

## Learning Objective

# Theme: Rainforest animals To copy and create shapes with your body.

## Warm Up and Introduction

### Travelling through the rainforest:

Tell the children to imagine that they are travelling through the rainforest.

Ask the children to begin standing in their own safe space. Children begin by walking around the area, moving in and out of each other. When the music plays, can they move around in this space, changing direction and avoiding other people? Children stop when the music stops.

When the music plays again, can they move around in the space using different travelling actions e.g. jogging, skipping, jumping and side-stepping?

Bend your knees when jumping and landing.

Keep your head up and look for your own safe space to move into. Make this harder by asking the children to suggest methods of travelling.

### Crabs, scorpions and caterpillars:

Tell the children that crabs, scorpions and worms all live in the rainforest.

**A**Show the children how a crab moves; sideways using their hands and feet to support their weight with their tummy in the air and bottom off the ground – can they move like a crab?

Squeeze your muscles to help you to stay in this shape. Work hard to keep your bottom off the



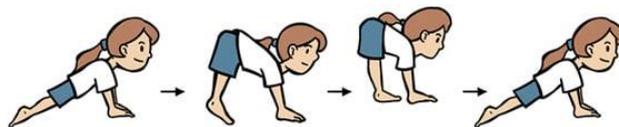
floor.

**B**Show the children how a scorpion moves; on their hands and feet with their bottom in the air. Stop every few steps and balance kicking your leg back with a bent knee to show the scorpion's stinger. Can they move they like a scorpion?

Squeeze your stomach muscles when lifting your leg to stay balanced.



**C**Show the children how a caterpillar moves; start by walking your hands out until your body is straight, then walk your feet to meet your hands. Can they move like a caterpillar?



Keep your knees straight throughout.

**D**Call either 'crab,' 'scorpion,' or 'caterpillar,' and the children respond with the corresponding action.

Show determination to hold the balance and not fall out of it. Make this harder by asking the children to freeze and hold the movement they are completing as a balance for 5 seconds.

**25**

Mins

# Skill Development

## Basic shapes:

Teach the children the basic shapes; tuck, straight and star. Teacher to demonstrate with the children copying or show the children the resource card 'basic shapes' for them to copy.

**A Tuck shape:** a curled shape. As small as the rocks on the rainforest floor.

Straight back, toes pointed, legs together not crossed.



**B Straight shape:** a tall narrow shape. As tall as the trees in the rainforest.

Legs together, hands apart, legs and arms straight. *Teacher note: this shape can be completed*



*standing up or lying down.*

**C Star shape:** a wide shape. As wide as the rivers that run through the rainforest.

Legs and arms extended, arms in line with shoulders.



## Rainforest game:

Teach the children the different actions below and give them time to practise. Play the rainforest track as you call out the different actions for the children to copy.

- Jumping frogs: jump around the room. Use two feet together. Bend your knees on landing.
- Jaguar: jog around the room. Look for space and avoid others.
- Star: create a star shape. Stretch your arms and legs as wide as you can.
- Straight: create a straight shape. Stretch up as tall as possible.
- Tuck: create a small tuck shape. Straight back. Toes pointed, legs together not crossed.

Make this easier by completing the actions with the children to help them remember.

## Pike and straddle:

Teach the children two new shapes:

**A** Pike shape: sitting with long arms and legs like the branches of the trees.

Back straight, legs and arms extended and together.



**B** Straddle shape: sitting like a strong bear.

Straight legs and straight backs.



**C**Teacher to name the different shapes for the children to make either straddle, tuck, pike, star or straight. Make this harder by naming the shapes and not showing the children what they are until after they have guessed.

## Frogs:

Give children one cone each. They stand next to their cone in a space. Ask the children to imagine they are frogs as they complete the following.

- Can they jump forwards and backwards over their cone?
- Can they jump side to side over their cone? *Encourage a controlled landing with bent knees.*
- Can the children jog around the teaching area, stop when they get to a cone and jump over it, forwards or backwards?
- As above, but this time they jog to a cone, stop and jump over it and then hold a shape of their choice for 5 seconds. Repeat. After a while invite children to show their sequence. *Stop at a cone before jumping over it. Hold your shape for 5 seconds.* Make this easier by showing the children the shape you would like them to hold.

**5**

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## Plenary

Ask the children about the different shapes they have learnt.

Ask them to demonstrate a straight, star, tuck, straddle and pike shape.

Can they describe the shapes? How long were they asked to hold their shapes?