



Creating simple movements: A mouse

Pupils will create movements that represent how a mouse might move.

Suggested Structure:

- Pupils move around the space exploring the movements of a mouse.
- What things might a mouse do? Can pupils create movements that represent the things that a mouse might do.
- Ask pupils to explore the following three movements; scratching, sniffing and scuttling
- Can pupils create three movements ideas that represent these actions of a mouse?



Model example movement ideas and support pupils with physical prompting or hand-under-hand support. Use mats for pupils to work on the floor. Walking frames should be ready to use in the space.

Ensure pupils understand the verbs used. Show a video of a mouse moving to support pupil understanding. Explain the terms using simple language. Provide opportunities for pupils to observe others.



Provide tactile support; Model scuttling on a pupil's arm with your fingers. Use a balloon pump gently for sniffing. Scratch your nails on a piece of board held by a pupil. On a large screen play videos of mice.

Reframe the task if pupils do not want to be mice/have a sensory aversion to scratching, scuttling etc. Pair pupils to provide support but do not single out anyone if a pupil needs that support. Pair everyone.



- Physical adaptations
- Cognition and learning adaptations
- Sensory adaptations
- Social and emotional adaptations

