

Year 3 - Intro to 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 basic shapes (tuck, star, straight, straddle).
- Hold each shape still for 2–3 seconds.
- Copy a partner's shape

EDSTART KNOW

- I can explain what a gymnastic shape is.
- I can describe how to keep still in a shape.
- I can explain why control is important.

EDSTART GO

- I can perform 3 different shapes.
- I can hold each for 2–3 seconds.
- I can copy a shape from a partner.

EDSTART SHOW

- I can perform shapes confidently.
- I can present my shape to a partner.
- I can encourage others during performance.

Key Question How can you make your gymnastics shapes strong, still, and clearly controlled? By tightening your body, pointing your toes, and holding each shape without wobbling.

Warm Up

TRAVEL & FREEZE SHAPES: Pupils move around the hall using different travelling styles such as walking, jogging, skipping, side-stepping, and light hops. On the teacher's signal, they must freeze instantly in a gymnastics shape such as tuck, star, or straight, keeping their posture tight and controlled. The teacher reinforces key cues such as: "Tight body, pointed toes, eyes forward." Pupils practise holding each shape for 3–5 seconds, maintaining stillness and balance. This warm-up helps build body awareness, tension, and quick reaction skills. **PROGRESSION:** Add the straddle shape or use commands like "high" or "low" to vary levels and challenge balance

Main Activity

LEARNING BASIC SHAPES: The teacher introduces the four fundamental gymnastics shapes: tuck, star, straight, and straddle. Pupils practise each shape on mats, focusing on strong body tension, stretched arms and legs, and pointed toes. Teacher cues support consistent technique: "Strong tummy, long body, toes together, and hold until I count to three." Pupils repeat each shape several times while the teacher circulates, checking stillness, alignment, and posture. This section ensures all children can correctly form gymnastics shapes with confidence and control. **PROGRESSION:** Increase hold time, add the pike shape, or practise shapes at different heights such as lying, kneeling, or standing.

SHAPE PATHWAYS: Create several pathways using cones or floor spots. Pupils choose a pathway and travel along it using controlled movement such as tiptoes, heel walks, knee balances, or slow-motion steps. At each cone, they must stop and perform one designated shape (tuck, star, straight, or straddle), holding it with tension before moving to the next point. This helps pupils connect movement with static control and improves transitions between travel and shapes. Encourage pupils to show clear starts and finishes at each station. **PROGRESSION:** Add a second shape at each station, require smooth transitions between shapes, or add timed pathways for focus and control.

SHAPE PRACTICE – HOLD, CHECK, IMPROVE: Pupils practise each shape on mats, holding for 2–3 seconds while the teacher counts aloud. The focus is on staying completely still—no wobbling, no fidgeting, no movement. Pupils swap partners and practise again, observing each other and giving simple feedback: "Did they stay still?", "Were their toes pointed?", "Was their body tight?" This reinforces accuracy, self-checking, and peer assessment in a simple, supportive way. **PROGRESSION:** Increase hold time to 5–6 seconds or ask pupils to change smoothly from one shape to another without losing tension.

COPYCAT SHAPES: In pairs, one pupil performs a shape and the other copies immediately, encouraging quick recognition and accurate replication. After practising several shapes, pairs choose three and create a short mini routine, linking them together smoothly with a clear start and finish position. Pairs present their routine to another pair, who identify one thing they liked and one movement that was especially controlled. Teacher prompt: "Can you start and finish clearly? Can you link your shapes without stopping?" **PROGRESSION:** Add a fourth shape, require a level change (high/low), or ask pupils to include one travelling element between shapes.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use larger areas for easier travelling or smaller spaces to increase control and precision.

TASK

Start with simple freezes and basic shapes, then add pathways, transitions, and partner routines.

EQUIPMENT

Use mats, cones, or floor spots to guide pathways or create stopping points for shapes.

PEOPLE

Begin individually, then progress to pairs for copying and feedback, and small groups for routines.

Key Technical Point Keep your body tight and stretched to show clear shape lines. Point your toes and extend your fingers to improve posture and control. Hold still for the full count with no wobbling or movement. Keep your head still and eyes focused to help balance.

Cooldown

STRETCH & REFLECT: Pupils stretch their arms high above their head, then slowly bend forward to touch their toes, holding the stretch for 5–8 seconds. They move into gentle side stretches on both sides while breathing calmly and relaxing the body. The teacher leads a short reflection: "Which shape was easiest to hold? Which was the most challenging and why?" This encourages pupils to connect physical control with body awareness and self-evaluation. **PROGRESSION:** Add slow controlled balance poses such as knee lifts or standing straight shape on tiptoes.

