

Play each video in order. Your role: support, encourage, and manage the space. You don't need to teach the dance – the video does that for you.

VIDEO	TIME	▶ PRESS PLAY WHEN...	YOUR ROLE	WHAT TO WATCH FOR	TOP TIP
<b>1</b> Welcome & Context	3 min	Children are seated and settled, eyes on screen	<ul style="list-style-type: none"> <li>• Sit with the children</li> <li>• Share learning intentions if on board</li> <li>• No movement yet</li> </ul>	<ul style="list-style-type: none"> <li>• Are children listening?</li> <li>• Can they recall KS1 ballroom work?</li> </ul>	Ask “What do you remember about the Royal Ballroom?” to bridge from KS1
<b>2</b> Posture Warm-Up	6 min	Children are standing with space to travel	<ul style="list-style-type: none"> <li>• Join in – model the walking</li> <li>• Spread children out if bunched</li> <li>• Praise alignment quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Head and shoulders aligned?</li> <li>• Gliding, not stomping?</li> <li>• Arms – strong frame, soft arms?</li> </ul>	Say “Imagine a string pulling you up tall” – posture cue they understand
<b>3</b> Rhythm Challenge	5 min	Warm-up done, children still in own space	<ul style="list-style-type: none"> <li>• Clap along at first, then stop</li> <li>• Challenge: “Keep the beat in your head”</li> </ul>	<ul style="list-style-type: none"> <li>• Can they step-step-together?</li> <li>• Do they freeze on silent counts?</li> <li>• Internal rhythm developing?</li> </ul>	SEND: keep clapping or use a drum throughout if needed
<b>4</b> Main Dance Phrase	10–12 min	Children have the rhythm – ready to learn the phrase	<ul style="list-style-type: none"> <li>• Mirror the movements yourself</li> <li>• Encourage flow over accuracy</li> <li>• Replay this section – it's the core learning</li> </ul>	<ul style="list-style-type: none"> <li>• Side → together → forward + turn</li> <li>• Posture maintained while moving?</li> <li>• Smooth and flowing?</li> </ul>	Say “Paint long lines on the floor” – imagery over instruction
<b>5</b> Partner Work	7–8 min	Children have chosen a partner (or happy solo)	<ul style="list-style-type: none"> <li>• Help pair up if needed</li> <li>• Side-by-side first, then hand connection</li> <li>• Remind: “Agree your pace”</li> <li>• Solo is always OK</li> </ul>	<ul style="list-style-type: none"> <li>• Are partners matching steps?</li> <li>• Matching timing?</li> <li>• Respecting each other's space?</li> </ul>	Say “Check your partner is comfortable” – consent is part of the learning
<b>6</b> Creative Task	5 min	Partner work done – pairs/groups ready to create	<ul style="list-style-type: none"> <li>• Let children choose their emotion</li> <li>• Circulate and encourage</li> <li>• Invite groups to share if willing</li> </ul>	<ul style="list-style-type: none"> <li>• Does it include a travel + turn?</li> <li>• Is there a clear emotion?</li> <li>• Good posture?</li> </ul>	No single right answer – praise creativity and effort equally
<b>7</b> Cool Down & Reflection	4–5 min	Creative task finished, children back in own space	<ul style="list-style-type: none"> <li>• Lower your voice</li> <li>• Model the stretches</li> <li>• Ask reflection questions</li> </ul>	<ul style="list-style-type: none"> <li>• Are children calming down?</li> <li>• Can they reflect on their learning?</li> </ul>	Ask “What helped you stay in time?” and “What made partner work go well?”

**PAUSE** the video any time children need more space, a reminder, or a reset. It's designed to be paused.

**REPLAY** any section as many times as you like. The main movement section often benefits from a second play.

**REMEMBER** you don't need to be a dancer. Your job is to be warm, encouraging, and keep everyone safe.