

# Year 4 - Development of Gymnastics

## Lesson Plan

# PLAYING EDSTART

**Lesson Objective** To be able to perform simple gymnastic shapes and balances. **Lesson 1/6**

**Equipment Needed** Mats, benches, beams

**Success Criteria** Children can:

- Perform basic gymnastic shapes with stillness.
- Hold a balance for 2–3 seconds.
- Copy a partner's balance

### 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** What helps you stay balanced and still in a shape? Keeping my eyes focused, core tight, arms steady and body controlled helps me stay balanced.

### Warm Up

**TRAVEL, FREEZE & BALANCE SEQUENCE:** Pupils move smoothly around the hall using different ways of travelling such as walking, jogging, skipping, side-stepping and gentle turns. On the teacher's signal, they freeze instantly in a gymnastics shape such as tuck, star, straight or straddle. The teacher reinforces strong posture with pointed toes, tight core and still arms while holding each position with control. Cue: "Freeze like a statue – still body, tight tummy, eyes forward." **PROGRESSION:** Call out "high" or "low" to change levels, add directional travel (forwards, backwards, sideways), or challenge pupils to hold the shape for 5–7 seconds without wobbling.

### Main Activity

**BASIC BALANCES:** Pupils practise balances in basic positions including standing on one foot, kneeling balance, front support and straight-body hold. The teacher demonstrates correct body alignment, reminding pupils to keep their head up, core tight and supporting limbs still: "Strong body, quiet arms, eyes focused." Pupils repeat each balance several times, aiming for smoother control and improved stability each time. Emphasis is placed on controlled entry into the balance and a steady exit without losing posture. The teacher reinforces safe use of space and encourages pupils to reset and retry if they wobble. **PROGRESSION:** Introduce more demanding balances for confident pupils such as side balance, dish hold or arabesque-style one-leg balance with arms extended.

**INDEPENDENT BALANCE PRACTICE:** Pupils independently choose three different balances and practise holding each for at least three seconds with strong stillness. The teacher circulates, counting aloud to support timing and giving individual feedback on posture, core tension, straight arms and pointed toes. Pupils are encouraged to correct their own shapes after feedback and try again with better control. Peer support is encouraged as pupils watch others briefly and take ideas for improving their own balances. **PROGRESSION:** Increase hold time to 5–8 seconds or link balances together using smooth controlled transitions without stepping between shapes.

**BALANCE PATHWAY CHALLENGE:** Balance stations are set up around the hall using cones, lines and low benches. At each station, pupils perform a specific balance such as one-foot balance on a spot, front support along a line, or a kneeling balance hold near a cone. Pupils rotate around the pathway every 30–40 seconds, focusing on control and safe movement between stations. The teacher reinforces steady breathing and stillness at each balance point. **PROGRESSION:** Add timed holds at each station or include a transition movement between each balance.

**COPYCAT PAIRS:** Working in pairs, one pupil performs a balance while the other immediately copies as accurately as possible. They swap roles after each balance, practising at least four different shapes together. The teacher prompts observation and accuracy: "Match your partner's position – arms, legs, body shape and stillness." Pairs then perform their balances to another pair and receive one positive comment and one improvement point. Pupils are encouraged to refine shapes after feedback to improve quality. **PROGRESSION:** Attempt mirroring side by side, perform in canon (one after the other), or link two balances together as a short partnered sequence.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use wide personal space for balances, reducing space to increase control and awareness.

#### TASK

Hold static balances first, then link two shapes together with smooth transitions.

#### EQUIPMENT

Use floor spots, cones or benches to guide balance positions and pathways.

#### PEOPLE

Work individually for control, then in pairs for copycat and feedback activities.

### Key Technical Point

A strong balance requires a tight core, steady supporting limb and controlled breathing. Pupils should enter and exit the balance slowly, keep eyes focused forward, arms positioned for stability, toes pointed, and the whole body still without wobbling.

### Cooldown

Pupils gradually slow their breathing and movement by stretching both arms high above the head, lengthening the body tall before slowly bending forward to touch toes, holding the stretch for 6–8 seconds. They then perform gentle side stretches, reaching one arm over the head to loosen the shoulders and sides of the body. Gentle shoulder rolls, neck tilts and ankle circles follow to relax the whole body. Pupils finish by lying or sitting still for 20–30 seconds, focusing on calm breathing in through the nose and out through the mouth. Reflection questions are shared to support learning: "Which balance did you find easiest to hold? Which one challenged you the most? What helped you stay still?" **PROGRESSION:** Increase hold times on stretches, introduce paired stretching, or ask pupils to name the muscles they used during balancing.

# Year 4 - Development of Gymnastics

## Lesson Plan

**Lesson Objective** To be able to perform simple rocking and rolling movements. **Lesson 2/6**

**Equipment Needed** Mats, benches, beams

**Success Criteria** Children can:

- Perform a log roll safely.
- Perform a rocking movement in tuck position.
- Link a roll with a basic balance.