Year 3 - Intro to Gymnastics

Lesson Plan

Lesson Objective To be able to perform basic balances with control.

Lesson 2/6

Equipment Needed Mats, benches, beams

Success Criteria Children can:

- Perform balances on different body parts.
- Hold a balance for 2–3 seconds.
- Copy and share balances with a partner

EDSTART KNOW

- I can explain what balance means.
- I can describe how to use my body to stay still.
- I can explain how to work safely with a partner.

EDSTART GO

- I can perform balances on different body parts.
- I can hold a balance for 2–3 seconds.
- I can copy balances from others.

EDSTART SHOW

- I can perform balances confidently.
- I can present my balance to a partner.
- I can support my partner during performance.

Key Question How can you keep your balance strong, still, and controlled? By tightening your body, focusing your eyes, and holding your shape without wobbling.

Warm Up

TRAVEL & FREEZE BALANCES: Pupils move around the hall in different ways, jogging, hopping, skipping, sliding, and side-stepping, keeping space between each other and staying aware of the room. On the teacher's signal, they must freeze instantly in a balance using different body parts such as hands, knees, or feet. The teacher encourages creativity through playful challenges like "Balance on two hands and one foot!", "Balance on one knee and one hand!", or "Make a tall balance!" Pupils practise holding still for at least three seconds before moving again. This develops body control, focus, and fast reactions. **PROGRESSION:** Pupils must copy a partner's frozen balance quickly or complete the balance on a different level (high, medium, low).

Main Activity

LEARNING BASIC BALANCES: The teacher introduces and demonstrates three core balances: one-foot balance, kneeling balance, and front support. Clear attention is given to body alignment, tension through the core, straight arms, and pointed toes. Teacher cue: "Strong tummy, arms straight, eyes forward, and point your toes." Pupils practise each balance several times on their mats, checking for stillness, straight lines, and a controlled finish. The teacher moves around the hall correcting posture, wobbling, or unclear shape lines. **PROGRESSION:** Increase hold time to five seconds, add variations (arms overhead, out to the side), or introduce balances using opposite arms and legs.

BALANCE CIRCUIT PATHWAYS

Set up a simple circuit with four stations: **Low Balance Station:** pupils perform a front support or dish hold. **One-Leg Station:** pupils balance on their strongest foot, then swap. **Shape Station:** pupils create their own creative balance using three body parts. **Travel & Freeze Lane:** pupils travel along a marked line before freezing in a teacher-chosen balance. Pupils rotate every 45–60 seconds, focusing on stillness, tension, and posture at each station. Teachers reinforce control with cues like, "Show me no wobbles," "Finish the balance cleanly," and "Hold until I count to 3 or 5." This activity builds core strength, confidence, and the ability to switch between shapes quickly. **PROGRESSION:** Add a timing challenge, reduce the number of body parts allowed, or require a smooth transition between two balances at each station.

BALANCE CHALLENGE – THREE BALANCES IN A ROW: Pupils practise three balances in sequence: one on the floor (e.g., front support), one on one foot, and one in kneeling. They must hold each position for at least three seconds while the teacher counts aloud, ensuring clear control and stillness. The emphasis is on finishing each balance properly before moving to the next with calm, deliberate transitions. Teacher prompt: "Can you hold without wobbling until I finish counting?" **PROGRESSION:** Link all three balances together into a short flowing sequence without stopping in between, maintaining tension throughout.

PARTNER BALANCES – COPY, CREATE & PERFORM: Pupils work in pairs, taking turns showing a balance while the other copies it immediately, building communication and awareness. Pairs then combine two balances to create a short sequence, performed either side-by-side or in canon (one after the other). They practise timing, stillness, and posture before performing their sequence to another pair. Teacher supports peer feedback with prompts such as: "One thing I liked..." "One thing to try next time..." **PROGRESSION:** Add a change of level (high or low), include mirrored shapes, or extend the routine to three connected balances.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use larger spaces for easier balancing or smaller spaces to increase control and precision.

TASK

Start with simple still balances, then add pathways, circuits, transitions, and partner routines.

EQUIPMENT

Use mats, cones, and floor spots to guide balance stations or create pathway challenges.

