

PEUT-ÊTRE THEATRE

Audiomoves Goes to Sleep Teacher Resources



Table of contents

Page 1:	Introduction
Pages 2 - 3:	Use in the Classroom
Page 4:	Intro to 4 week scheme of work
Pages 4 - 8:	4 lesson Plans linked to each podcast / topic
Page 9:	Book list and Safeguarding

How to access the podcast

You can listen to Audiomoves Goes to Sleep using a mobile phone, tablet, desktop or laptop.

Episode are available via:

[our website](#)

[Spotify](#) *

[iTunes](#) *

[YouTube](#) (captioned)

*These platforms allow you to download episodes so you can listen offline.



If you're not sure how to play the episodes, [click here](#), or scan the QR code



Introduction

Audiomoves is a unique podcast series designed to encourage children to move, dance and use their imaginations. Ideal for use in the classroom while taking a brain or sensory break; in the hall as part of PE, or as a way to enhance and bring alive other curricular areas.

We have teacher resources for the [original Audiomoves series](#) (covering topics like the weather, sound and silence, forces, tidying up, and rhythm), and [animals \(at the zoo\) teacher resources](#), which feature interviews with zookeepers, and offer lesson plans in English, Science & Dance for KS1 & KS2.



Audiomoves Goes to Sleep

Sleep is a universal experience that links all humans and animals, and when you start to think about it, it's truly fascinating! However, in today's world of screen time and hectic schedules, more people are experiencing difficulties with sleep. According to [The Sleep Charity](#), 50% of children (this rises to 80% with a SEND diagnosis) have difficulties with their sleep. This is deeply concerning as inadequate sleep can affect children's development, learning, and overall well-being. It was this that prompted Peut-Être Theatre to create our latest podcast series, [Audiomoves Goes to Sleep](#).

There are 8 episodes in this series:

4 where children interview sleep experts covering the following topics:

- circadian rhythms
- routines
- brain and body functions
- dreams

And 4 meditative / movement episodes designed to be listened to before bed following the same themes

This series focuses on enhancing children's body awareness through meditative practices such as stretching, yoga, and breathing to boost cognitive, physical, and mental wellbeing. Research indicates that movement improves blood and oxygen flow, benefiting cognitive development, health, and mental wellness, while the combination of movement and meditation can promote better sleep, aiding children's learning and growth throughout the day.



Audiomoves Goes to Sleep in the Classroom / for Teachers

The National Curriculum – Where does Audiomoves Goes to Sleep fit in?

Audiomoves Goes to Sleep naturally suits as a bedtime podcast, and whilst it's true that it would be great for parents to use it at this time (please do direct them towards the links!), it can also work well in the classroom, as an enhancement to other lessons; sleep as a topic in itself and as a way to instil good sleep habits and routines, from school.

Sleep may not appear in many schemes of work, however, the National Curriculum programme of study, KS1 & KS2 for Citizenship, does include 'Developing a healthier, safer lifestyle' of which the subject matter of sleep should be very much a part of.

Sleep fits most obviously under:

- Simple choices that improve health and wellbeing; what makes a healthy lifestyle... what affects mental health and how to make informed choices.
- Make real choices and decisions (about health and well-being)

Both points fall under KS1 and KS2. Peut-Être Theatre's work is best suited to KS1 and lower KS2. This Audiomoves podcast was developed with year 3 children.

Using the Podcasts with your class

There are 8 episodes in Audiomoves Goes to Sleep, covering 4 topics. They lend themselves well to being used as support in a variety of subjects and moments in the day. They would also fit well into 4 weeks of a half term as a standalone topic as part of your PSHCE (see below, pages 4 - 8).

English	Science	PSHCE
See the book list at the end of this document. One of these books could be chosen as a topic, and the Audiomoves Goes to Sleep series would work well interwoven within this. Alongside a fictional story book there would also be opportunities for factual writing too.	'The Animals, including humans' topic, includes 'find out about and describe the basic needs of animals including humans' (year 2). The episodes ' Brain and body ' and ' Body Clock ' would work particularly well for this.	Sleep can fit under 2 areas of the PSHCE curriculum (see above). Use all 8 episodes – see next section for a 4 week plan - or cherry pick one or two that fit into your plan.

