

Curriculum area	Topic	Year	Session Number	Skill
Dance	Dance	3/4	#1	Entering the jungle

Equipment

- Music player
- Jungle-themed background music (optional)
- Cones for pathways

Learning Objective

- To explore different travelling movements, levels, and pathways
- To move with control, coordination, and imagination

Success Criteria

- I can explore different ways of travelling using a range of body parts and levels.
- I can move safely and creatively through space, showing awareness of others.
- I can begin to link movements together to create a short exploratory sequence.
- I can work individually and in pairs to share ideas.

Key words

- Travel
- Pathway
- Explore

Preparation Ideas/Warm Up

Explore Expedition

Children move around the space as if they are explorers entering a jungle. Begin with walking carefully, then progress to crawling under branches, stepping over logs, jumping across puddles, and ducking under vines.

Teacher calls out challenges such as 'It's muddy!' or 'A monkey swings past!' to change speed and direction.

Progression:

>Add more dynamic control: include twists, turns, and changes in body shape.

>Add emotion: how does your explorer feel – excited, scared, brave? Show it through your body.

Skill Development

Jungle Pathway

Mark different pathways in the hall with cones or visual lines (zigzag, curved, straight). Children travel along the pathways using different actions: walking, tiptoeing, crawling, skipping, jumping. Explore high, medium, and low levels.

Progression:

>Combine two or more travel types in one pathway (e.g., walk then crawl then jump).

>Add turns or gestures to enhance expression.

>Start travelling in pairs, matching each other's pace and level.

Creating an Explorer's Journey

In small groups or pairs, children create a 3–4 movement sequence showing their journey into the jungle. Encourage linking actions smoothly, changing levels and direction. Rehearse sequences to music.

Progression:

>Add a clear start and end pose.

>Introduce use of canon or unison in pairs/groups.

>Add contrasting speeds (slow crawl → fast leap).

Creative Application

Mini Performances

Groups perform their explorer sequences to the rest of the class. Audience focuses on levels and control. Discuss what worked well and what could be improved.

Teaching points

- Move with strong posture and control.
- Keep your eyes up – look where you're travelling.
- Use your whole body (arms, torso, legs) to show the style of travel.
- Each action should be clear and controlled.
- Transitions between movements should flow smoothly.
- Show expression through body language – are you brave, cautious, curious?

Key Questions

- Does your sequence show a clear start and finish?
- How can you make your movements more expressive or dramatic?
- How do you show different types of movement with control?

National curriculum links:

- Developing control and balance through dance
- Comparing their performance against previous attempts, looking for improvements to their personal best
- Perform dances using a range of movement patterns

Social and environmental skills:

- Developing confidence in the session
- Showing and developing resilience
- Showing creativity in coming up with their own movements