

Lesson Objective To be able to perform simple shapes like toys **Lesson 1/6**

Equipment Needed Mats, benches, beams.

Success Criteria Children can:

- show toy-inspired shapes (soldier = straight, ball = tuck, kite = star).
- hold shapes still for 2 seconds.
- copy a partner's toy 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 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.

Key Question How can you show clear, strong toy shapes that your audience can easily recognise? By holding each position still, keeping arms and legs straight, and showing clear changes between each shape.

Warm Up Pupils move around the hall acting as different toys: march like toy soldiers, curl small like teddy bears, stretch tall like toy rockets, and spread wide like kites. On the teacher's signal, they quickly freeze in the toy shape called out. Teacher reinforces: "Strong tummy, pointed toes, freeze like a statue." PROGRESSION: hold each toy pose for 3–5 seconds while the teacher counts aloud, checking for stillness and control

Main Activity Introduce and practise the four key toy shapes: **tuck**, **straight**, **star**, and **straddle**. Relate each to a toy character (**tuck** = teddy bear, **straight** = rocket, **star** = kite, **straddle** = toy soldier). Teacher prompts: "Keep your body tight, arms and legs straight, eyes looking forward." Pupils practise each shape individually on mats before trying them in pairs. PROGRESSION: Hold each shape for longer, or challenge pupils to make the shapes at different levels (low, medium, high).

TOY SHAPE TRAIL: Pupils travel across mats and benches, pausing to hold a toy pose for 2–3 seconds. Teacher reinforces: "Strong body, still eyes, hold until I count." PROGRESSION: Pupils hold two shapes in one trail – for example, start as a soldier, finish as a kite.

COPYCAT TOYS: In pairs, one pupil makes a toy pose and the other copies immediately. After a few turns, they swap roles. Then pairs create a mini routine with 3 toy shapes performed in order. Teacher prompts: "Can you match your partner exactly? Can you freeze at the same time?" PROGRESSION: Pairs present their routine to another pair, who say one thing they liked.

TOY SHAPE STORIES: Pairs link 3–4 shapes into a short story (e.g., soldier → teddy → rocket → kite). They practise their story until it is smooth, then perform it to another pair. Teacher prompts: "Show me a clear start, smooth middle, and strong finish." PROGRESSION: Add a starting pose and a finishing pose for presentation.

TOY PARADE CHALLENGE: Small groups (3–4 pupils) combine their favourite toy shapes to create a group parade. Each pupil contributes one shape, and the group practises linking them together. They then perform their parade to the class, showing teamwork and variety. PROGRESSION: Encourage groups to use different levels or directions to make their parade more creative.

Adapted Learning (Differentiation) (Challenge)

SPACE

Spread mats with safe gaps; benches set up with room for safe climbing.

TASK

Start with 2 shapes only; progress to linking 3–4 shapes in a routine.

EQUIPMENT

Mats for safety, low benches for variety.

PEOPLE

Work individually, then in pairs for copying, finally in small groups for toy stories.

Key Technical Point Keep your body tight and still, eyes forward, and move smoothly between strong, clear shapes.

Cooldown **Rocket and Ball Breathing:** Pupils stretch tall like rockets, arms high, reaching for the sky. Then slowly curl into small balls like toy marbles. Repeat 3 times with calm breathing: "Breathe in tall like a rocket, breathe out small like a ball." Finish sitting cross-legged, arms stretched wide like kites before relaxing.

Lesson Objective To be able to balance in different toy-inspired positions.

Lesson 2/6

Equipment Needed Mats, benches, beams

Success Criteria Children can:

- balance like toys (robot = stiff, teddy = tummy, doll = tiptoe).
- hold for 2 seconds.
- show balance to a partner.

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

Key Question How do we keep our balance? Tight tummy, eyes forward, arms out for control.

Warm Up

TOY BALANCE PARADE: Pupils move around the hall like different toys: march like robots, spin like ballerinas, crawl like toy cars. On a signal, freeze in a balance. Teacher reinforces: "Hold it still... tight tummy... eyes forward." **PROGRESSION:** challenge pupils to balance on unusual body parts (one foot, two hands and one knee, one hand and one foot). Teacher counts "1, 2, 3" while pupils hold still.

Main Activity

Introduce and practise three balances: one-foot balance (robot flamingo), kneeling balance (toy knight), and front support (toy plank). Teacher models each balance clearly, reinforcing posture. Cue: "Strong tummy, arms straight, eyes forward, no wobble." **PROGRESSION:** Challenge pupils to hold balances for longer (5 seconds) or to show the same balance at different levels (low, medium, high).

BALANCE CHALLENGE: Pupils practise the three balances, holding each for 3–5 seconds. Teacher circulates, counting aloud to check stillness and posture. Pupils repeat to improve control and confidence. **PROGRESSION:** Experiment with different arm positions (wide, above head, or on hips) to test balance and focus.