English	Science	PSHCE
<p>Further ways to expand into English: the lesson plan for writing your own podcast (more suitable for KS2):</p> <p>Fun writing tasks such as:</p> <ul style="list-style-type: none"> • a list of excuses not to go to sleep, • instructional writing for bedtime and morning routines • Writing a lullaby (poetry) – the class of writers could partner up with the EYFS class, and go into the class to read / sing it to them <p>Building / expanding vocabulary. E.g verbs for moving in sleep: drifting, tossing, turning, breathing, falling, lulling.</p> <p>To inspire further creative writing, use the Dreams / Dreamland Adventure episodes</p>	<p>A discussion around scientists / experts and their jobs can highlight the 4 specialists who answer the children’s questions. All have a range of interesting jobs that children might be fascinated to know about: Researcher; Professor of Neuroscience; Practitioner and Physiologist.</p>	<p>Incorporate themes around sleep into a circle time using the related interview episode. Respond to issues children in your class are sharing, or use one of these discussion topics:</p> <ul style="list-style-type: none"> • Sleep in general - seeing where the children’s interest takes the discussion. What can help you to go to sleep? • Benefits of sleep. Routines – a discussion of what different families do. • Lark and owl – what does this mean? Which are you? What are the best parts of each? Celebrating differences • Crossover of / interpretation of the word dreams – dreams we have when sleeping, dreams we have as ambitions.

Other ways Audiomoves Goes to Sleep could work in your classroom

Do you incorporate meditation into your daily routine? If so, you can use the movement episodes: ‘Groove to your Body’s Beat’; ‘Bedtime Yoga’ or ‘Bedtime Meditation’

Use any of the movement episodes to calm your class down after an excitable lunch break

- Suggestions: ‘Bedtime Meditation’ or ‘Bedtime Yoga’ (adaptable for classroom)

Movement episodes can be used in PE:

- Warm up: use ‘Groove to your Body’s Beat’ (lark section approx. 1st 4 minutes)
- Cool down with any of the movement sessions. With ‘Groove to your Body’s Beat’ use owl section (4th minute to approximately 6 minutes 45 seconds)

Interview episodes could be used as inspiration for understanding different types of questions, and as a lead into Philosophy for Children (P4C)

4 week plan: PSHCE topic on sleep using Audiomoves Goes to Sleep

Here's how each podcast (interview and movement episodes) could be used in a 45min – 1 hr lesson.

- Sessions can be done in any order. The following is just a suggestion.
- Before listening to each episode, you can introduce what they will be listening to. There is an introduction to each when you click through on the platform (e.g. Spotify).
- Points for discussion / to use in circle time have been suggested. On the table they are timetabled in between each episode but could take place after the 2nd episode or at another time. Equally, the children may lead discussions / circle times, with their own observations / questions.
- Further activities are optional, if you'd like to expand the children's movement or drama involvement and to develop their understanding in each topic. Hall space would be most suitable for these. They are great for the mind and body, stimulating the children to think, understand concepts, and create movement.



Session 1	Episodes: <u>Body Clock</u> / <u>Groove to your Body's Beat</u>	
Objective / Focus:	To understand that humans sleep at night and are active during the day, learning the term 'circadian rhythm'.	
Space: Classroom or hall	Useful information / adaptations: In the hall, children can move as larks or owls. Mats would be helpful. In the classroom, adapt the lying down suggestions from Charlie to sitting in chairs (e.g instead of back / side / belly children could lean on the table on their arms).	
Vocabulary:	<ul style="list-style-type: none"> • researcher - a person who researches information, which means they look up what something means, it's history, and other subjects around it. • owl/lark - 2 different birds: owls are nocturnal, which means they are active at night, and larks are songbirds that are awake during the day – especially singing first thing in the morning. • suppress – to hold back, push down and stop from doing what it would normally do. • emotions – everything we feel as humans, for example, excitement, anger, happiness... 	neuroscience circadian
Warm-up	Each child in the class says what their favourite thing to do is, before going to bed.	
Listen to: <u>Body Clock</u> (10mins 50 secs)	Discussion points (optional): Do you find it easy to fall asleep?; Talk about the time when you wake up – what time of day, what's your energy like?; Why do you think humans sleep at night and are awake during the day? Are you a lark or an owl?	Listen to: <u>Groove to your Body's Beat</u> (10mins 11 Secs)