PEOPLE

Begin individually, then move to pairs for copying and creating, and small groups for performing

Key Technical Point Keep your core tight to help the body stay stable. Point your toes and extend your limbs to show clear shape lines. Fix your eyes on one spot to improve balance. Hold still for the full count without wobbling.

Cooldown

PARTNER STRETCHES & BREATHING: Pupils work in pairs to stretch arms, legs, and core muscles gently. Include reaching tall with arms overhead, hamstring stretches, quad holds, and light shoulder stretches. Each stretch is held for 8–10 seconds while breathing calmly. The session ends with a calm breathing routine: "In through your nose... out through your mouth." The teacher asks reflective questions such as: "Which balance felt easiest? Which made you wobble the most and why?" **PROGRESSION:** Add simple balance holds on tiptoes, slow-motion sit-to-stand transitions, or partner-led guided breathing.

Year 3 - Intro to Gymnastics

Lesson Plan

Lesson Objective To be able to perform simple rocking and rolling movements. **Lesson 3/6**

Equipment Needed Mats, benches, beams

Success Criteria Children can:

- Perform a rocking movement in tuck.
- Perform a simple log roll.
- Link a roll with a finishing shape.

EDSTART KNOW

- I can explain how to stay safe when rolling.
- I can describe what makes a roll smooth.
- I can explain why I tuck my head.

EDSTART GO

- I can perform a tuck rock.
- I can perform a log roll on the mat.
- I can link a roll with a finishing shape.

EDSTART SHOW

- I can perform rolls with confidence.
- I can finish in a strong position.
- I can share my roll with a partner.

Key Question How can you roll smoothly and finish in a strong, still shape? By tucking your chin, keeping your body tight, and holding the finishing shape without wobbling.

Warm Up

TUCK ROCKS TO SHAPES: Pupils sit on mats in a tight tuck shape, hugging their knees firmly to their chest. They gently rock back and forth 3–4 times, keeping their chin tucked, back rounded, and movements smooth. After rocking, they stretch out into a star shape and hold completely still for three seconds. This sequence is repeated several times to prepare the body for controlled rolling. Teacher prompts include: “Chin tucked, tight tummy, smooth rocking, finish still.” This warms up the spine, engages core muscles, and introduces stillness after movement. **PROGRESSION:** Add extra shapes after rocking (straight, straddle), asking pupils to hold each shape with clear tension and stillness.

Main Activity

TUCK ROCKS & LOG ROLLS: The teacher introduces two key rolling skills: tuck rocks and log rolls. A demonstration shows how to keep the chin tucked to protect the neck and arms close to the body for smooth movement. Clear cue: “Chin on chest, round your back, arms in tight.” Pupils practise both rolls slowly on mats, focusing on staying in control and finishing with a still, strong position. Emphasis is placed on safety—rolling in straight lines, checking space, and maintaining body tension. **PROGRESSION:** Challenge pupils to roll in a straight line across the full mat, finishing in a controlled shape (star, straight, or tuck).

ROLLING PATHWAYS: Set up several rolling pathways using cones or floor spots. Each pathway includes three sections: **Start Shape Zone:** pupils begin in a chosen shape (tuck, straight, or star). **Rolling Lane:** pupils perform one controlled roll (log roll or tuck rock + roll). **Finish Shape Zone:** pupils hold a finishing balance for three seconds before returning.

ROLL PRACTICE – CONTROL & SEQUENCING: Pupils practise log rolls and tuck rocks across mats, repeating each skill 3–4 times. They focus on using the full length of the mat, keeping their movements slow, rounded, and controlled. The teacher circulates consistently, reinforcing safe mat use and spacing: “One at a time on each mat, check your space before rolling, finish still.” **PROGRESSION:** Combine two rolls in a row without stopping, keeping movements fluid, quiet, and straight.

ROLL + SHAPE SEQUENCE – LINKING MOVEMENTS: Pupils perform a simple linked sequence: one roll followed immediately by one shape, such as log roll + star balance or tuck rock + tuck shape. They must hold the finishing shape still for at least three seconds. In pairs, pupils then create their own 2-move mini routine, choosing one roll and one shape. They practise performing with control before sharing their sequence with another pair for peer feedback. Teacher prompts: “Was your roll smooth?”, “Did you finish in a strong shape?”, “Did you show stillness at the end?” **PROGRESSION:** Add a second roll, introduce a travel movement before the shape, or ask pupils to perform the routine in canon.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use wider mat spaces for easier straight rolling or narrower pathways to increase control.

