



# Monday 22<sup>nd</sup> February

## Physical Development (PE)

### Theme: Jack and the beanstalk

Learning objective: To create short sequences using shapes, balances and travelling actions

### Success criteria

- Hold shapes and balances for 5 seconds
- Squeeze your muscles when holding your shape or balance to help you be still and strong

This lesson **does not** need to be printed and can be completed as a family!

*Any pictures can be viewed on a screen.*

Equipment: Jack and the Beanstalk document (uploaded onto the home learning page)

**Safety**- ensure you have a safe space. Move any furniture out of the way.

## Warm up and introduction (10 minutes)

Read the story of Jack and the Beanstalk. (see story document on home learning page)

### Travelling to the market:

Ask your child to stand in their own safe space. Ask them to imagine that they are Jack on his way to the market. Begin by walking around the area, moving in and out of each other and avoiding objects. Can they move around in this space, changing direction and avoiding other people? Can they move around in the space in different ways e.g. jogging, skipping, jumping and side-stepping?

Bend knees when jumping and landing. Keep your head up and look for your own safe space to move in to.

## Skill Development (25 minutes approx)

### Beanstalk shapes:

Teach children the basic shapes (shown below). Show your child the 'Basic Shapes' in the images below to copy.

**Tuck:** a curled shape. Imagine that you are a small, magic bean.

Straight back. Toes pointed, legs together not crossed.



**Straight shape:** a narrow shape. Can you be as tall as the beanstalk?

Legs together, arms and legs extended.



**Star shape:** a wide shape. Can you be as wide as the beanstalk?

Legs and arms extended.



**Pike shape:** Can you make your arms and legs as long as the branches on the beanstalk?

Back straight, legs and arms extended and together.



**Straddle shape:** Can you make your arms and legs as wide as the roots of the beanstalk?

Straight legs and straight back.



**Shape races:**

Adult calls out a shape and children move quickly to make the shape.

**Balancing on leaves:**

Remind your child that when Jack climbed the beanstalk he had to have really good balance when he travelled on the big, wide leaves.

**A** Ask your child to stand on one leg to practise their balance. Can they hold their balance for 5 seconds without wobbling? Repeat on the other leg.

*Squeeze your muscles to help you to stay still. Focus on one thing.*

*Make this harder by asking the children to close their eyes*

**B** Call out different body parts and ask your child to show you a balance on that body part e.g. bottom, or two hands and one knee. Share interesting ideas.

*Keep still for 5 seconds and use interesting shapes.*

**C** Ask your child to show you a balance that uses a high level. Repeat with a medium and low level.

## Linking shapes, balances and travelling:

Ask your child to imagine that they are travelling to the market. Ask them to choose their favourite way to travel and practise this.

Can they choose their favourite shape and practise this? Can they choose their favourite balance and practise this? Ask the children to link their three actions together? Travel, shape, balance.

*Hold your shape and balance for 5 seconds.*

*Make this harder by asking the children to change the level or direction that they use.*

*Make this easier by placing cones in the teaching space and asking the children to begin at one cone, travel to another where they perform their shape and balance.*

## Performing:

Invite the your child to perform their sequence to the rest of the family or record and upload onto Tapestry to show us.

## Plenary (approx. 5 minutes)

What helped you to balance? Which shape is narrow?

Which shape/s are wide?

How long do you hold a balance for?