

**Lesson 1/6**

# To be able to perform simple shapes like toys.

## **EDSTART KNOW**

- I can explain what a gymnastic shape is.
- I can describe how to stay still in a shape.
- I can explain why strong bodies help balances.

## **EDSTART GO**

- I can show 3 toy shapes.
- I can hold them for 2 seconds.
- I can copy my partner's shape.

## **EDSTART SHOW**

- I can perform my shapes proudly.
- I can clap for others.
- I can share ideas for toy shapes.

**Recap: To be able to perform simple shapes like toys**

**Lesson 2/6**

# **To be able to balance in different toy-inspired positions.**

**EDSTART KNOW**

- I can explain what balance means.
- I can describe how arms and legs help me balance.
- I can explain how to stay safe on apparatus.

**EDSTART GO**

- I can balance like a toy on the floor.
- I can balance safely on a bench.
- I can hold for 2 seconds.

**EDSTART SHOW**

- I can perform balances confidently.
- I can share my balance with a partner.
- I can encourage my partner

**Recap: To be able to balance in different toy-inspired positions.**

**Lesson 3/6**

# **To be able to roll** **safely like toys.**

## **EDSTART KNOW**

- I can explain why I tuck my chin.
- I can describe how to keep my roll smooth.
- I can explain why rolls need space.

## **EDSTART GO**

- I can rock in tuck.
- I can log roll across the mat.
- I can finish in a shape.

## **EDSTART SHOW**

- I can roll with confidence.
- I can finish in a strong toy pose.
- I can share my roll with a friend

**Recap: To be able to roll safely like toys.**

**Lesson 4/6**

# **To be able to perform jumps and land safely like toys.**

## **EDSTART KNOW**

- I can explain how to land safely.
- I can describe different toy jumps.
- I can explain how arms help jumps.

## **EDSTART GO**

- I can perform toy-inspired jumps.
- I can land softly on mats.
- I can link 2 jumps.

## **EDSTART SHOW**

- I can perform jumps confidently.
- I can land safely in front of others.
- I can join in a partner routine.

**Recap: To be able to perform jumps and land safely like toys.**

**Lesson 5/6**

# **To be able to travel in different ways like toys.**

## **EDSTART KNOW**

- **I can explain different ways of travelling.**
- **I can describe why routines need a start and finish.**
- **I can explain how to stay safe on apparatus.**

## **EDSTART GO**

- **I can travel in 2 different ways.**
- **I can link travel with a roll/jump.**
- **I can show a start and finish.**

## **EDSTART SHOW**

- **I can perform my toy travels confidently.**
- **I can share my routine with others.**
- **I can clap for my friends' work.**

**Recap: To be able to travel in different ways like toys.**

**Lesson 6/6**

# **To be able to perform and reflect on a toy-inspired sequence.**

## **EDSTART KNOW**

- I can explain what makes a good routine.
- I can describe something I did well.
- I can explain one way to improve.

## **EDSTART GO**

- I can perform my toy routine.
- I can use control in my movements.
- I can reflect on my routine.

## **EDSTART SHOW**

- I can perform proudly to others.
- I can give positive feedback.
- I can celebrate my friends' routines.