Further activities (optional):	<p>1) In a movement – how do you feel when you wake up in the morning?</p> <ul style="list-style-type: none"> • Ask children to produce a movement showing what they do when they first get out of bed. • Ask children to show how they are feeling as they do this movement. E.g. when getting out of bed, if excited for the day to come, they would jump out of bed. If nervous, they may creep. If still tired they might slouch.
	<p>2) Circadian rhythms through the day</p> <ul style="list-style-type: none"> • Use a rope / tape / sheets of paper to create a circle - like an analogue clock. • Identify if we're moving midnight to midday, or midday to midnight (good discussion point / curriculum link to Maths and time). • Start together: as we move around the clock, what are we doing at each hour? Show in a movement – each participant would be different. With a class of 30, split the class up as appropriate to avoid congestion. E.g. 5 children move around at a time or have a few circles in the hall. • Swap the times span - midday to midnight from midnight to midday or vice versa. • Adaptations could include: <ul style="list-style-type: none"> - The teacher in the middle directing the speed. - For younger children – split the space into 2 halves - night and day. Mime what you are doing in the night part of the room, and mime what you are doing in the day part of the room.





Session 2	Episodes: <u>Dreams / Dreamland Adventure</u>	
Objective / Focus:	To discover ideas about why we dream.	
Space: Classroom or hall	Useful information / adaptations: If in hall, the aim is to NOT act out the dream being described, but some children may do so (if you are happy for them to). In which case prep space for safe movement. If in the classroom, some children who need more linked activity, could draw images of what they're hearing, or act out with hands as puppets.	
Vocabulary: <ul style="list-style-type: none"> • beneficial / benefit – good for health and happiness / something that is of good • unique – one of a kind, and not like anything else • paralysis / paralysed – loss of movement or function especially involving a body part / unable to move, act or function • enveloping – to surround and wrap up completely. 	professor cognition function scenarios recurring bizarre realistic vivid portable caressing flamingo	
Warm-up	Each child in the class says how they slept the night before (e.g. don't remember anything, very well, bad dreams, happy dreams, kept getting woken by my sibling etc)	
Listen to: <u>Dreams</u> (10mins 43 secs)	Discussion points (optional): Why do we dream? If you were a scientist, how do you think you could learn more about dreaming? Would you like to write down your dreams as soon as you wake up – why might this be a good idea?	Listen to: <u>Dreamland Adventure</u> (12mins 31 Secs)
Further activities (optional):	Create a dream sculpture <ul style="list-style-type: none"> • Children are in groups of 5 or 6, with each group having at least 1 child who remembers a dream. • The child that remembers then sculpts the other children into positions of one scene of their dream. Each child can be anything, from an object to a person in the scene. • The sculptor taps one child on the shoulder and takes their place as something / someone new. The child now outside the sculpture chooses another child and replaces them. • This continues as the original dream sculpture morphs into a new and strange dream sculpture! • Adaptation could be that this is done with 2 large groups, or even the whole class. • The new bizarre dream sculptures won't belong to one person and could inspire a piece of creative writing. • Photos can be taken of the new sculptures to have in class as a reference 	



Session 3	Episodes: Bedtime Routine / Bedtime Yoga	
Objective / Focus:	To understand what a bedtime and wake-up routine is and how both help with a good night's sleep.	
Space: Ideally hall	Useful information / adaptations: Yoga mats or equivalent, to allow children their own space. If needs to be in the classroom, in chairs, pose adaptations: <ul style="list-style-type: none"> • Sphinx pose – sit with straight back and lean head and shoulders back, bending slightly at waist. • Reclining pose – sit with straight back, twist from waist to the right, with head looking over right shoulder, and move knees to left, return to centre, do opposite way • Child's pose – flop gently forward, with arms stretched out over head 	
Vocabulary: <ul style="list-style-type: none"> • perspective – understand something, in relation to other things, in a different way and from a different point of view. • astute – wise. Making good decisions. • inhale / exhale - Breathing in / breathing out • tension – the opposite of relaxed, everything is tight and stiff. 	practitioner diet hormone battery poses immune system toxins repaired consolidation regulate intolerant absorb stress	
Warm-up	Each child in the class says their favourite thing to do when first waking up.	
Listen to: <u>Bedtime Routine</u> (12mins 30 secs)	Discussion points (optional): What tips do you have for bedtime / waking up routines? What are your favourite pyjamas? How would you design the perfect bedroom? This episode raises the question of what to do if someone is trying all of these tips already and is still unable to sleep. Use Helen's advice, refer to The Sleep Charity - contact at bottom of document.	Listen to: <u>Bedtime Yoga</u> (11mins 22 Secs)
Further activities (optional)	1) Bedtime and morning Routines movement <ul style="list-style-type: none"> • Children walk around the space. • When the teacher specifies, children slow down and find their space. • In their space, they mime their bedtime routine. • They slow and eventually come to stillness (could be lying, miming sleep etc.) • Also, create one movement doing something that helps them sleep. • Repeat the above routine in reverse: • A movement that helps them to wake up; Slowly mime starting to get ready for the day; Movement quickens; Leave spot and move around space • If you have one, a parachute (or sheets) could be used. The class can come to stillness in a circle, with legs tucked under it. Adaptations can be made. 	