PARTNER BALANCES: In pairs, one pupil performs a balance and the other copies. Swap roles after 3–4 turns. Then pairs create a short 2-balance sequence and perform it to another pair. Teacher prompt: "Can you match your partner exactly? Can you hold still together?" **PROGRESSION:** Try one partner high and the other low for variety and contrast.

TOY BALANCE TRAIL: Pupils travel across benches, pausing halfway to balance, then dismount safely onto a mat. Teacher emphasises: "One at a time, check your space, land softly." **PROGRESSION:** Add a second balance before finishing or include a starting pose for presentation.

BALANCE STORY CHALLENGE: Small groups of 3–4 pupils create a "toy balance story" with 3–4 different balances. They link them smoothly into a mini routine and perform to the class. Teacher prompt: "Show me your toy story with a beginning, middle, and end." **PROGRESSION:** Include one group balance where two pupils hold the same shape side by side.

Adapted Learning (Differentiation) (Challenge)

SPACE

Spread pairs safely across mats with clear pathways to benches.

TASK

Begin with simple balances; progress to linked or partner balances

EQUIPMENT

Mats for floor balances; benches for travelling and balancing.

PEOPLE

Work alone, then in pairs for copying and sequences.

Key Technical Point Tighten your core, stretch tall, and keep eyes focused to stay still and balanced.

Cooldown

TOY STRETCHES: Partners work together: stretch arms up high like rockets, hold for 5 seconds, then slowly bend low like toy bridges. Repeat 2–3 times. Finish sitting cross-legged, taking calm breaths: "Breathe in tall like a rocket... breathe out low like a bridge."

Lesson Objective To be able to roll safely like toys.

Lesson 3/6

Equipment Needed Mats, benches, beams

Success Criteria Children can:

- Rock in tuck like a toy ball.
- Log roll like a toy car.
- Finish in a toy shape

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

Key Question Why do we tuck our head? To protect our neck and help the roll stay smooth.

Warm Up

TOY BALL & ROCKET: Pupils curl into a tight toy ball (tuck), hugging their knees and keeping their chin tucked in. They gently rock forward and back three times, then stretch tall like a rocket reaching to the sky. Repeat several times with smooth control. Teacher prompt: "Tuck small, round your back, stretch tall and strong." **PROGRESSION:** roll sideways into a toy log shape, keeping arms and legs straight.

Main Activity

Teach two core rolls: tuck rocks and log rolls. Demonstrate slowly on mats to model safety. Cue: "Chin tucked, arms close, round back, smooth roll." Pupils practise each roll several times, focusing on straight pathways and controlled finishes. **PROGRESSION:** Challenge pupils to finish each roll in a toy shape (e.g., rocket, soldier, teddy).

TOY BALL ROLLS: Pupils practise rocking in tuck shape and then roll forward smoothly. Teacher reinforces: "Tuck tight, roll gently, finish tall like a rocket." **PROGRESSION:** Repeat the forward roll twice in a row, adding a strong finishing pose.

CROCODILE LOG ROLLS: Pupils lie flat with arms stretched overhead and legs tight together. They roll sideways across the mat like crocodile logs in a river. Teacher prompt: "Arms long, legs glued, roll in a straight line." Pupils finish in a toy pose such as star or kite. **PROGRESSION:** Perform two continuous log rolls before finishing in a different toy pose.

ROLL & POSE ROUTINES: Pupils link one roll (tuck or log) with one toy shape. Example: log roll → star pose. They practise making smooth transitions, then perform to a partner. Teacher prompt: "Roll, then freeze – make your toy shape strong." **PROGRESSION:** Link two rolls and one pose into a longer, flowing sequence.

ROLLING TOY PARADE: In small groups, pupils combine rolls and toy poses to form a parade-style routine across the mats. Each pupil adds one roll and one pose in turn, creating a continuous sequence. Teacher reinforces teamwork: "Wait for your turn, keep the parade moving, finish together." **PROGRESSION:** Add a group starting pose and ending pose for a polished performance.

Adapted Learning (Differentiation) (Challenge)

SPACE

Mats spread with rolling lanes and clear gaps.

TASK

Start with rocking, progress to log rolls, then roll + pose routines.

EQUIPMENT

Mats essential; cones to mark rolling pathways

PEOPLE

Work solo, then in pairs for routines and feedback.

Key Technical Point Tuck your chin, stay tight, roll smoothly, and finish with a strong, balanced pose.

Cooldown

TOY REST STRETCH: Pupils gently rock in a tuck to relax the back, then slowly stretch legs forward, reaching to touch toes. Hold for 5–8 seconds. Finish sitting tall, breathing calmly: "Breathe in tall like a rocket, breathe out small like a toy ball."

