

As they progress

Shape Shifting

Let's 'Play to Learn'

Encourage the children to explore:

- Holding balances inspired by resource cards
- Holding balances on low apparatus including body completely on apparatus and part on part off
- Linking balances to other actions e.g. travelling and jumping
- Create a short series of linked actions on the floor. Add in small/ low apparatus
- Changes in direction in their sequence work
- Watching another child and helping them improve



Resources

- Throw-down markers including hands and feet/chalk markings
- Bean bags
- Ropes
- Hoops
- Mats and low agility tables, planks, etc.
- Resource Cards (numbers, letters, body parts, pictures)

Questions

- What can you do to help you hold your balance as still as possible?
- Which shape are you going to try next time?
- How did you balance on the agility table?
- What must you do with your feet and toes if they are off the floor?
- Where else could you look when you are holding that balance?
- What did you like about your partner's balances? How could they improve them? Still, strong, clear shapes, pointed toes, etc.
- What did you learn from watching other children?

Key words

- control, coordination, balance, body awareness
- patches, points
- strong, still, freeze
- big, small, tall, wide, narrow, then, curled, inverted
- Angry Cat, Straight Shape, Star Shape, Balance on one foot
- walk, giant steps, tiny steps, crawl, crawling soldier, foxes, run, jump, roll, hop, march, stamp
- forwards, backwards, sideways, high, low, slow, quick
- over, around, behind, in front of, at the side of, close to, away from, towards, stop, go, freeze

Opportunities to

- develop increasing control and coordination
- use balance and stillness in their gymnastic activities
- improve what they do by watching and helping others
- recognise and use different pieces of equipment

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- children work in 'gardens' - two per 'garden'

Can you see the child?

- Developing increasing control and coordination
- Using balance and stillness in their gymnastic activities
- Improving what they do by watching and helping others
- Recognising and using different pieces of equipment

sometimes

most of the time

Encourage the child to:

- include changes in direction and level in their sequence
- create longer sequences
- include a wide range of small apparatus in their sequence work
- work with a partner to perform a 'follow my leader' sequence

Encourage the child to:

- practise basic balances using Technical Skills Cards
- use more patch balances
- perform balances on a mat
- look at photographs to help them identify aspects to improve

Rich opportunities

- PSD, WB&CD: Personal development – develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
- LLC: Oracy – speak confidently, making themselves clear by choosing words deliberately