

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

Year 2

I can perform a shape with a strong body and control

I can perform a shape when moving on apparatus with a strong body and control

I can perform a shape when moving on apparatus with a strong body, control and pointed toes

### EQUIPMENT:

Resource cards, tambourine

### Warm up: Skipping Star tag

Children to skip around (with pointed toes)- There is one or two shooting stars who can tag anyone  
Shooting stars also have to skip!

If you are tagged by a shooting star - you must **FREEZE** in a **star** shape.

The only way you can be released is by another skipping star - they are to crawl under their legs!

(Please note if there are apparatus out already you could ask the children to skip around and show a shape)

### Activity 1: Shapes recap (from Yr 1)

1. Teach or recap space (see resource card).
  2. Children to work in pairs and use a resource card - the children take it in turns to teach each other a shape
- Challenge: Do it without the resource card.  
Mirror their partners movements

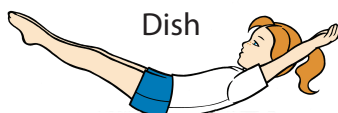
**Body tension check:** Partner A shows a strong Star Shape; Partner B checks how strong their star is by seeing if they can push their partner's arms down.

TP: Strong Shapes (strong body tension)

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



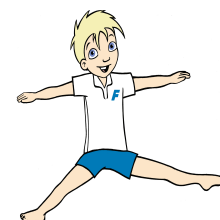
Arch



Dish

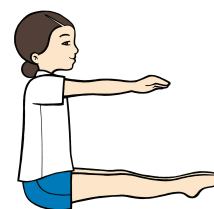


Tuck



Straddle

Pike



Star



Straight



Squat

## Activity 2: Shapes on apparatus

Key words:  
Sequence  
Start, Middle, Finish.

Set out six stations:

- 1) Benches
- 2) Low box tops
- 3) Balance Beams
- 4 & 5) Climbing wall x 2 stations
- 6) Mats x 2 put together

**Key Points:**

- Strong body
- Point Toes when you can
- Control when moving along apparatus

Children to rotate around each station: They are to move along the apparatus in the shapes they have learned:


**START SHAPE**

**MIDDLE SHAPE** - They can move along in this shape or link different ones together.

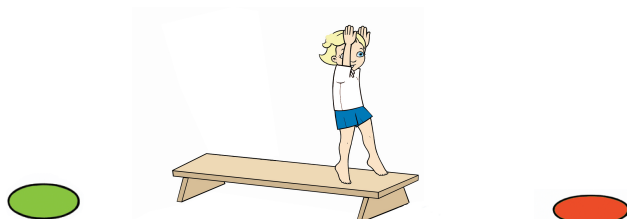
**FINISH SHAPE**

Teacher to rotate groups around each station.

**Challenge:** Children to perform their sequences – class to feedback to the performers. Groups could also use video feedback.

Green spot: Begin with a shape 

Red spot: Finish with a shape 

**Safety:**

Children to find different ways of getting off the apparatus – not jumping off.

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

**Progress check**

**Plenary:** Ask the children what their favourite shape was. How should your body be when performing your shapes along the apparatus?