



Easter Camp Plans

Please find below a detailed outline of activities, timings and ideas to help support your PPA Easter camps this half term. These are obviously a guide as all camp timings, facilities, and staffing expertise will vary slightly. Please feel free to adjust timings, alter the dance styles you use, and generally pick and chose from the content. **There is a performance at the end of each day so remember to text/email/remind parents on the day to arrive at 15.40 to see the show!**

Happy planning everyone and we really hope this helps make your camps as fun and successful as possible.

Suggested Overview and Timings

8.00 – 9.30: Eggcellent Games and Cracking Creativity: During early drop off it can be quieter with less children, but it is absolutely imperative to ensure that everything is completely set up by 8am (or whatever time your camp starts), and the very first child enters an organised and ‘ready’ camp.

Every child must be warmly welcomed, the formal registration process must take place, and parents must leave with a password for collection, feeling their child is safe, secure, and well cared for in a well planned, organised environment.

This morning slot should have music playing, and consist of games, dance games, craft, or reading dependent on your numbers, facilities and equipment. This can be a great opportunity to junk model ‘sets’ for the performance, create any props such as masks, or make posters/programmes.

9.30 – 9.45: Eggstastic Intros: The purpose of this activity is to encourage children to build confidence, foster and develop relationships, and enhance communication skills. You can use both activities below, or alternate from one day to the next dependent upon time.

Activity Name: Egg Hunt	Dance Activity: Ice Breaker
Risk Assessment: Ensure there is appropriate space for all participants and ensure all speaker wires are safe and not a trip hazard and safety thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 5 - 15 mins. (9.30 – 9.45)
Learning Expectations: - Communication, listening skills	Age Range: 4 - 12

Activity Description:

Place all the Easter Egg pictures face down in the centre of the room. Children split into 4 teams one in each corner of the room. Each team starts with one Easter egg card (a different pattern per corner). One person from each team runs to the centre and turns over the cards one at a time (replacing each card face down) until they find a match for the one in their corner. They take the matching card back to their corner and the next person goes. The winning team is the first team to have all of their eggs in their corner.

Inclusion Ideas:	Low No’s Ideas:
SPACE: Set up 2 smaller games to reduce running distances.	Have fewer teams.
TASK: Instead of each team finding their own patterned egg, the aim can be to collect as many eggs as possible; children can run to the other corners to raid the ‘nests’ when it is their turn. The winning team is the one with the most eggs at the end.	Delivery Tips: Cards must be turned back over after a child looks at them. Younger children may struggle wit the ‘going one at a time’ concept so a walking demonstration first will help. Laminating the cards is a good idea but make sure children don’t slip on them. Print off the 4 designs of egg ensuring there is at least 1 egg per child.
EQUIP: N/A	
PEOPLE: Have children in pairs if they are struggling to find their egg cards.	

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Activity Name: Duck, Duck, Egg	Dance Activity: Ice Breaker
Risk Assessment: Ensure there is appropriate space for all participants and all speaker wires are safe and not a trip hazard. Explain safety thoroughly to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 5 - 15 mins. (9.30 – 9.45)
Learning Expectations: - Communication, listening skills	Age Range: 4 - 12

Activity Description:

Children to sit in a circle. One child walks around the outside of the circle tapping the others lightly on the head as they go. Each time they touch someone’s head they say Duck, when they choose to say ‘egg’, that child stands up and runs after them around the circle. The first child back to the space sits down, and the other starts to go around the circle again.

Inclusion Ideas:	Low No’s Ideas:
SPACE: Have 2 circles.	Can be played with low numbers.
TASK: For younger children, Activity Professional can walk around with them.	Delivery Tips: Help the younger/less confident children remember the list.
EQUIP: N/A	
PEOPLE: Alternate younger/older children to help flow of game.	



