



**BELLA**

**Character:** Balancing Bella

**Adventure 3:** In the Jungle

**Lesson Focus/ Learning Objective**

To be able to perform basic Gymnastics Core shapes.

**Keywords:** core shapes, wide, tuck, straight, pike, straddle.

**Link to ELG:** Experiments with different ways of moving (40-60+ months)

**Length of Session:** 45 minutes

**Resources Needed:** sequencing spots, gymnastics apparatus, tambourine

**Success Criteria**

- To be able to perform gymnastics core shapes with body tension and control.

### In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Bella. See if the children know what Bella's super powers are and what she will be looking for in our movements. Describe the learning objective and the success criteria. Describe the adventure setting as the children are getting changed. Allow them to practice core shapes and holding them still with body tension whilst waiting for the rest to change.

### In The Hall – Warm-Up

**Activity:** We're going to travel to the jungle island by boat. Get the children to travel around the room, looking for their own space and being aware of others. Start with slower ways on travelling (walking) and then progress onto faster ways (skipping, side- stepping, jogging). On signal from the teacher (e.g. clap or shake of tambourine) children respond to the following commands and perform core gymnastic shapes: "X marks the spot"- star on back "Climb the riggings"- marching on tip toes stretching into a straight shape, "telescope look out"- pike on feet, "cannon ball"- tuck shape, "hit the deck"- stretch on floor in long straight shape, "lower the anchor"- straddle. **When you're in your shape try and stretch your toes and fingers and keep your body as tight as you can. Who can show me a different way we could do that shape? (A: Well done we could also do it standing up or lying on our front).**



## Main Adventure

Children to safely get out gymnastics apparatus (this should have been taught to the children in another lesson).

**Activity 1** – Now we have landed on the island, we need to find our friends Tarzan and Jane. Exploring the jungle travelling under, over and round the obstacles. Can we tip- toe between the trees? Skip past the vines? Crawl or slide underneath the logs? We must be careful to look for space and travel to places where no one else is looking.

**Activity 2** –There is a hunter in the jungle who is looking out for people and animals in the jungle – we will have to use the shapes we learnt in our warm up whilst we're exploring in the jungle to hide from the hunter by freezing in these shapes either under or on top of the apparatus or in the spaces in between. I will shake my tambourine if I think the hunter is coming. Can we remember what shapes we learnt in our warm up? And what their gymnastics names are? (A: tuck, pike, straddle, straight, star) Try out these different shapes. **(Child's name) is showing me a really clear shape. They have lovely body tension. Can you tell me what they are doing that makes the shape so clear (A; straight back, head up, pointing their fingers and toes, extending out, keeping very still).** Let's look at places you have chosen to do these shapes and who has got that good body tension and is able to control their shapes. **Once we have explored places for our shapes on the apparatus – who can choose their best shape that they know the name of and can hold with really good body tension and control?**

**Activity 3** – We have found Tarzan and Jane and are very happy we made it through the jungle. Let's now travel back through the jungle using the different core shapes we have learnt in today's lesson in our travelling. Who can get back using lots of different ideas to swing through the vines, slide through the caves and jump along the stepping stones. Next session we work with Bella – we are going to be looking at these different ways of travelling in more details to help us in our adventure. (Linked learning).

Children to put apparatus away safely.

### Making The Tasks Easier

- Just stick to 3 core shapes of star, straight and tuck.
- Use a TA to support less able pupils.
- Working just solely on the floor and not getting apparatus out.

### Making The Tasks Harder

- Challenge children to think of variations on the shape.
- How can the shapes be done in different ways.
- Children have to link and remember 2 shapes.
- Use slightly higher or more varied gymnastics apparatus to travel over, under etc.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan