

# Year 2 - Gymnastics

## Lesson Plan

MOVING  
**EDSTART**

**Lesson Objective** To be able to perform simple gymnastic shapes with control. **Lesson 1/6**

**Equipment Needed** Mats, benches, beams

**Success Criteria** Children can:

- show animal-inspired shapes (tree, monkey ball, bird).
- hold shapes still for 3 seconds.
- copy a partner's shape.

### EDSTART KNOW

- I can explain what a gymnastic shape is.
- I can describe how to stay still in a shape.
- I can explain why we use strong bodies in gymnastics

### EDSTART GO

- I can perform 3 different jungle shapes.
- I can hold each for 3 seconds.
- I can copy my partner's shape.

### EDSTART SHOW

- I can perform my shapes to others.
- I can watch and clap for others.
- I can share ideas for jungle shapes

### Key Question

What helps you show a strong, high-quality shape during your routine? Keeping my tummy tight, pointing my toes, stretching my arms, and staying still helps my shape look strong."

### Warm Up

**JUNGLE EXPLORERS:** Pupils move around the hall pretending to be brave jungle explorers searching for hidden creatures. On the teacher's call, they must freeze in an animal-inspired shape such as "Be a tall tree!", "Be a monkey ball!", or "Be a bird!" Encourage pupils to show big, clear shapes and hold each position for 3-5 seconds with strong bodies. Add challenges like changing levels, low crocodile, medium monkey, high bird or gradually extending how long they must stay frozen to build balance, focus, and body tension.

### Main Activity

**ANIMAL SHAPE SAFARI:** Introduce the four core gymnastics shapes using fun jungle names: Tuck = Monkey, Star = Bird, Straight = Tall Tree, Straddle = Crocodile

Demonstrate each clearly and teach the cue: "Strong tummy, point your toes, eyes forward." Practise slowly, then freeze quickly "like a photo in the jungle." **PROGRESSION:** Hold each animal shape for longer, then switch quickly between two shapes to build control and stronger body tension.

**CREEP THROUGH THE JUNGLE TRAIL:** Create a jungle-themed trail using mats and benches. Pupils travel carefully across them and stop at marked spots to hold an animal shape such as monkey ball, bird, or tall tree. The teacher counts "1-2-3" to check stillness and body tension. Encourage clear arm/leg positions and steady balance, even on different surfaces. **PROGRESSION:** Pupils perform two shapes in one crossing, for example stopping halfway for a tuck and finishing with a star, adding variety and precision.

**MONKEY SEE, MONKEY DO:** In pairs, one pupil performs an animal shape and the other instantly copies it, matching height, width, and body tension. After a few turns, swap roles. Once confident, pairs create a 3-shape mini routine, practising until both can perform it smoothly and in sync. Then they perform it for another pair. Teacher prompt: "Can you match your partner's shape exactly? Can you stay just as still?" **PROGRESSION:** Add a small jump or turn between shapes, then perform the routine together with matching timing and control.

**RAINFOREST ROUTINE MAKERS:** Partners link 3-4 different shapes to create a short jungle-themed sequence. They choose the order together, thinking about variety (high/low, wide/narrow) and smooth transitions. Both practise side by side and aim to start and finish in the same spot. Encourage clear shapes, strong body tension, and slow, controlled movement. **PROGRESSION:** Partners give supportive coaching such as "Hold your arms straighter," "Point your toes," or "Keep your tummy tight."

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Organise the space so pupils have clear, safe room to travel, balance, freeze and perform shapes without collisions.

#### TASK

Adapt each shape or routine challenge by simplifying movements or increasing complexity depending on pupil confidence.

#### EQUIPMENT

Use mats, benches, and spot markers to guide pathways, support safe shapes, and structure routines.

#### PEOPLE

Vary partners or groupings to encourage mirroring, teamwork, feedback, and shared performance practice.

### Key Technical Point

Encourage pupils to keep full body tension, tight core, pointed toes, extended arms and to enter and exit each shape with slow, controlled movement forcing their body into a position.

### Cooldown

Reach tall like a tree, stretching your arms high and opening your chest wide. Slowly bend forward, letting your arms drop toward the floor to stretch your back and legs. Roll up gently, then curl small like a tiny mouse hiding in the grass. Add calm breathing: "Breathe in tall like a giraffe... and breathe out small like a hedgehog." Encourage pupils to move slowly, feel each stretch, and relax their bodies as they breathe.