9.45 – 10.30: Activity 1 - Hip “Bunny” Hop: The purpose of this activity is to encourage children to develop their skill level and performance technique. Advised structure is to play the two games below for 10 – 15 minutes, then to spend 30 minutes creating a piece of choreography to perform for the parents in the afternoon. (Feel free to substitute the 2 games with any festive game ideas of your choice!).

Activity Name: Musical Statues (Music of your choice)	Dance Activity: Preparation
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 5 mins. (9.45 – 9.50)
Learning Expectations: - Balance, coordination	Age Range: 4 - 12

Activity Description:

Play music for children to freestyle in a space. When the music stops, children freeze (this can be in ‘Easter themed’ poses if you wish).

Inclusion Ideas:	Low No’s Ideas:
SPACE: You can give direction during the freestyle section on use of level, direction and pathways.	N/A
TASK: Get older children to follow hip hop-specific dance moves led by deliverer. Use mirror image in pairs for freeze section.	Delivery Tips: Children may struggle to control balance during freeze sections. Talk about body tension, extension, centre of mass over base of support.
EQUIP: N/A	
PEOPLE: Have children in ability pairs if appropriate.	



Activity Name: Easter Corners (Music of your choice)	Dance Activity: Introduction to Choreography
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 5 - 10 mins. (9.50 – 10.00)
Learning Expectations: - Control, balance and choreography skills	Age Range: 4 - 12

Activity Description:

Position corner cards (Easter Bunny, Chick, Eggs, Flowers). Children freestyle in the centre of the room to Easter themed music. When the deliverer stops the music the children run to one of the corners and do actions that they think fit the word in that corner. Deliverer covers eyes, and shouts out a corner, whoever is in that corner comes and sits with deliverer.

Inclusion Ideas:	Low No's Ideas:
SPACE: Make the space smaller. Provide spots to help spacing for younger children.	Can be played with low numbers.
TASK: For younger children provide more examples.	Delivery Tips: Identify good ideas and get children to demonstrate so less able children are supported. Join in during freestyle section to build confidence and support.
EQUIP: Use picture cards for younger children.	
PEOPLE: Get more abled children to demonstrate ideas.	



<p>Activity Name: Hip 'Bunny' Hop Choreography (See weekly camp overview for music suggestion)</p>	<p>Dance Activity: Choreographed Hip Hop Performance Piece</p>
<p>Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.</p>	<p>Equipment: Speakers, music</p>
<p>Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum</p>	<p>Timings: Approx. 30 mins. (10.00 – 10.30)</p>
<p>Learning Expectations:</p> <ul style="list-style-type: none"> - Fluency and control - Creativity 	<p>Age Range: 4 - 12</p>

Activity Description:

Teach the group a short Easter based Hip Hop motif to the song recommendation (or your chosen song). Children can be asked to contribute a small piece of choreography either individually, in pairs, or in small groups to help build a short performance piece to show at the parent performance.

<p>Inclusion Ideas:</p>	<p>Low No's Ideas:</p>
<p>SPACE: Younger/less abled children may need to stay in place rather than transition around from space to space. More abled and older children can experiment with formation, direction and level more easily.</p>	<p>May not be possible to work in small groups, may have to stay as individuals and pairs.</p>
<p>TASK: Children can be asked to produce single actions or longer pieces of choreography individually, in pairs or in groups.</p>	<p>Delivery Tips: Focus on flow and transition between movements and performance skills to include timing, posture and extension.</p>
<p>EQUIP: Use pictures, poems, or props to help the children create their own ideas and sections of dance within the overall piece if needed.</p>	
<p>PEOPLE: Get children working individually, in pairs or in groups.</p>	



10.30 – 10.45: Activity 1 - Hip 'Bunny' Hop Rehearsal: Once you have created a short Easter themed Hip Hop performance piece, spend 10 – 15 minutes staging and rehearsing ready for the parent performance before pick up.

