

Lesson	Objective	Suggested Learning Activities	Assessment
1.	<p>To travel using different levels.</p> <p>To travel using varying body parts showing control.</p>	<p>Warm Up - Freeze! Children to being walking around the space until they hear the stop command. Children need to stop still and freeze and hold their balance. Change walk to jog and run.Stretching- "I Stand up Tall"</p> <p>Activity 1- Travelling high Can you walk on your tip toes around the space? Can you travel other high ways? E.g. skipping, jumping. Can you travel on 1 foot? Hopping, Travelling Low – can you travel on hands and feet e.g. crab, bunny hop. Can you travel like an animal? E.g. Monkey, penguin, bear etc</p> <p>Activity 2- Introduce using a mat Can you travel in different ways across the mat? Around the mat? Over the mat? Using different pathways</p> <p>Activity 3- Explain how to put a short sequence together Start-middle-end. Children to link actions together using a turn or jump. Children to pick 3 ways of travelling across, over and around the mat to create a sequence. Practice their sequence.</p> <p>Cool Down Travel like a gymnast around the mats – on toes, head held high, arms by side. Encourage good posture.</p>	<p>Can students identify different ways to travel around the room?</p> <p>Can students demonstrate different ways of travelling around the room?</p> <p>Can students link movements together to create a sequence?</p>

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2.	To demonstrate different shapes in tuck, straight, pike and straddle.	<p>Warm Up Traveling around the room in different ways, running, hopping, jumping, skipping, on hands and feet etc. When they hear the whistle stop and freeze and hold their frozen position in a balance.Stretching</p> <p>Activity 1- Demonstrate stretched and tucked shapes. Ask children to get into different shapes in those positions, standing and lying. Stretched, dish and arch. Can you stand as straight as a flag pole? Back, sitting, squat, standing squat tuck shapes – Shapes from TOPs Gymnastics Card Ship Shape. Encourage clear shapes, squeeze feet and knees together, and keep muscles tight to hold shape.</p> <p>Activity 2- Demonstrate pike and straddle shapes. Students to explore their own pike and straddle positions standing, sitting, back, shoulders and supported – Shapes from TOPs Gymnastics Card Shape Up. Encourage straight legs and extended feet</p> <p>Activity 3 In groups of 4, shout out a letter and children have to use different body shapes to make the letter. Can you spell...? Increase group size if needed. Challenge – can you make the whole alphabet?</p> <p>Cool Down Travel like a gymnast around the mats – on toes, head held high, arms by side. Encourage good posture.</p>	<p>Can students hold different shapes still and with tension?</p> <p>Can students demonstrate how to perform different shapes individually?</p> <p>Can students work in a group to create different shapes using their bodies?</p>

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3.	To perform a range of different balances showing control.	<p>Warm Up- Body Parts Travel around the room in different ways, teacher shouts out different body parts, children need to touch the floor with that body part then continue travelling. Change ways of travelling. Stretches.</p> <p>Activity 1 Children to work on a movement spot to explore balances using hands and feet. Can they use both at the same time? Can they face in different directions? Can they show body tension? Can they use one hand and one foot? What other small body parts can they use?</p> <p>Activity 2 Children to travel from their spot to another and return using different levels, travelling high and low. Perform a balance when they arrive at a new spot, perform a balance when they return to their spot.Can children balance in different shapes? Increase the number of spots they need to travel to.</p> <p>Activity 3 Children to practice and repeat a sequence to perform including balance and travel.</p> <p>Cool Down Jogging to 10 spots then walking like a gymnast to 10 spots.Question what parts of the body you can balance on.</p>	<p>Can students hold a still shape for 3 seconds?</p> <p>Can students balance on small body parts and large body parts?</p> <p>Can students link balance and travel to create a sequence?</p>

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4.	<p>To demonstrate jumps with control.</p> <p>To demonstrate different shapes whilst jumping.</p>	<p>Warm Up Travel around the area in different ways, when the whistle blows children freeze. Different ways of travelling; like a gymnast with good posture, jumping, hopping, like animals etc. Encourage children to show a different balance every time. Stretches</p> <p>Activity 1 Children to experiment different ways of taking off and landing: 2-1, 2-2, 1-2, 1-1. Competition in their pairs who can jump the furthest using each method. Discuss about how to land – bending knees and on balls on feet</p> <p>Activity 2 Children to experiment with different jumps shapes in air (straight, star, stag, tucked, pike, straddle, split, scissor leap, cat leap, half turn, full turn.</p> <p>Activity 3 If children are showing competence in their jumping and landing progress to jumping from different apparatus: benches and tables.</p> <p>Activity 4 Put mats out in rows, children have to travel down the mats using different ways of travelling and jumping. At the end children need to hold a shape (from last lesson). Use apparatus if children have shown competence earlier in the lesson. Pick out children who are showing good jumps.</p> <p>Cool Down Travel like a gymnast around the mats – on toes, head held high, arms by side. Encourage good posture.</p>	<p>Can students identify the different ways to take off and land when jumping?</p> <p>Can students make different shapes in the air when jumping?</p> <p>Can students use apparatus when jumping and land safely?</p>

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5.	To demonstrate rolls using different body parts.	<p>Warm Up- Beans Students have to move around as different types of beans. Runner bean – run, jumping bean – jump, broad bean – make wide shape, baked bean – lie flat on the floor (sunbathing), chilli bean – shiver, string bean – skinny string like shapes (standing tall no tip toes), jelly bean – giggly around like jelly, frozen bean – stand still Stretches</p> <p>Activity 1- Rocking and Rolling Children to stand on 2 feet and rock from side to side. Then sit in pike position and tense their legs; squeeze their muscles, can they rock from side to side in this position. Legs should stay together. On mats experiment rocking side to side on back and tummy. Are there any other ways you can rock? Forwards to backwards Develop rocking into rolling – can the children rock from side to side on their back then perform a log roll? Ask the children what shape they are in when performing this. Can the children rock forwards to backwards into standing?</p> <p>Activity 2- Develop different ways to roll; egg roll, dish roll, teddy bear roll, pencil roll, rocking on back Link rolling and balancing – choose 1 balance from pervious lesson and 2 rolls, can you link them together into a sequence? Practice and perform</p> <p>Cool Down Travel like a gymnast around the mats – on toes, head held high, arms by side. Encourage good posture.</p>	<p>Can student's rock and roll in different directions?</p> <p>Can students rock and stand up?</p> <p>Can students start to perform a range of different rolls?</p>