# Year 2 - Gymnastics

## Lesson Plan

MOVING  
**EDSTART**

<b>Lesson Objective</b>	To be able to perform balances on floor and low apparatus.				<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Mats, benches, beams				
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>Balance like animals (flamingo, crocodile, monkey).</li><li>Hold for 3 seconds.</li><li>Share balances with a partner</li></ul>				
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>				<b>EDSTART SHOW</b>
	<ul style="list-style-type: none"><li>I can explain what balance means.</li><li>I can describe how to use my body to stay still.</li><li>I can explain how to work safely on apparatus.</li><li>I can perform animal balances.</li><li>I can hold still for 3 seconds.</li><li>I can balance safely on apparatus.</li></ul>				<ul style="list-style-type: none"><li>I can show my balances to others.</li><li>I can copy and clap for my partner.</li><li>I can perform safely and confidently</li></ul>
<b>Key Question</b>	How can you use your body to show different actions in dance? By travelling, jumping, turning, and making shapes with control, expression, and imagination.				
<b>Warm Up</b>	<b>ANIMAL BALANCE FREEZE:</b> Pupils move around the hall pretending to be lively jungle animals — crawling like tigers, hopping like frogs, leaping like monkeys, or slithering like snakes. Encourage big, expressive movements and changes in direction. On the teacher's signal, pupils must freeze instantly in a balance shape, holding still for 3-5 seconds. Use calls such as "High balance!", "Low balance!", or "Wide balance!" to add variety and challenge. <b>PROGRESSION:</b> Pupils copy the balance of the nearest partner and try to hold it at the exact same time, building awareness, coordination, and observation skills.				
<b>Main Activity</b>	<b>ANIMAL BALANCE SAFARI:</b> Introduce three animal-inspired balances: <b>Flamingo:</b> standing tall on one leg, arms stretched out like wings. <b>Crocodile:</b> a low balance close to the floor with strong arm support. <b>Monkey:</b> hands and feet on the ground with bent knees and lifted hips. Use the cue: "Tight tummy, eyes forward, arms help you stay steady." Pupils practise each balance slowly, then freeze for at least 3 seconds in each position. Encourage them to show control, quiet body tension, and clear shapes. <b>PROGRESSION:</b> Hold balances for 5 seconds, or ask confident pupils to try closing their eyes briefly for an extra challenge.  <b>BALANCE CHALLENGE ZONE:</b> Pupils rotate around stations where they practise the three balances both on the floor and on apparatus such as benches or low platforms. They must hold each balance for the count of 3, while the teacher checks posture, stillness, and body tension. Encourage pupils to repeat balances several times to notice improvement in steadiness and confidence. Teacher prompt: "Can you hold steady until I finish counting?" <b>PROGRESSION:</b> Link two balances in a row, such as flamingo → crocodile, focusing on slow, controlled transitions.  <b>EXPLORER'S PATH BALANCE WALK:</b> Pupils take turns travelling along a bench as though walking a narrow jungle path. They move carefully, using arms for balance. Halfway across, they stop to show one of the animal balances before continuing. At the end, they dismount onto a mat with soft knees and controlled posture. Partners watch and give feedback on stillness and landing quality. Teacher prompt: "Did your partner stay still like a statue? Did they land safely?" <b>PROGRESSION:</b> Add a different balance at both the start and finish of the bench to increase complexity.  <b>PARTNER BALANCE CHALLENGE:</b> Working in pairs, pupils choose two balances and perform them side by side, holding each for 3-5 seconds. They must match timing, body tension, and arm positions. After practising, partners create a 2-balance mini routine, performing both shapes in a chosen order. Emphasise teamwork, communication, and matching shapes closely. Teacher prompt: "Can you balance together like a team? Can you match the way your partner stands or holds their arms?" <b>PROGRESSION:</b> One partner performs a high balance while the other performs a low balance, demonstrating contrast and control.				
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Organise clear movement lanes and safe balance areas so pupils can travel, balance, and freeze without bumping others.	<b>TASK</b> Adapt balance difficulty by changing hold times, shape complexity, or height to suit pupil confidence.	<b>EQUIPMENT</b> Use benches, mats, and markers to create pathways, challenge balance, and support safe landings.	<b>PEOPLE</b> Use partner and small-group work to develop mirroring, joint timing, and supportive feedback.	
<b>Key Technical Point</b>	Encourage pupils to use strong core tension, controlled arm positions, and focused eyes to maintain stillness and balance in every shape.				
<b>Cooldown</b>	Stretch tall like a giraffe, arms reaching high, then curl small like a mouse, hugging knees. Repeat 2-3 times with calm breathing: "Breathe in as you grow tall, breathe out as you curl small." Finish sitting cross-legged, stretching arms gently to the sides				