Activity Name: Hip 'Bunny' Hop Rehearsal	Dance Activity: Performance Skills
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 10 – 15 mins. (10.30 – 10.45)
Learning Expectations: - To focus on performance skills	Age Range: 4 - 12

Activity Description:

Performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space.

Inclusion Ideas:	Low No's Ideas:
SPACE: Use markers/spots to help less abled children with positioning and spacing.	Can be done with any number of children.
TASK: Spend more time with less abled children, get more abled to help younger/less abled children practice.	Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change.
EQUIP: Spots/Markers for positioning support.	
PEOPLE: Group more/less abled together or assign an older/more abled child to younger/less abled to provide support.	



10.45 – 11.00: Drink/Supervised Loo Break

11.00 – 11.45: Activity 2 - Choc-tastic Country: The purpose of this activity is to encourage children to develop their skill level and performance technique. Advised structure is to play the two games below for 10 – 15 minutes, then to spend 30 minutes creating a piece of country/line dancing choreography to perform for the parents in the afternoon. (Feel free to substitute the 2 games with any Easter themed game ideas of your choice!)

Activity Name: Rabbits and Rats	Dance Activity: Preparation
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 5 - 10 mins. (11.00 – 11.05 / 11.10)
Learning Expectations: - Balance, coordination, taking weight on hands	Age Range: 4 - 12

Activity Description:

Children in pairs. One is the Rat and the other is the Rabbit. The Rat leads (and travels on hands and feet in a 'running' one hand and foot in front of the other motion) and the rabbit tries to follow and catch them (in a 'hopping' two hands, two feet motion).

Inclusion Ideas:	Low No's Ideas:
SPACE: You can give direction during the freestyle section on use of level, direction and pathways.	N/A
TASK: Get older children to follow Country/Line Dancing specific dance moves led by deliverer.	Delivery Tips: Children may struggle to control balance or show clear extension during alphabet sections. Talk about body tension, extension, centre of mass over base of support.
EQUIP: N/A	
PEOPLE: Have children in ability pairs if appropriate.	



Activity Name: Easter Egg Game	Dance Activity: Preparation
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 5 - 10 mins. (11.05 /11.10 – 11.15)
Learning Expectations: - Control, balance	Age Range: 4 - 12

Activity Description:

Children have to move around the room (to music if you like). When the music stops, deliverer calls out an egg and the children have to do the appropriate action:

- Poached (lie on their front)
- Scrambled (turn around on the spot)
- Fried (pretend to be electrocuted)
- Sunny Side Up (lie on their backs)
- Chocolate (shout “Yum Yum!”)

Inclusion Ideas:	Low No’s Ideas:
SPACE: Encourage use of pathways, levels, directions.	Can be played with low numbers.
TASK: For younger children, be sure to demo and do.	Delivery Tips:
EQUIP: N/A	Ensure safety whilst moving around in the space. Encourage use of changes in level, direction and pathway if appropriate.
PEOPLE: Encourage shyer children by demonstrating actions.	



Activity Name: Choc-tastic Country Choreography	Dance Activity: Choreographed Country/Line Dancing Performance Piece
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 30 mins. (11.15 – 11.45)
Learning Expectations: - Fluency and control - Creativity	Age Range: 4 - 12

Activity Description:

Teach the group a short Country/Line Dancing motif to your chosen song (see weekly camp overview for suggestions). Children can be asked to contribute a small piece of choreography either individual, in pairs, or in small groups to help build a short performance piece to show at the parent performance at pick up time.

Inclusion Ideas:	Low No's Ideas:
SPACE: Younger/less abled children may need to stay in place rather than transition around from space to space. More abled and older children can experiment with formation, direction and level more easily.	May not be possible to work in small groups, may have to stay as individuals and pairs.
TASK: Children can be asked to produce single actions or longer pieces of choreography individually, in pairs or in groups.	Delivery Tips: Focus on flow and transition between movements and performance skills to include timing, posture and extension.
EQUIP: Use pictures, poems, or props to help the children create their own ideas and sections of dance within the overall piece.	
PEOPLE: Get children working individually, in pairs or in groups.	