TASK

Start with single rolls, then add pathways, linked sequences, and partner routines to increase challenge.

EQUIPMENT

Use mats, cones, and floor spots to guide rolling direction, pathways, and starting or finishing shapes.

PEOPLE

Begin individually to build control, then work in pairs for copying, sequencing, and feedback.

Key Technical Point Keep your chin tucked to stay safe and maintain round shape. Hold your arms close to your body for smooth, controlled rolling. Keep your body tight and rounded to stay straight when you roll. Finish every roll in a still, clear shape for full control.

Cooldown

CALM ROCK & STRETCH: Pupils gently rock in a soft tuck shape, gradually reducing the movement until perfectly still. They then stretch forward to touch their toes, holding for 5–8 seconds. Add gentle breathing: “Breathe in as you stretch tall... breathe out as you reach for your toes.” This helps release tension in the back and legs after rolling. Finish with a reflection question: “Which roll felt smoother? What helped you control it today?” **PROGRESSION:** Add slow side stretches or a quiet balance pose such as straight shape on tiptoes.

Year 3 - Intro to Gymnastics

Lesson Plan

Lesson Objective	To be able to perform basic jumps and land safely.			Lesson 4/6
Equipment Needed	Mats, benches, beams			
Success Criteria	Children can: <ul style="list-style-type: none">• Perform straight and star jumps.• Land safely 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 jump shapes.• I can explain how arms help in jumps.	<ul style="list-style-type: none">• I can perform straight and star jumps.• I can land softly with bent knees.• I can link 2 jumps together.	<ul style="list-style-type: none">• I can perform jumps confidently.• I can land safely and in control.• I can perform jumps with a partner.		
Key Question	How can slow breathing help you stay still and balanced in each pose? Slow breathing helps my body feel steady, keeps my mind calm, and makes it easier to hold the yoga pose without wobbling			
Warm Up	SHAPE JUMPS ON THE SPOT: Pupils jump on the spot, changing between different shapes such as straight and star whenever the teacher calls them out. They respond quickly while keeping arms swinging for momentum and maintaining tight body shapes in the air. The teacher emphasises safe landings with soft knees, quiet feet, and a tall finish. This builds readiness, reaction speed, and introduces the key shapes for the lesson. Teacher prompt: "Swing your arms, keep your body tight, land softly like a cat." PROGRESSION: Add tuck jumps, quicker shape changes (straight → star → straight), or introduce level changes such as high jumps vs. low bounces.			
Main Activity	<p>STRAIGHT & STAR JUMP TECHNIQUE: The teacher breaks down straight and star jumps in detail, demonstrating correct take-off with arm swing, tight body position in the air, and safe landings. Pupils copy several times, focusing on height, posture, and stillness at the end of each jump. The teacher reinforces key cues: "Arms up high, toes pointed, bend knees softly on landing." Pupils practise individually and then show a jump to a partner for quick feedback. PROGRESSION: Introduce half-turn jumps for pupils who are ready, emphasising spotting forward and landing control.</p> <p>NEW MIDDLE ACTIVITY – JUMP PATHWAYS: Set up three short pathways using floor spots or cones: Pathway 1: Straight jumps along a line, finishing in a tall balance, Pathway 2: Star jumps between spots, focusing on wide shapes and soft landings, Pathway 3: Mixed jumps—teacher calls straight, star, tuck, or half-turn as pupils travel down the path.</p> <p>Pupils rotate through pathways, building consistency in take-off, shape in the air, and controlled landing. Encourage moving with rhythm and finishing each jump clearly before continuing. Teacher cues: "Jump tall, land soft, show me a strong finish." PROGRESSION: Add timed pathways, require pupils to link two jumps per station, or add directional changes such as sideways travel.</p> <p>JUMP PRACTICE – TRAVELLING JUMPS ACROSS MATS: Pupils travel across mats performing straight and star jumps, focusing on height, control in the air, and soft, safe landings. They repeat the circuit 3–4 times, refining technique with each attempt. The teacher circulates, reinforcing: "Bend your knees, arms up for take-off, land quietly, finish tall." PROGRESSION: Ask pupils to connect two jumps in a row or travel forwards and backwards between jumps.</p> <p>JUMP LINKS – PAIRS ROUTINES: Pupils combine two jumps—for example, straight + star—into a short routine. They practise individually first, then work with a partner to perform the sequence in unison. They focus on timing their landings together and maintaining control. After practising, each pair presents to another pair and shares one positive piece of feedback. Teacher prompt: "Can you land at the same time as your partner?" PROGRESSION: Add canon timing (one partner starts slightly after the other) or include a travel movement between jumps.</p> <p>JUMP SEQUENCES – GROUP CREATIVE ROUTINES: In small groups, pupils create a 3-jump sequence that must include a straight jump, a star jump, and one extra choice such as a tuck jump, half-turn, or wide-star jump. They must show variety in direction—forward, sideways, or diagonal—and include a clear starting and finishing pose. Groups rehearse timing, flow, and stillness before presenting to another group. Teacher prompts: "Did your jumps flow smoothly?", "Did you show control from start to finish?", "Was your final pose strong and still?" PROGRESSION: Add music, require level changes, or extend sequences to four jumps.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Use wider mats or bigger pathways for easier jumping, or smaller spaces for tighter control.	Start with single jumps, then add pathways, sequences, timing challenges, and partner routines.	Use mats, cones, and floor spots to guide direction, spacing, and jump combinations.	Begin individually, then progress to pairs for unison work and small groups for creative sequences.
Key Technical Point	Swing your arms to create height and power. Keep your body tight and stretched in the air. Point your toes to show clear jump shapes. Land softly with bent knees to stay safe and balanced.			
Cooldown	STRETCH, LENGTHEN & BREATHE: Pupils sit on mats and gently stretch their legs forward, reaching to touch their toes. They move into calf stretches, quad stretches, and then arm stretches overhead and to each side. The teacher introduces calm breathing to end the session: "Breathe in as you stretch tall... breathe out as you reach forward." Pupils reflect on their performance: "What helped you land safely? Which jump shape felt the most controlled?" PROGRESSION: Add slow-motion jumps into a final still pose or include partner stretches to lengthen the legs and back.			