Lesson Objective	To be able to perform jumps and land safely like toys.				Lesson 4/6
Equipment Needed	Mats, benches, beams				
Success Criteria	Children can: <ul style="list-style-type: none">• jump like jack-in-the-box (tuck), kite (star).• land softly with bent knees.• link 2 jumps together.				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">• I can explain how to land safely.• I can describe different toy jumps.• I can explain how arms help jumps.	<ul style="list-style-type: none">• I can perform toy-inspired jumps.• I can land softly on mats.• I can link 2 jumps.		<ul style="list-style-type: none">• I can perform jumps confidently.• I can land safely in front of others.• I can join in a partner routine		
Key Question	Why do we bend our knees when landing? To soften the landing and keep safe. How do arms help us jump? They swing to give power and balance.				
Warm Up	TOY JUMP PARADE: Pupils hop like toy frogs (tuck jump), leap like toy rockets (straight jump), and jump wide like toy kites (star jump). Teacher calls out actions for pupils to copy, reinforcing: "Land softly, knees bent, feet together." PROGRESSION: Pupils link two different jumps together on command, e.g., rocket → kite.				
Main Activity	<p>Teach and practise straight and star jumps. Teacher demonstrates correct take-off (swinging arms), tight body in the air, and safe landing. Cue: "Swing arms up, body tight, land softly like a cat." PROGRESSION: Challenge pupils to hold a toy shape for 2 seconds after landing (e.g., rocket pose).</p> <p>JUMP PRACTICE: Pupils practise straight and star jumps across mats, aiming for quiet landings and strong control. Teacher prompt: "Bend knees, arms up, land quietly on two feet." PROGRESSION: Pupils repeat in pairs, watching each other for strong, balanced landings.</p> <p>JUMP LINKS: Pupils combine two jumps in a row, such as straight → star or star → tuck. Practise first individually, then in pairs for synchronisation. Teacher reinforces: "Can you land together at the same time?" PROGRESSION: Add travel forward between the two jumps to build rhythm and flow.</p> <p>JUMP SEQUENCES: Small groups (3–4 pupils) create short routines with three jumps in a row, adding a start and finish pose. Encourage creativity by mixing jump types. Each group performs their routine to the class. Teacher prompt: "Show a big start, smooth middle, strong finish." PROGRESSION: Groups practise with music to improve rhythm and timing.</p> <p>TOY JUMP PATHWAY: Set up a simple circuit (mats in a line or zig-zag). Pupils jump along the pathway, showing a different toy jump at each mat, then freeze in a toy pose (e.g., rocket or teddy). Teacher prompt: "Show your best toy journey with jumps and a strong finish." PROGRESSION: Challenge pupils to link three different jumps without stopping to show control and creativity.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Mark safe landing zones on mats; spread groups safely.	Start with single jumps; progress to linked routines.	Mats for landings; cones for start/finish points.	Work individually, then in pairs, then in groups.	
Key Technical Point	Swing arms to lift, tighten your body in the air, and land softly with bent knees and balance.				
Cooldown	ROCKET BALL AND STRETCHES: Pupils stretch legs gently, reaching for toes to stretch hamstrings and calves. Then stand tall with arms up like rockets, holding for 5 seconds, before curling into small toy balls. Repeat 2–3 times with calm breathing.				

Year 1 - Gymnastics

Lesson Plan

MOVING EDSTART

Lesson Objective To be able to travel in different ways like toys.

Lesson 5/6

Equipment Needed Mats, benches, beams

Success Criteria Children can:

- travel like toys (march like soldiers, crawl like teddy, tiptoe like doll).
- use floor and apparatus safely.
- link travel with a jump or roll.

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.

Key Question Why do routines need a start and finish? To make them look complete and controlled. How do we link moves together? By adding steps, turns, or poses so the skills flow smoothly.

Warm Up

TOY TRAVELS: Pupils move around the hall in different toy-inspired ways — march like soldiers, crawl like toy cars, tiptoe like dolls, hop like frogs, or spin like ballerinas. On the teacher's signal, pupils freeze in a toy shape (tuck, star, rocket). Teacher reinforces: "Freeze like a statue – tight tummy, no wobble." **PROGRESSION:** Add jumps or rolls between travels, e.g., march → roll → rocket pose

Main Activity

Recap the three main skill areas — travels, rolls, and jumps. Teacher models how to connect them smoothly without long pauses. Cue: "Travel, then roll, then jump – let it flow like one toy story." **PROGRESSION:** Challenge pupils to include a starting and finishing pose to show control and confidence.

TRAVEL TRAILS: Pupils travel across mats and benches as chosen toys (e.g., march across bench, crawl on mat). At the end, they perform a roll or jump. Teacher reinforces safe climbing and landings: "One at a time, check your space, land softly." **PROGRESSION:** Add a balance or extra toy shape before finishing to show variety.