11.45 – 12.00: Activity 2 - Choc-tastic Country Rehearsal: Once you have created a short Country/Line Dancing performance piece, spend 10 – 15 minutes staging and rehearsing ready for the parent performance before pick up.

Activity Name: Choc-tastic Country Rehearsal	Dance Activity: Performance
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 10 – 15 mins. (11.45 – 12.00)
Learning Expectations: - To focus on performance skills	Age Range: 4 - 12

Activity Description:

Performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space.

Inclusion Ideas:	Low No's Ideas:
SPACE: Use markers/spots to help less abled children with positioning and spacing.	Can be done with any number of children.
TASK: Spend more time with less abled children, get more abled to help younger/less abled children practice.	Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change.
EQUIP: Spots/Markers for positioning support.	
PEOPLE: Group more/less abled together or assign an older/more abled child to younger/less abled to provide support.	



12.00 – 12.30: Easter Creativity: This half hour slot gives some time for some crafty, creative fun.

Activity Name: Easter Creativity	Dance Activity: Craft
Risk Assessment: Ensure all equipment is appropriate and child friendly (glue, scissors, pens etc.)	Equipment: Craft equipment: pens, pencils, colouring books, junk modelling items, reading books etc.
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 30 mins. (12.00 – 12.30)
Learning Expectations: - To focus on creativity	Age Range: 4 - 12

Activity Description:

Use this half an hour to offer the children some theme-related craft time. This may be junk modelling set or props for the performance, creating posters, tickets or programmes to give to parents for the show, pictures, colouring, reading etc.

Inclusion Ideas:	Low No's Ideas:
SPACE: Use tables or floor space dependent on task.	Can be done with any number of children.
TASK: Have a range of craft opportunities.	Delivery Tips:
EQUIP: Use safety scissors, left handed scissors, child friendly glue. Provide templates for less abled/ younger children.	Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change.
PEOPLE: Group more/less able together or assign an older/more able child to younger/less able to provide support.	

12.30 – 13.00: LUNCH: Children to enjoy their packed lunches and some down time. For those children who finish early, reading or rehearsal time for individual/pair/group performances for the show later can be utilised.



13.00 – 13.30: Easter Creativity: This half hour slot gives some time for some crafty, creative fun.

Activity Name: Easter Creativity	Dance Activity: Craft
Risk Assessment: Ensure all equipment is appropriate and child friendly (glue, scissors, pens etc.)	Equipment: Craft equipment: pens, pencils, colouring books, junk modelling items, reading books etc.
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 30 mins. (13.00 – 13.30)
Learning Expectations: - To focus on creativity	Age Range: 4 - 12

Activity Description:

Use this half an hour to offer the children some theme-related craft time. This may be junk modelling set or props for the performance, creating posters, tickets or programmes to give to parents for the show, pictures, colouring, reading etc.

Inclusion Ideas:	Low No's Ideas:
SPACE: Use tables or floor space dependent on task.	Can be done with any number of children.
TASK: Have a range of craft opportunities.	Delivery Tips:
EQUIP: Use safety scissors, left handed scissors, child friendly glue. Provide templates for less abled/younger children.	Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change.
PEOPLE: Group more/less able together or assign an older/more able child to younger/less able to provide support.	



13.30 – 14.15: Activity 3 – Jive Bunnies: The purpose of this activity is to encourage children to develop their skill level and performance technique. Advised structure is to play the rhythm game for 10 – 15 minutes, then to spend 30 minutes creating a Jive Performance for the parents in the afternoon.

Activity Name: Rabbit Rhythms	Dance Activity: Timing and Rhythm
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Percussion instruments (optional: clapping/ stamping are also fine).
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 5 mins. (13.30 – 13.45)
Learning Expectations: - Listening, communication	Age Range: 4 - 12

Activity Description:

Everyone sits in a circle. Deliverer claps a rhythm and the children replicate in a call and response style.

