

## Learning Intention: How can you perform gymnastic shapes?

Year 1

**I can perform a shape**

**I can perform a shape with a strong body and control**

**I can perform a shape with a strong body, control and pointed toes**

### EQUIPMENT:

Resource cards, tambourine.

**KEY WORDS: Straight, Squat, Pike, Tuck, Start, Finish, Strong**

### Warm up: Starry, Starry Night

Children to find a space and listen to the teacher's instructions. Teacher to show a Star shape (strong body tension)

Children to pretend they are different stars.

Twinkling Star – hands twinkling.

Floating Star – move around softly.

Shooting Star – move around quickly.

Daytime – crouch down and hide.

Starry, Starry Night – freeze as a strong Star shape.

Straddle Star – Straddle shape (see image below).

**Activity 1:** Show me a shape ... teacher to call out: Straight shape, Star, Straddle, Tuck, Dish, Arch Squat, Pike **Linking Learning: Do they remember these shapes from Early Years?**

### Activity 1: Shapes

1. Teach or recap shapes (see resource card).
2. Children to work in pairs and use a resource card - children to take it in turns to show each other a shape.
4. Children can perform shapes to the class or show another pair – encourage the children watching to give feedback.
5. Children can then make up their own shapes.

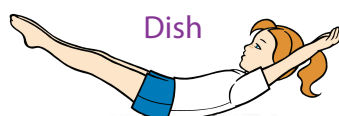
**Body tension check:** Partner A shows a strong star Shape; Partner B checks how strong their star is by seeing if they can push their partner's arms down.

TP: Strong Shapes (strong body tension)

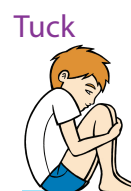
When trying the shape children should have a tight body. Squeeze every muscle extend fingers and toes.



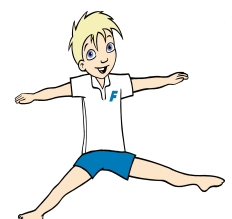
Arch



Dish

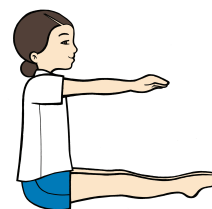


Tuck

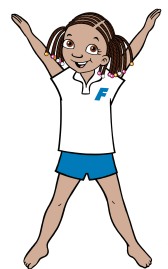


Straddle

Pike



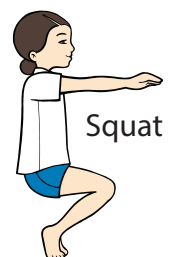
Star



Straight Shape



Squat



## Activity 2: Moving in a shapes

### 1. Children to choose their favourite shapes and link them together to perform a short sequence.

**Start:** Freeze in their favourite shape.

**Middle:** Teacher shakes the tambourine: children move around the hall in a different shape.

**Finish:** Teacher calls 'finish' and taps the tambourine – children freeze again in another shape.

**Make it easier:** To use resource cards.

**Make it harder:** Children can link more than one shape in their sequence.

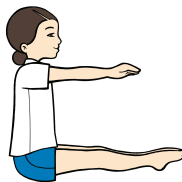
**Extension:** They can repeat this again with their own shapes.

Key points:  
Sequence  
Start, Middle, Finish.

### Example of a short sequence:



Start – freeze in Squat Alien shape



Middle – move along in Pike shape



Finish – freeze in Straight Rocket shape

### Activity 3: Shape Sequence on a mat

**Children can make up a sequence on their own. (1 mat between two)**

In sequence:

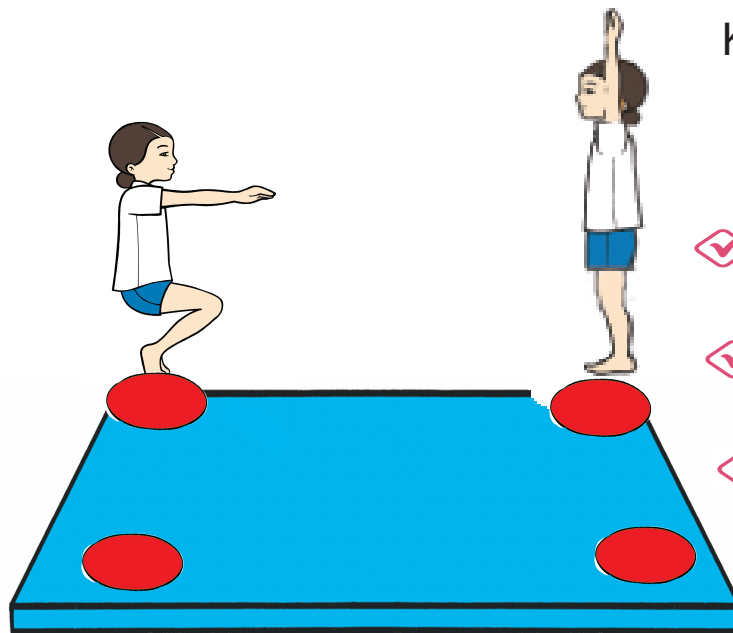
- 1) Can they show a shape on each spot (place these on each corner of the mat)
- 2) How can they move in their shapes to each spot? e.g a straight shape- walk tall with pointed toes.

**Note:** You could add some music

**Make it easier:** less spots

3. Children to perform their sequences to the group/or another pair.  
Children to feed back to the performers.

**Challenge:** Add a bench



Key point for sequence:

- ✓ Good start
- ✓ Strong Shapes
- ✓ Good Finish

**Cool Down:** Lie down on the floor. Teacher to count to ten – children to grow into their favourite shape.

**Plenary:** Ask the children what their favourite shape was?  
How should your body be when performing your shapes:  
e.g. strong or like jelly?