

As they become more skilful

Shape Shifting

Let's 'Play to Learn'

Encourage the children to explore:

- Holding a range of balances and changing from one body shape to another while they are holding the balance e.g. wide to thin or straight to curled, etc.
- Creating a short sequence of balances linked together using travelling, jumping and rolling actions on the floor
- Creating a short sequence of balances linked together using travelling, jumping and rolling actions on small apparatus
- Ways in which they can include changes of direction and level in their sequence work
- Working with a partner to create and perform a paired sequence
- Watching each other's performances and saying what is good about it and what could be better, beginning to use key words



Resources

- Throw-down markers/chalk markings
- Bean bags
- Ropes
- Hoops
- Mats, low agility tables, planks, small benches

Questions

- Which balances are easier to change body shape - patch or point balances?
- Which small apparatus have you included in your apparatus sequence?
- What action did you do when you were moving forwards?
- How else could you move at a low level?
- How did you suggest your partner could improve their work?

Key words

- control, coordination, balance, body awareness
- body tension, clear shapes, fluency
- travel, balance, jump, roll
- forwards, backwards, sideways, high, low
- over, around, behind, in front of, at the side of, close to, away from, towards, on apparatus, part on-part off apparatus, spatial awareness

Opportunities to

- become stronger and more agile
- perform actions showing improved tension and clearer shape
- show some fluency in linked actions
- make simple suggestions about how to improve performance
- sustain activity over appropriate periods of time

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- apparatus is lifted, carried and placed safely
- children work in 'gardens'

Can you see the child?

- Becoming stronger and more agile
- Performing actions showing improved tension and clearer shape
 - Showing some fluency in linked actions
- Making simple suggestions about how to improve performance
 - Sustaining activity over appropriate periods of time

sometimes

most of the time

Encourage the child to:

- practise activities for longer
- discuss which action might link smoothly together, practise linking one or two actions together initially
- use a 'move cube' to help them plan their sequence

Encourage the child to:

- link more actions together to create a longer series of linked actions – repeat as an individual or with a partner on the floor or on apparatus
- perform sequence to music or percussion instruments
- design a 'move cube' for another pair
- draw a map of their sequence

Rich opportunities

- PSD, WB&CD: Well-being – understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate and appearance and feelings
- MD: Shape, position and movement – understand and use the properties of position, movement and balance during their own physical activities