# Year 2 - Gymnastics

## Lesson Plan

MOVING  
**EDSTART**

<b>Lesson Objective</b>	To be able to perform simple rolling movements safely.			<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Mats, benches, beams			
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Rock in tuck like a monkey.</li><li>Log roll like a crocodile.</li><li>Finish with a jungle shape.</li></ul>			
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>			<b>EDSTART SHOW</b>
	<ul style="list-style-type: none"><li>I can explain how to roll safely.</li><li>I can describe why we tuck our head.</li><li>I can explain what makes a roll smooth.</li></ul> <ul style="list-style-type: none"><li>I can perform a tuck rock.</li><li>I can perform a log roll.</li><li>I can link a roll with a shape.</li></ul> <ul style="list-style-type: none"><li>I can perform a roll with confidence.</li><li>I can finish in a strong jungle pose.</li><li>I can show my roll to a partner</li></ul>			
<b>Key Question</b>	What helps you roll safely and stay in control at the end? Keeping my chin tucked, arms tight, and stopping in a strong shape helps me roll safely and stay controlled."			
<b>Warm Up</b>	<b>TUCK TO STAR ROCKERS:</b> Pupils sit in a tight tuck shape, hugging their knees and keeping their chin tucked. They rock gently back and forth three times, focusing on smooth movement and a rounded back. After the third rock, pupils stretch out wide into a star shape, holding still for 3 seconds before returning to tuck and repeating. Encourage quiet, controlled rocking so bodies stay rounded like a ball. Teacher prompt: "Keep your chin tucked, round your back, and rock smoothly like a ball." <b>PROGRESSION:</b> Add other shapes, straight or straddle after rocking, holding each one still before returning to tuck.			
<b>Main Activity</b>	<b>ROLLING SAFARI:</b> Teach two core movements: tuck rocks and log rolls. Demonstrate how to keep the chin tucked, arms close, and body rounded for safety and smooth travel. Use the cue: "Chin tucked, arms in tight, smooth roll in a straight line." Pupils practise on mats, focusing on alignment, body control, and finishing in a chosen shape. <b>PROGRESSION:</b> Challenge pupils to roll along a straight pathway, finishing with a strong shape such as a tuck, star, or straight line.  <b>CROCODILE ROLLS:</b> Pupils lie flat on their backs or stomachs with arms stretched long overhead like long crocodiles. They perform log rolls across the mat, keeping legs tight together and arms straight to help maintain a straight pathway. At the end of the mat, they finish in an animal pose such as a crocodile low balance or monkey crouch. Encourage smooth, steady rolling without rushing. Teacher prompt: "Arms long, legs tight together, keep rolling until you reach the end." <b>PROGRESSION:</b> Add two rolls in a row, or challenge pupils to choose a different final pose each time.  <b>MONKEY ROCK + BALANCE:</b> Pupils perform three tuck rocks in a row, then freeze immediately in a chosen balance such as flamingo, monkey, or crocodile. The aim is to show full control after movement stops. Working in pairs, one pupil performs while the other observes, checking for stillness and shape quality. Teacher prompt: "Did they stay still for 3 seconds? Did they point their toes?" <b>PROGRESSION:</b> Link rock → roll → balance into a single smooth sequence.  <b>ROLL &amp; SHAPE ROUTINE:</b> In pairs, pupils create a mini routine that includes one roll (tuck rock or log roll), one animal shape, and one balance. They choose the order, practise several times, and focus on smooth transitions and clear shapes. Once confident, they perform to another pair, showing teamwork and creativity. Teacher prompt: "Can you show your best roll, your strongest balance, and your clearest animal shape, all linked together?" <b>PROGRESSION:</b> Add a starting pose and finishing pose to improve presentation and control.			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Set clear rolling lanes and balancing areas so pupils can move safely without crossing into others' pathways.	<b>TASK</b> Increase or reduce difficulty by changing roll type, shape complexity, or balance hold time.	<b>EQUIPMENT</b> Use mats, benches, and markers to guide movement pathways and provide safe surfaces for rolling.	<b>PEOPLE</b> Use partner roles for feedback, mirroring, and turn-taking to support accuracy and confidence.
<b>Key Technical Point</b>	Encourage pupils to keep their chin tucked, arms close, and legs together during rolls, finishing in a clear, controlled shape to show accuracy and safety.			
<b>Cooldown</b>	Pupils gently rock in a tuck, slowing down until still. Then stretch arms and legs long, reaching overhead like crocodiles sunbathing. Finish with calm breathing: "Breathe in as you stretch long, breathe out as you curl small."			

