



BELLA

Character: Balancing Bella

Adventure 1: Up into Space

Lesson Focus/ Learning Objective

To be able to negotiate space successfully whilst exploring different 'space' themed movements.

Keywords: forwards, backwards, round, in and out, clear shape, control

Link to ELG: Negotiates space successfully (40-60+ months)

Length of Session: 45 minutes

Resources Needed: non slip spots as floor markers, space music; such as 'Spaceman Sid'.

Success Criteria

- To move around the space safely.
- To try our different 'space' themed movements.
- To control their bodies whilst moving and performing movements.

In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Bella. See if the children know what Bella's super-powers are and what she will be looking for in our movements. Describe the learning objective and the success criteria.....Read the narrative for the adventure setting. Gather feedback from the children after reading the narrative about what they know about space and what movements related to space we could try out in our lesson (Floating in space, rockets blasting off – jumping and then running round the room, moon walking using big steps, turning and changing direction whilst travelling round the stars and planets). As children are changed encourage them to come up with further ideas and possibly try them out whilst waiting for the rest to change.

In The Hall – Warm-Up

Activity: Put a space song on and get the children to travel around the room trying out some of the movements we discussed in the classroom; can they show the space of a rocket with their bodies and how it might jump and blast off into space? Put out the non-slip spots on the floor and tell the children that they are the stars in the sky - encourage the children to travel in different directions in and out and around these. **Praise children who are travelling sensibly round the spots and describe to them the need to go at a pace where they can control their bodies and the movements. Bella knows that if we go too fast then our bodies get out of control, like an out of control space rocket and then we'd crash. Get them to think about how they are moving and work with children who need support to give them individual pointers about shape/ control/ speed to ensure they are successful.** Get the children to think of other movements to the music, encouraging the stimulus of Space to be creative (this could be anything! and it's good to question them on what moves they are doing and why? As it develops their creative thinking. Don't necessarily just accept their ideas though, challenge them further, is there another way to show that idea? Make sure they are doing the movement with clear shapes, control and body tension, so there are high quality movements)



Main Adventure

Activity: Take some of the ideas and movements the children have come up with in the warm up and put them together to perform a basic dance to the space music. Challenging the children to be safe and successful – thinking about their own space and where others are.

The dance could involve different sections

Section 1; All children start on a non-slip spot and use their rocket shape to jump in the air and then move in, out and around the spots pretending they are the stars and planets. **(Focus the children here on their ability to move safely and not banging into others and also their clear shape as they move round with control)**

Section 2: Children moving round a large object as if they are the moon orbiting the earth (either they could all hold onto a parachute or you could use a circular gym table) Showing how they are using space and working collaboratively not to bang into each other and move in the same direction at the same time.

Section 3 To allow the children to improvise and use the other ideas explored in the warm up to imitate movements in space e.g.; floating, space walking, shooting stars, planets, rockets, jumping and landing.

Making The Tasks Easier

- Specify that the children/child have to walk or at least move at a slower pace.
- Make sure there are bigger gaps between the non-slip spots.
- Choose music and action ideas that are slower and less complex.
- Give the child/ children more specific feedback and intervention about how to travel safely; (moving one foot then another, keeping their head up to see where they are going, moving at a slow controlled pace)

Making The Tasks Harder

- Challenge children to change the level, shape or speed they are working at whilst moving.
- Tell them whenever you clap they have to change the direction they are going in.
- Partner abler children up and ask them to show some space ideas by working together.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan