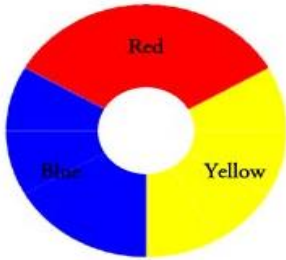


## CREATIVE IDEAS FOR DEVELOPING DANCE

A waltz is a formal dance in three-time

### EYFS: PRIMARY COLOURS

Show the children the primary colour wheel. Discuss how the different colours make them feel and what they might expect to see.



Focus on a colour and pass the idea round the circle so that children can copy.

**Red:** hot, fire, flames: try starting close to the floor and rising with spiky flame movements, try whirling and jumping around the room.

**Blue:** cool, water, waves, swimming: test the water with your toe, shiver and jump back, jump in, try swimming strokes.

**Yellow:** sun, heat, tired: lie on tummy, backs, put on sun cream, make a round sun shape.

Have several scarves in different primary colours. Work in pairs with a scarf selecting three actions that reflect the colour. Change scarves and repeat the process.

### KS1: SNOW - SNOWFLAKES

Show the picture and talk about snow and snowflakes.

Look at the shape of a snowflake and try to create it with your body.

Encourage spiky pointy shapes. Make spiky fingers - uncurl the fingers all together or one at a time - slowly and suddenly. Make spiky elbows, feet and knees. Try moving in your shape with spiky skips and walks.



Think about snow falling, or show a video if the children have never seen snow before. Use hands to show how the snow starts to fall and then travel around the room as the snow fall becomes heavier.

Make big foot prints in the snow taking giant steps; make circular shapes to represent snow balls and imaging throwing them high into the air. Make a snowman by rolling along the floor into a round shape.

Hold the shape you make - keep very still.

What happens when the sun come out? Snow melts. Gradually melt into a puddle of water.

## CREATIVE LINKS TO THE EYFS HOLISTIC

### MATHEMATICS



Encourage children to collect sets of three identical objects e.g. 3 x red crayons, 3 x blue Lego bricks. Initiate some Maths games e.g. finding totals of combined sets.

**PD:** Hold informal races using a child as the 'starter' saying: 1, 2, 3, GO!

### COMMUNITY AND LANGUAGE and LITERACY

Ask children to help you retell favourite traditional stories based around three characters: Three Little Pigs, Three Billy Goats Gruff and Goldilocks and The Three Bears.

### EXPRESSIVE ART AND DESIGN – MUSIC

Sing invented story songs about these traditional 'threesome' stories Use the melody of 'One finger, one thumb', which starts with three identically shaped phrases e.g. (i) *Mummy Bear made some porridge*, (ii) *Mummy Bear made some porridge*, (iii) *Mummy Bear made some porridge... but it was much too hot!*



## CREATIVE LINKS TO THE KS1 CURRICULUM

### MATHEMATICS



Play mental maths games based on multiples of three, or create a class list of objects with three components: tricycle, triangle, 3 flavours of Neapolitan ice-cream, 3 traffic light colours...

### LITERACY

Play the alliterative and cumulative game of threes. Child one says: *I went to town and bought 3 purple pizzas*; second child repeats the first items and adds another e.g. *3 little lollies etc...*

### ART AND DESIGN:

Explore paintings using just three primary colours: red, blue, yellow. Encourage children to experiment and mix other shades from this limited palette.