# Year 2 - Gymnastics

## Lesson Plan

MOVING  
**EDSTART**

<b>Lesson Objective</b>	To be able to perform animal-inspired jumps and land safely.			<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Mats, benches, beams			
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Jump like animals (frog = tuck, bird = star).</li><li>Land softly with bent knees.</li><li>Link 2 jumps together.</li></ul>			
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>			<b>EDSTART SHOW</b>
	<ul style="list-style-type: none"><li>I can explain how to land safely.</li><li>I can describe different jump shapes.</li><li>I can explain how arms help in jumps.</li></ul> <ul style="list-style-type: none"><li>I can perform frog and bird jumps.</li><li>I can land safely on mats.</li><li>I can link 2 jumps.</li></ul> <ul style="list-style-type: none"><li>I can perform jumps confidently.</li><li>I can land safely in front of others.</li><li>I can join in partner jump routines.</li></ul>			
<b>Key Question</b>	What helps you land safely after a jump?" "Bending my knees, keeping my feet together, and staying balanced helps me land safely and quietly."			
<b>Warm Up</b>	<b>JUNGLE JUMP COPYCAT:</b> Pupils move around the hall copying jungle animals, frog hops, monkey leaps, and bird flaps—using clear, expressive movements. When the teacher calls an animal, pupils respond quickly with the correct jump, focusing on safe landings with bent knees and quiet feet. In Animal Jump Safari, pupils learn two key jumps: the frog (tuck) jump, lifting knees high with strong arm swings, and the bird (star) jump, stretching arms and legs wide in the air. The teacher models correct take-off and soft landings, using the cue: "Arms swing up, body tight, land softly." Pupils practise both jumps several times with control. <b>PROGRESSION:</b> Add direction changes or ask pupils to link two animal jumps in a row for added challenge.			
<b>Main Activity</b>	<b>JUNGLE JUMP CIRCUIT:</b> Set up three stations to practise continuous jumping: <ul style="list-style-type: none"><li><b>Station 1:</b> Frog jumps (tuck) across mats with controlled height. <b>Station 2:</b> Bird jumps (star) focusing on wide arms and legs. <b>Station 3:</b> Monkey leaps, swinging arms forward as they travel.</li></ul> Pupils rotate every 2–3 minutes, keeping jumps safe and controlled. Teacher reinforces: "Soft knees, arms up, finish tall." Encourage pupils to watch spacing and land quietly. <b>PROGRESSION:</b> Pupils link two jumps in a row at each station, for example frog → bird or monkey → frog.  <b>TREE TOP JUMPS:</b> Pupils climb carefully onto a low bench or platform (with mats at the base) and choose either a frog or bird jump to perform off the equipment. Emphasise climbing up one at a time, checking the landing space, and using arms for balance. Pupils focus on controlled take-off, clear shape in the air, and soft, two-footed landings. Teacher cue: "Climb safely, check your space, land softly on two feet." <b>PROGRESSION:</b> Add a balance to finish after landing, such as flamingo, crocodile, or monkey crouch, to develop control.			
	<b>JUNGLE JUMP ROUTINES:</b> In pairs, pupils create a short routine combining 2–3 different animal jumps (frog, bird, monkey). They decide the order together and practise performing in sync, focusing on matching timing and landing positions. Encourage clear animal shapes in the air and strong finishes. Pairs perform to another pair, sharing positive feedback. Teacher prompt: "Did you land together? Did you show clear animal shapes?" <b>PROGRESSION:</b> Add a starting pose and finishing pose to improve presentation and sequence fluency.			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Create clear jumping lanes and landing zones so pupils can move safely without crossing paths.	<b>TASK</b> Adjust jump height, sequence length, or complexity (e.g., half-turns) to match pupil confidence.	<b>EQUIPMENT</b> Use mats, low benches, and markers to support safe landings and structured movement pathways.	<b>PEOPLE</b> Use partner and small-group work to support feedback, timing, and shared routines.
<b>Key Technical Point</b>	Encourage pupils to use strong arm swings for take-off, tight body shapes in the air, and soft, controlled landings with bent knees.			
<b>Cooldown</b>	Pupils sit on mats, stretch legs forward, and reach to touch their toes. Hold for 8 seconds. Stretch arms up tall like a tree, then curl small like a mouse. Calm breathing: "Breathe in tall, breathe out small."			