Year 3 - Intro to Gymnastics

Lesson Plan

MOVING EDSTART

Lesson Objective To be able to travel in different ways and link movements.

Lesson 5/6

Equipment Needed Mats, benches, beams

Success Criteria Children can:

- Travel in different ways across mats.
- Link a balance, a roll, and a jump.
- Show a clear start and finish shape.

EDSTART KNOW

- I can explain different ways of travelling.
- I can describe why routines have a start and finish.
- I can explain what variety means.

EDSTART GO

- I can travel across mats in different ways.
- I can link 3 different movements.
- I can finish in a strong shape.

EDSTART SHOW

- I can perform my routine with confidence.
- I can show a clear start and finish.
- I can share my routine with others.

Key Question How can you link your balance, roll, and jump smoothly into one routine? By finishing each skill with control, moving calmly between them, and keeping your body tight.

Warm Up

TRAVEL & LEVEL CHANGES: Pupils travel around the hall using varied movements such as crawling, hopping, stepping, sliding, and jumping. The teacher calls out different levels to challenge awareness and body control: "Low like a crawl, medium like a walk, high like a jump!" Pupils adapt instantly, changing their height and speed while avoiding others safely. Direction changes are added on a hand clap, encouraging fast reactions, spatial awareness, and readiness to connect movements later. **PROGRESSION:** Pupils freeze in a chosen balance after each travelling command to prepare for linking skills with control and stillness.

Main Activity

LINKING BALANCES, ROLLS & JUMPS: The teacher recaps the three core skill types: balances, rolls, and jumps. A demonstration shows how to connect them smoothly using small steps, turns, or poses. Clear cue: "Balance first, roll smoothly, then land your jump softly – connect them so it looks like one routine." Pupils first practise linking any two skills, such as balance → roll or roll → jump, focusing on transitions. Once confident, they try linking all three skills in the correct order. **PROGRESSION:** Add a controlled starting pose or introduce level changes during transitions.

LINKING PATHWAYS: Set up three marked pathways using cones or mats. Pathway 1: Balance → Travel → Jump: Pupils hold a strong balance, travel 3–4 steps, then finish with a controlled jump. Pathway 2: Roll → Balance → Roll: Pupils complete a simple roll, rise to a balance, then finish with a second roll. Pathway 3: Jump → Turn → Balance. Pupils jump, complete a controlled half turn, and finish still in a chosen balance. Pupils rotate through each pathway, focusing on control, timing, and smooth transitions between skills. Teacher reinforces: "Finish one movement properly before starting the next." **PROGRESSION:** Add a second travelling element, increase the number of linked skills, or require pupils to use different directions (forwards, sideways, diagonal).