MINI SEQUENCES: Individually or in pairs, pupils link one travel, one roll, and one jump into a short routine with a clear start and finish pose. Teacher prompt: "Strong start, smooth middle, big finish." **PROGRESSION:** Ask pupils to change direction or level (low travel, high jump) within their sequence.

GROUP LINKING CHALLENGE: In small groups, pupils combine their mini sequences into a longer group routine. Each pupil contributes one movement. Groups practise until they can perform without stopping. Teacher prompt: "Work as a team – watch each other, move together." **PROGRESSION:** Experiment with order — two pupils travel while others roll or jump to create layered movement.

TOY ADVENTURE STORY: Groups turn their routines into a "toy adventure" performance (e.g., soldier travels → toy car roll → rocket jump → teddy bear pose). They rehearse, adding imagination and performance quality, then share with another group. **PROGRESSION:** Encourage groups to include a clear beginning, middle, and end to tell a story through movement.

Adapted Learning (Differentiation) (Challenge)

SPACE

Spread groups across hall with clear working areas.

TASK

Begin with 2 linked skills; progress to 3–4 with transitions.

EQUIPMENT

Mats and benches for travels, rolls, and jumps.

PEOPLE

Work individually, then in pairs, then in groups.

Key Technical Point Stay controlled, move with purpose, and connect actions smoothly with balance and confidence.

Cooldown

PARTNER TOY STRETCH: In pairs, pupils stretch tall like rockets (reaching arms high), then slowly curl into small toy balls (hugging knees). Repeat 2–3 times. End with calm breathing: "Breathe in tall like a rocket... breathe out small like a ball."

Lesson Objective To be able to perform and reflect on a toy-inspired sequence. **Lesson 6/6**

Equipment Needed Mats, benches, beams

Success Criteria Children can:

- perform a 3-move toy routine.
- say one thing they enjoyed.
- try again to improve.

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.

Key Question What makes a good performance? A strong start, smooth middle, and clear finish with confidence. How can we improve? By listening to feedback and practising again.

Warm Up **SHAPE, ROLL, JUMP REHEARSAL:** Pupils link one toy shape (e.g., rocket), one roll (tuck or log), and one jump (straight or star) into a smooth 3-part sequence. Teacher prompt: "Show me a strong start, smooth middle, and clear finish." Pupils practise connecting each movement without stopping. **PROGRESSION:** Add a partner to perform the same sequence side by side or in mirror form to develop timing and teamwork.

Main Activity Groups rehearse their toy routines, ensuring they include at least three core skills — a travel, a roll, and a jump — with clear start and finish poses for control. Teacher reinforces: "Strong start, smooth middle, clear finish." **PROGRESSION:** Groups perform while facing the audience, focusing on confidence, expression, and synchronisation.

TOY SHOWCASE: Groups perform their routines on a marked "stage" area made with mats or cones, while the rest of the class acts as the audience. Teacher prompt: "Show your best toy story – stand tall, move smoothly, finish strong." **PROGRESSION:** Repeat the routine a second time, aiming to improve confidence, timing, and presentation.

PEER REVIEW: Audience groups offer feedback using "One Star" (something they liked) and "One Wish" (something to improve). Teacher models positive language: "I liked your rocket jump. I wish you could hold your finish longer." Performers repeat, focusing on their improvement. **PROGRESSION:** Encourage pupils to use specific dance language like "balance," "control," and "flow" when giving feedback.

TOY BOX FINALE: Half the class performs their routines while the other half watches, then they swap. The class celebrates creativity and teamwork with applause. Teacher prompt: "This is your big toy box performance – show confidence, teamwork, and fun." **PROGRESSION:** Add background music to create a showcase atmosphere and enhance rhythm.

WHOLE-CLASS TOY STORY: The entire class collaborates to build a full "toy story" performance. Each group contributes a short sequence (e.g., soldiers marching → toy car rolls → rocket jumps). The teacher assembles the sequences to form one continuous class routine, rehearsed and performed as the grand finale. **PROGRESSION:** Practise transitions between groups so the story flows smoothly from start to finish.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use mats or cones to define clear stage and audience zones.

TASK

Add start and finish poses or combine travel, roll, and jump for fluidity.

EQUIPMENT

Add music, props, or costumes for performance effect.

PEOPLE

Work in pairs or groups to promote teamwork and coordination.

Key Technical Point Move with control, stay balanced, and finish each sequence clearly and confidently.

Cooldown **REFLECTION CIRCLE:** Pupils stand in a circle and complete stretches: arms reaching tall like rockets, bending forward to stretch hamstrings, curling small like toy balls. Finish seated, calm breathing: "Breathe in tall, breathe out small." Pupils share one thing they enjoyed most or one way they improved across the unit.