# Year 2 - Gymnastics

## Lesson Plan

MOVING  
**EDSTART**

<b>Lesson Objective</b>	<b>To be able to travel in different ways across floor and apparatus.</b>			<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Mats, benches, beams			
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Travel like jungle animals (crawl, swing, tiptoe).</li><li>Add a roll or jump.</li><li>Show start and finish shapes.</li></ul>			
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>			<b>EDSTART SHOW</b>
	<ul style="list-style-type: none"><li>I can explain different ways of travelling.</li><li>I can describe why routines need a start and finish.</li><li>I can explain how to stay safe on apparatus.</li></ul> <ul style="list-style-type: none"><li>I can travel in 2 different ways.</li><li>I can link a travel with a roll/jump.</li><li>I can show a start and finish.</li></ul> <ul style="list-style-type: none"><li>I can perform my travel with confidence.</li><li>I can share my routine with others.</li><li>I can celebrate others' work.</li></ul>			
<b>Key Question</b>	How do you make your sequence flow smoothly from one move to the next? By moving without stopping, keeping my body in control, and linking each action with a smooth transition."			
<b>Warm Up</b>	<b>ANIMAL TRAVELS:</b> Pupils move around the hall using different jungle-themed travelling actions, crawling like tigers, tiptoeing like cats, stomping like elephants, and leaping like monkeys. Encourage pupils to use their whole body and explore different directions as they move. On the teacher's signal, pupils freeze in a jungle balance, holding still with strong body tension. Use the prompt: "Strong tummy, still body, eyes forward." <b>PROGRESSION:</b> Ask pupils to travel at different levels, low (crawl), medium (walk), and high (leap), to build awareness and versatility.			
<b>Main Activity</b>	<b>JUNGLE LINKING PRACTICE:</b> Recap the three key movement types: travels, rolls, and jumps. The teacher demonstrates how to link them smoothly, for example: crawl across the mat → log roll → star jump. Emphasise flowing transitions rather than stopping between actions. Use the cue: "Keep moving, connect each skill so it flows like one routine." Pupils practise simple combinations, focusing on control and continuous movement. <b>PROGRESSION:</b> Encourage pupils to add a start and finish pose to give their sequences clear structure and presentation.  <b>ANIMAL TRACKS:</b> Pupils travel along different pathways using animal movements—crawling like a tiger on mats or tiptoeing like a cat along a bench. At the end of the track, they perform a roll or jump with control. Reinforce the idea of finishing strongly with the prompt: "Strong animal travel, then finish with control." <b>PROGRESSION:</b> Pupils add two different animal travels in one track before finishing with their roll or jump.  <b>EXPLORER ROUTES:</b> In pairs, pupils design a short 3-move sequence following the pattern: travel → roll → jump. They practise until the route feels smooth from start to finish. Partners then perform their sequence to another pair, focusing on timing, shape, and control. Teacher prompt: "Did your sequence flow smoothly? Did you show a clear start and finish?" <b>PROGRESSION:</b> Add variety by changing levels or directions within the sequence.  <b>JUNGLE GROUP CHALLENGE:</b> Small groups of 3-4 combine their individual Explorer Routes to create a longer group routine. Groups experiment with formations, directions, and starting positions to make their routines exciting and creative, like an animal journey through the jungle. Teacher prompt: "Can your group plan a route that looks like an animal journey through the jungle?" <b>PROGRESSION:</b> Include a moment where the whole group freezes together in a jungle pose before continuing the routine.			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Set up clear tracks and working spaces so pupils can travel, roll, and jump safely without crossing paths.	<b>TASK</b> Increase challenge by adding extra actions, levels, or transitions to suit pupil confidence.	<b>EQUIPMENT</b> Use mats, benches, and markers to guide pathways, support rolls, and create varied movement routes.	<b>PEOPLE</b> Use partners and small groups to encourage collaboration, mirroring, and shared routine creation.
<b>Key Technical Point</b>	Use partners and small groups to encourage collaboration, mirroring, and shared routine creation.			
<b>Cooldown</b>	Pupils stretch arms up tall like trees swaying in the wind, then curl small like hedgehogs. Sit cross-legged, reaching arms gently to the sides, before finishing with calm breathing: "Breathe in slowly, breathe out quietly."			