TRAVEL PRACTICE – LEVELLED MOVEMENT: Pupils travel across mats using three contrasting levels: Low – crawling or sliding movements, Medium – stepping, hopping, or marching, High – controlled straight or star jumps. They complete each level across the mat with clear posture and control, focusing on showing a clear contrast between low, medium, and high movements. Teacher prompt: "Can you show clear levels? Low to the floor, tall and strong, then high with soft knees." **PROGRESSION:** Add a starting or finishing pose to the travel to build routine structure.

INDIVIDUAL LINKING ROUTINES: Pupils create a short routine containing one balance, one roll, and one jump, performed in a smooth order with a clear starting and finishing shape. The focus is on fluid transitions and controlled finishes. After practising, pupils perform to a partner who gives one positive comment and one suggestion for improvement. Teacher prompt: "Smooth connections, strong start, strong finish." **PROGRESSION:** Add a travel element between two of the skills or include a level change during the sequence.

UNISON, CANON & DIRECTIONS: In groups of 3–4, pupils combine their individual mini routines to create a longer group performance. They experiment with unison (all at once), canon (one after the other), and varying directions (forwards, sideways, facing audience). Groups rehearse timing, spacing, and transitions before performing to another group. Teacher prompt: "Can you make your routine interesting by changing levels, timing, or directions?" **PROGRESSION:** Add travelling sections between sequences, include mirrored movements, or perform with a clear start and end facing the audience.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use wider mats or longer pathways for easier linking, or smaller spaces to increase control.

TASK

Start with linking two skills, then add full sequences with balances, rolls, jumps, and transitions.

EQUIPMENT

Use mats, cones, and floor spots to mark pathways, starting shapes, and finishing poses.

PEOPLE

Begin individually, then work in pairs for feedback, and finally in groups for longer routines

Key Technical Point

Hold each balance still before moving to the next skill. Keep your chin tucked and body rounded during rolls for smooth movement. Use small steps or turns to link skills without stopping. Swing your arms and land softly to control your jump.

Cooldown

PARTNER STRETCH & REFLECTION: Working with a partner, pupils complete gentle stretches for hamstrings, quads, calves, arms, and back. They sit cross-legged, reach arms high above their head, then relax them down slowly. Calm breathing is used: "In through your nose... out through your mouth." The session ends with reflection prompts: "What helped your routine flow smoothly?", "What could make it even better next time?" **PROGRESSION:** Add partner balance stretches or slow-motion transitions between shapes.

Year 3 - Intro to Gymnastics

Lesson Plan

Lesson Objective	To be able to perform and reflect on a short gymnastics sequence.	Lesson 6/6
Equipment Needed	Mats, benches, beams	
Success Criteria	Children can: <ul style="list-style-type: none">• Perform a 2–3 skill sequence with confidence.• Share one thing they enjoyed.• Try again to improve their routine.	

EDSTART KNOW	EDSTART GO	EDSTART SHOW
<ul style="list-style-type: none">• I can explain what makes a good routine.• I can describe one thing I did well.• I can explain one way to improve.	<ul style="list-style-type: none">• I can perform a short sequence.• I can show control when performing.• I can reflect on my work.	<ul style="list-style-type: none">• I can perform to an audience.• I can give positive feedback.• I can celebrate others' routines.

