

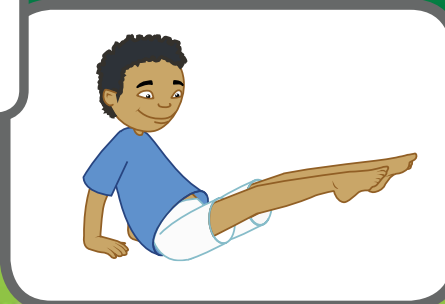
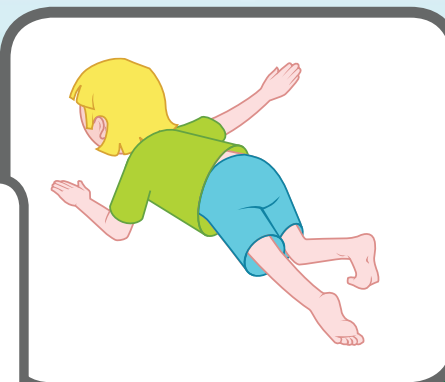
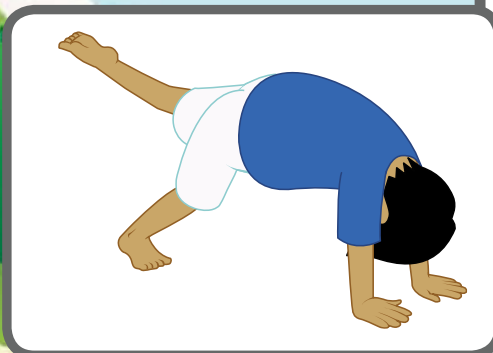
As they develop

Shape Shifting

Let's 'Play to Learn'

Encourage the children to explore:

- Holding a balance with various body parts touching the floor
- Showing various body shapes whilst holding a balance
- Holding inverted balances where their head is lower than their bottom
- Holding the balance for at least the count of "1 banana, 2 banana, 3 banana"
- Taking photographs of their favourite balances, using these to help them create a series of three balances



Resources

- Throw-down hands and feet markers/chalk markings
- Bean bags
- Soft toys
- Photographs

Questions

- What shapes can you make when you are balancing on your tummy?
- How can you make your leg straight when you do that?
- What other large patches can you balance on?
- How do you feel when your head is lower than your bottom?
- Which is your favourite balance and what do you like about it?

Key words

- name of body parts, body awareness
- balance on large body parts (patches) – tummy, back, bottom, shoulders, balance on small body parts (points) – hands, feet, elbows, knees
- strong, still, freeze
- big, small, tall, wide, narrow, thin, curled

Opportunities to

- develop increasing control over large body movements
- recognise and name different body parts
- show improved balance and coordination

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- children work in their 'bubbles'

Can you see the child?

- Developing increasing control over large body movements
- Recognising and naming different body parts
- Showing improved balance and coordination

sometimes

most of the time

Encourage the child to:

- perform specific shapes/ balances – Angry Cat, Straight Shape, Star Shape, Balance on one foot. Refer to Technical Skills Cards for further information
- play 'Simon says'
- describe a balance for another child to attempt using positional language

Encourage the child to:

- concentrate on one balance at a time
- sing action songs that help name body parts
- copy another child or a practitioner
- discuss which balances might be easier to hold and on which body parts might be the best to balance
- work with another child to help one another

Rich opportunities

- KUofW: Myself and other living things – identify differences between themselves and other children
- KUofW: Myself and other non-living things – sort photographs into groups according to simple features e.g. number of parts in contact with the floor, shapes held, etc.
- Developing ICT: creating and presenting ideas