooting:** arms above head (hands together) walking as fast as they can

**Whizzing:** rolling and/OR turning as they travel

**Crashing:** running, stopping and doing a BIG star jump, landing down on the floor in a squat position or on their back in a star position.

See video for examples

**TP: Remind the children to think about controlling carefully where they go and how they move – watching each other.**



Negotiate Space



Move energetically- Dancing

## ACTIVITY 3: Earthquakes & Volcanoes

Suggested Music: Track 10



Negotiate Space



Move energetically- Dancing

The children spread out again. First they try movements as volcanoes:

**Bubbling** – Rippling arms

**Spitting** – Opening and closing hands (flashing)

**Smoking** – Hands together weaving upwards from low to high

**Erupting** – jump up into a wide stance from a low squat position

The children explore movements to represent an earthquake:

**Cracking** – Sharp, rigid arm and leg positions

**Breaking** – wobbling and falling down to the ground becoming unsteady.

See video for examples

The children get into their pairs and chose their favourite volcano and earthquake movements.

**Challenge:** Can they create their own earthquake and volcano move with their partner?

**Remember to control your body when moving.**

## ACTIVITY 4: Extinction Dance

Suggested Music: Track 10

The children to choose:

- 1) Their favourite asteroid (static and travelling positions)
- 2) Their favourite earthquake move
- 3) Their favourite volcano move.



Negotiate Space



Move energetically- Dancing

Can they join them all together to make a dance.

**Make it easier:** Choose one

## ACTIVITY 5: Performance!

Split the class into two. One half to dance and the others to watch.

Teacher to spread out in groups and count them in to the music.

Children can be mini-coaches and give feedback to the performers. What movements did you see?  
Did they have control?

Swap over.



Negotiate Space



Move energetically- Dancing

## COOL DOWN

Children move around the round, changing the speed of travel from a fast to a slow walk to bring the heart rate down.

They then lie on the floor and stretch out into a star shape on their back and then slowly tuck themselves into a ball. Repeat a few times.

## PLENARY

Did you enjoy being dinosaur explorers today?  
What was your favourite moments on your journey?