Key Question	How can you perform your routine smoothly and confidently from start to finish? By showing strong shapes, smooth transitions, controlled rolls and jumps, and a clear finishing position.
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Warm Up	TUCK ROCKS TO SHAPES: Pupils sit on mats in a tight tuck shape, hugging their knees firmly to their chest. They gently rock back and forth 3–4 times, keeping their chin tucked, back rounded, and movements smooth. After rocking, they stretch out into a star shape and hold completely still for three seconds. This sequence is repeated several times to prepare the body for controlled rolling. Teacher prompts include: "Chin tucked, tight tummy, smooth rocking, finish still." This warms up the spine, engages core muscles, and introduces stillness after movement. PROGRESSION: Add extra shapes after rocking (straight, straddle), asking pupils to hold each shape with clear tension and stillness.
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Main Activity	<p>TUCK ROCKS & LOG ROLLS: The teacher introduces two key rolling skills: tuck rocks and log rolls. A demonstration shows how to keep the chin tucked to protect the neck and arms close to the body for smooth movement. Clear cue: "Chin on chest, round your back, arms in tight." Pupils practise both rolls slowly on mats, focusing on staying in control and finishing with a still, strong position. Emphasis is placed on safety—rolling in straight lines, checking space, and maintaining body tension. PROGRESSION: Challenge pupils to roll in a straight line across the full mat, finishing in a controlled shape (star, straight, or tuck).</p> <p>ROLLING PATHWAYS: Set up several rolling pathways using cones or floor spots. Each pathway includes three sections: Start Shape Zone: pupils begin in a chosen shape (tuck, straight, or star). Rolling Lane: pupils perform one controlled roll (log roll or tuck rock → roll). Finish Shape Zone: pupils hold a finishing balance for three seconds before returning. Pupils rotate through pathways in small groups, focusing on accuracy, straightness, and smooth transitions between shapes and rolls. Teacher cues: "Start strong, roll smooth, finish still." This activity reinforces sequencing, direction, and control while reducing waiting time. PROGRESSION: Add a second roll in each pathway, require a level change before rolling (stand → kneel → roll), or add a travel move between zones.</p> <p>ROLL PRACTICE – CONTROL & SEQUENCING: Pupils move to their own mats and practise log rolls and tuck rocks, repeating each skill 3–4 times to build confidence and consistency. They focus on using the full length of the mat and keeping their movements slow, rounded, and fully controlled from start to finish. The teacher encourages pupils to tuck their chin, keep their arms close, and maintain strong body tension to stay straight as they roll. Throughout the activity, the teacher circulates, reinforcing safe mat routines: "One at a time on each mat... check your space before rolling... finish completely still before standing." Pupils aim for quiet, smooth movement, showing awareness of others and clear finishing positions after each roll. PROGRESSION: Combine two rolls in a row without stopping, keeping actions fluid, quiet, and travelling in a straight line.</p> <p>ROLL + SHAPE SEQUENCE – LINKING MOVEMENTS: Pupils perform a simple linked sequence in which one roll flows directly into one shape, such as log roll → star balance or tuck rock → tuck shape. They focus on keeping the roll smooth, rounding their back, tucking their chin, and finishing with complete stillness for at least three seconds. The teacher emphasises strong finishing positions, reminding pupils that the balance should look deliberate and controlled, not rushed. Pupils repeat several combinations, trying different rolls and shapes while refining their transitions. Working in pairs, pupils then create their own 2-move mini routine, selecting one roll and one shape that link together smoothly. They practise performing their routine with control, matching beginning and end positions, and ensuring both pupils use safe spacing. After rehearsal, they present their sequence to another pair and give structured feedback. The teacher supports this process with prompts such as: "Was your roll smooth?", "Did you finish in a strong shape?", "Did you show stillness at the end?" This encourages pupils to focus on quality, clarity, and control while learning to evaluate performances positively and constructively. PROGRESSION: Add a second roll, introduce a small travel movement before the shape, or ask pupils to perform their routine in canon, with one partner starting slightly after the other to build performance sophistication.</p>
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Adapted Learning (Differentiation) (Challenge)	SPACE Use larger performance areas for bigger group routines or smaller spaces to increase control and accuracy.	TASK Start with linking one shape and one roll, then build full routines with transitions, timing, and presentation.	EQUIPMENT Use mats, cones, and formation spots to guide starting shapes, performance pathways, and group spacing.	PEOPLE Begin individually, practise in pairs for feedback, then form small groups for full routines and performances.
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Key Technical Point	Hold each starting shape still before moving into the next skill. Keep your chin tucked and body rounded for smooth, safe rolling. Use small steps or turns to link movements without stopping. Land jumps softly with bent knees and finish tall.
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Cooldown	CALM ROCK & STRETCH: Pupils gently rock in a soft tuck shape, gradually reducing the movement until perfectly still. They then stretch forward to touch their toes, holding for 5–8 seconds. Add gentle breathing: "Breathe in as you stretch tall... breathe out as you reach for your toes." This helps release tension in the back and legs after rolling. Finish with a reflection question: "Which roll felt smoother? What helped you control it today?" PROGRESSION: Add slow side stretches or a quiet balance pose such as straight shape on tiptoes.
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