Session 4	<u>Episodes: Brain and body / Bedtime Meditation</u>	
Objective / Focus:	To understand what is happening to the brain and body whilst asleep and find ways to help us feel sleepy.	
Space: Classroom or hall	Useful information / adaptations: If in the classroom, when instructed to lie like you're in bed, children can be told to remain seated, and even rest head on arms on table if comfortable.	
Vocabulary:	<ul style="list-style-type: none"> • processing – to take care of something or organise information • vivid – very strong and clear picture • anatomy – the different parts of how something – in this case the body – is made up. • calves – the back part of the leg below the knee which is a muscle. 	expert physiologist complicate transitional temporarily paralysed hygiene vibrate exhale
Warm-up	Count to 10. The aim is to count to 10 as a group, but with only 1 person saying a number at a time. No one should confer or instruct. If 2 people say a number at the same time, start again. See if you can get to 10!	
Listen to: <u>Brain & Body</u> (12mins 14 secs)	Discussion points (optional): What do you know about animals and their sleep? How many hours do you sleep - is there a magic number? What do you think are the main benefits of sleep?	Listen to: <u>Bedtime Meditation</u> (10mins 46 Secs)
Further activities (optional):	1) Sleep positions All move through the 4 main positions we sleep in through the night: <ul style="list-style-type: none"> • Each side (on the right, on the left) • Back • Front Ask children to try out variations within these (legs up, star etc) Try different ones out	
	2) Movement routine between sleep positions <ul style="list-style-type: none"> • Remember the positions created in the previous exercise. • Explain there will be 8 counts, the children must be in a new position for each count. They can repeat. • This can be developed into creating a piece of movement / choreography where they remember the 8 positions and perform it to music. 	

Book List

Fiction

I'm not Sleepy by Campbell Books (suitable for EYFS)
Bedtime Ballet by Kallie George
Dr. Seuss's Sleep Book
Can't You Sleep, Little Bear? by Martin Waddell & Barbara Firth
One Snowy Night by Nick Butterworth



Other

What to Do When You Dread Your Bed: A Kid's Guide to Overcoming Problems With Sleep by Dawn Huebner
Sleep Tight by Dr Sharie Coombes

Safeguarding warnings / places to go for support

The nature of this topic may bring up disclosures from the children, either purposefully (with the children's intention / knowledge) or unconsciously (they may not know what is happening is a cause for concern). Some examples could be, but aren't limited to:

- Routines or habits that could be signs of abuse – specifically neglect or emotional.
- Disclosures through other narratives e.g telling of a disturbing dream, and that this may not even be a dream, but a child's reality.

List of organisations that can help

Organisations are also mentioned on podcasts.

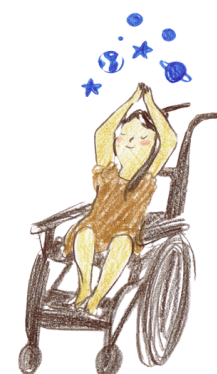
- The Sleep Charity: [Children - The Sleep Charity](#).
- Great Ormond Street Hospital: [Sleep hygiene in children and young people | Great Ormond Street](#)
- NHS: [Sleep and young children - NHS](#)
- Place2Be: [Place2Be: Parenting Smart: My child has trouble going to sleep](#)
- BBC Bitesize: [Can't sleep, won't sleep? Five ways to get your child's sleep back on track - Parents' Toolkit - BBC Bitesize](#)
- NSPCC: [Babies and sleeping | NSPCC](#)
- [Safe & Happy Sibling Bedroom Sharing: Tips | NSPCC](#)

Families should contact their GP, with the potential of further referrals.

PEUT-ÊTRE THEATRE

peutetretheatre.co.uk

@peutetretheatre



Illustrations by Evie Fridel