# Year 2 - Gymnastics

## Lesson Plan

MOVING  
**EDSTART**

<b>Lesson Objective</b>	<b>To be able to perform and reflect on a short jungle sequence.</b>			<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Mats, benches, beams			
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Perform a jungle routine with 3 skills.</li><li>Share one thing they enjoyed.</li><li>Try again to improve.</li></ul>			
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>			<b>EDSTART SHOW</b>
	<ul style="list-style-type: none"><li>I can explain what makes a good routine.</li><li>I can describe something I did well.</li><li>I can explain one way to improve.</li></ul> <ul style="list-style-type: none"><li>I can perform my routine with 3 skills.</li><li>I can use control when performing.</li><li>I can reflect on my work.</li></ul> <ul style="list-style-type: none"><li>I can perform proudly to an audience.</li><li>I can give positive feedback to others.</li><li>I can celebrate my class's routines.</li></ul>			
<b>Key Question</b>	What makes your routine look smooth and well connected? Using strong shapes, linking movements without rushing, and finishing each action with control makes my routine smooth."			
<b>Warm Up</b>	<b>SHAPE &amp; ROLL PREP:</b> Pupils practise linking one strong shape (such as flamingo or star) with one simple roll (tuck rock or log roll). They begin by showing a clear, still shape, then move smoothly into their chosen roll, finishing in a controlled position. Encourage pupils to stay rounded during rolls and to freeze for 2-3 seconds afterward. Repeat the sequence 3-4 times, aiming for quiet, controlled transitions. Teacher prompt: "Make your shape strong, then roll smoothly into the next movement." <b>PROGRESSION:</b> Add a jump at the end to prepare pupils for building full routines.			
<b>Main Activity</b>	<b>ROUTINE REHEARSAL:</b> Groups rehearse their jungle routines, which must include at least three key skills: one travel, one roll, and one jump. The teacher circulates, reinforcing performance qualities such as a strong start pose, smooth links between movements, and a clear finishing position. Emphasise teamwork, timing, and staying in control throughout. Cue: "Strong start, smooth middle, big finish." <b>PROGRESSION:</b> Groups refine their routine by adding variety in levels (low, medium, high) or including one animal-inspired balance for creativity.  <b>CLASS JUNGLE RUNWAY:</b> Each group takes turns performing their routine in a designated "runway" space in the centre of the hall, while the rest of the class act as the audience. Encourage pupils to perform confidently, showing their clearest shapes, strongest rolls, and safest jumps. Teacher prompts include: "Show your best animal moves!" "Hold your start, move smoothly, and finish tall." <b>PROGRESSION:</b> Groups repeat their routine after feedback, aiming to show greater control, confidence, or clearer shapes.  <b>PEER SAFARI REVIEW:</b> Audience groups provide structured feedback using One Star (something they liked) and One Wish (something to improve). Performers then repeat their routine, focusing on the improvement suggested. The teacher models positive, specific feedback such as: "I liked your strong finish. Next time, try to land more quietly." Encourage pupils to speak clearly and respectfully. <b>PROGRESSION:</b> Pupils use gymnastics vocabulary such as "balance," "shape," "flow," and "landing" in their feedback.  <b>JUNGLE SHOWCASE FINALE:</b> Half the class perform their completed routines as a final jungle showcase, while the other half act as the audience. Celebrate creativity, teamwork, and effort. Afterward, the groups switch roles so everyone performs and reviews. Teacher prompt: "This is your big jungle adventure performance – show confidence, teamwork, and control!" <b>PROGRESSION:</b> Add simple music or jungle sound effects to enhance atmosphere and performance quality.			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Create clear performance, rehearsal, and viewing spaces so pupils can move safely and perform confidently.	<b>TASK</b> Increase complexity by adding levels, extra shapes, or additional transitions within routines.	<b>EQUIPMENT</b> Use mats, benches, and markers to support safe rolling, structured travel paths, and defined performance areas	<b>PEOPLE</b> Use partner, group, and audience roles to build teamwork, feedback skills, and shared performance confidence.
<b>Key Technical Point</b>	Encourage pupils to show clear shapes, tight body tension, and controlled transitions when linking travels, rolls, and jumps in their routines.			
<b>Cooldown</b>	<b>Reflection Circle:</b> Pupils form a circle and perform gentle stretches: reach arms up tall like trees, bend forward to stretch hamstrings, curl small like hedgehogs. Finish with calm breathing: "Breathe in tall, breathe out small." Each pupil shares one thing they enjoyed most or something they improved in gym-nastics.			