Inclusion Ideas:	Low No's Ideas:
SPACE: Work in smaller circles around the room.	N/A
TASK: Pass the rhythm around the circle to the left with each person making up a rhythm for the next person to copy.	Delivery Tips: Younger children may need very simple counts to copy.
EQUIP: Use instruments if available to increase difficulty.	
PEOPLE: Put children into pairs to create call and response rhythms for each other independently.	



Activity Name: Jive Bunnies	Dance Activity: Jive performance
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 30 mins. (13.45 – 14.15)
Learning Expectations: - Performance Skills	Age Range: 4 - 12

Activity Description:

Teach the group a short Jive motif to your chosen song (see weekly camp overview for suggestions). Children can be asked to contribute a small piece of choreography either individual, in pairs, or in small groups to help build a short performance piece to show at the parent performance at pick up time.

Inclusion Ideas:	Low No's Ideas:
SPACE: Make the space smaller. Provide spots to help spacing for younger children.	Can be played with low numbers.
TASK: Teach children simple dance, drama or song choices or provide creative opportunities for older children.	Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change.
EQUIP: Props to support actions, movement and performance.	
PEOPLE: Group children according to confidence and capability.	



14.15 – 14.30: Activity 3 – Jive Bunny Rehearsal: Once you have created a short Jive based performance piece spend 10 – 15 minutes staging and rehearsing ready for the parent performance before pick up.

Activity Name: Jive Bunny Rehearsal	Dance Activity: Performance
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 10 – 15 mins. (14.15 – 14.30)
Learning Expectations: - To focus on performance skills	Age Range: 4 - 12

Activity Description:

Performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space.

Inclusion Ideas:	Low No's Ideas:
SPACE: Use markers/spots to help less abled children with positioning and spacing.	Can be done with any number of children.
TASK: Spend more time with less abled children, get more abled to help younger/less abled children practice.	Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change.
EQUIP: Spots/Markers for positioning support.	
PEOPLE: Group more/less abled together or assign an older/more abled child to younger/less abled to provide support.	



14.30 – 14.45: Drink/Supervised Loo Break

14.45 – 15.45: Activity 4 - Springtastic Rehearsal: This hour is to recap the Hip 'Bunny' Hop, Choc-tastic Country and Jive Bunnies routines/performances and pull everything together into the the final performance piece ready to show the parents.

Activity Name: Springtastic Rehearsal	Dance Activity: Performance
Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.	Equipment: Speakers, music
Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum	Timings: Approx. 10 – 15 mins. (14.45 – 15.00)
Learning Expectations: - To focus on performance skills	Age Range: 4 - 12

Activity Description:

Final parent performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space.

Inclusion Ideas:	Low No's Ideas:
SPACE: Use markers/spots to help less abled children with positioning and spacing.	Can be done with any number of children.
TASK: Spend more time with less abled children, get more abled to help younger/less abled children practice.	Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change.
EQUIP: Spots/Markers for positioning support.	
PEOPLE: Group more/less abled together or assign an older/more abled child to younger/less abled to provide support.	

15.45 – 16.00: Parent Performance: Parents should be asked to arrive between 15.40 and 15.45 for collection so they can see the final performance.

Pupils to perform all pieces created throughout the day for parents to celebrate their achievements from the day.

16.00 – 17.30: Eggcellent Games and Cracking Creativity: During late pick up, it can be quieter with less children but it is absolutely imperative to ensure that everything is still completely set up until 17.30, and the very last child leaves an organised and fun camp.

Every child must be formally deregistered, and parents must leave feeling their child was safe, secure and well cared for.

This afternoon slot should have music playing, and consist of games, dance games, craft, or reading dependent on your numbers, facilities and equipment. This can be a great opportunity to junk model 'sets' for the performances, create any props such as masks, or make posters/programmes for the next day.