### EDSTART KNOW

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

### EDSTART GO

- I can perform a log roll on the mat.
- I can perform a rocking movement in tuck.
- I can link a roll and a balance.

### EDSTART SHOW

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

**Key Question** What helps you roll smoothly and stop in a strong balance? Keeping my body tight, chin tucked, movements slow and using control helps me roll smoothly and finish in a strong balance.

### Warm Up

**ROCK & STRETCH:** Pupils begin lying on their backs on individual mats, hugging their knees tightly into a tuck shape and gently rocking side to side to massage the spine and awaken the core muscles. On the teacher's signal, pupils smoothly stretch out into a wide star shape with arms and legs extended, then return back to tuck. This sequence is repeated several times to develop control between small and large body shapes. Teacher prompts: "Hold your knees tight like a ball, roll gently, then stretch tall and wide into a star." The teacher circulates, encouraging quiet rocking, controlled movement and safe spacing on each mat. **PROGRESSION:** Challenge pupils to freeze in different shapes after rocking (e.g., tuck → straddle → straight), or to pause for a slow count of three in the final stretched shape.

### Main Activity

**ROLLING TECHNIQUES:** The teacher demonstrates both the log roll and the tuck rock slowly and clearly, breaking each movement into stages so pupils can observe key body positions. For the log roll, pupils lie long and straight with arms stretched overhead, legs together and toes pointed. They squeeze their legs, keep their hips and shoulders in line, and roll sideways as one tight unit without bending at the waist. For the tuck rock, pupils curl into a tight ball with knees hugged into the chest, chin tucked safely, rounded back and arms wrapped around the shins. They rock backwards and forwards using controlled momentum from the core rather than pushing with the feet. Key safety and technique cues are reinforced throughout: "Tuck your chin, squeeze your body tight, keep arms close, stay long in log roll, and roll in a straight line." Pupils take turns to practise each roll on their own mat, focusing on smoothness, continuous movement, body tension and controlled stopping without collapsing out of shape. **PROGRESSION:** Add a finishing shape such as dish, star or straight-body hold at the end of each roll to develop clear transitions and balance control.

**ROLL PRACTICE:** Pupils now practise repeated log rolls and tuck rocks across their mats, aiming for consistent control, smooth movement and safe stopping. The teacher reinforces safety expectations: "One person at a time on each mat, check your space before you move, and roll with control." Pupils are encouraged to explore the difference between a tucked rolling action and a long straight rolling action, identifying how body shape affects speed and stability. The teacher offers individual feedback on chin position, body tension and straight rolling lines. **PROGRESSION:** Perform two rolls in a row without pausing, roll forwards and backwards along the mat, or change direction after the first roll to increase spatial awareness.

**ROLL & BALANCE SEQUENCE:** Pupils begin to combine one rolling action with one balance, such as log roll → star balance or tuck rock → dish balance. The main focus is on controlling the transition from movement into a still, strong finish. The teacher prompts: "Roll smoothly, freeze quickly, show me a strong balance – can you hold it while I count to three?" Pupils perform their sequences to a partner, who observes and checks for a clear finishing position, still arms, tight core and pointed toes. Short feedback is shared before pupils repeat the sequence with improvements. **PROGRESSION:** Pupils add an extra roll or balance (roll → balance → roll → balance) to extend their sequence and improve fluency and memory.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use individual mats with clear gaps between pupils to ensure safe rolling pathways.

#### TASK

Begin with single rolls, then add balances and link movements into short sequences.

#### EQUIPMENT

Mats are used to support safe tuck rocking, log rolling and controlled landings.

#### PEOPLE

Pupils work individually for safety, then with a partner for observation and feedback.

**Key Technical Point** For safe and controlled rolling, pupils must tuck the chin to protect the head, keep the body tight, apply even pressure through the shoulders and back, and move in a straight line. Transitions into balances should be slow and controlled.

### Cooldown

Pupils return to gentle rocking in tuck to slow the body, followed by calm stretches lying on the mat, including arms overhead stretch, hamstring stretch with knees bent, gentle spinal twists and ankle circles. The teacher encourages slow breathing in through the nose and out through the mouth to relax the body after movement. Pupils reflect together using the question: "What helped you roll smoothly? How did you control your balance at the end?" Children are encouraged to share one success and one personal target for next time. **PROGRESSION:** Ask pupils to demonstrate their smoothest roll to the class or hold their final stretch for a longer controlled count.

# Year 4 - Development of Gymnastics

## Lesson Plan

**Lesson Objective** To be able to perform basic jumps and land safely.

**Lesson 3/6**

**Equipment Needed** Mats, benches, beams

**Success Criteria** Children can:

- Perform straight, star, and tuck jumps.
- Land with bent knees and balance.
- Link 2 jumps together

### EDSTART KNOW

- I can explain how to land safely.
- I can describe different jump shapes.
- I can explain why arms are important

### EDSTART GO

- I can perform straight, star, and tuck jumps.
- I can land with soft knees.
- I can link 2 jumps together.

### EDSTART SHOW

- I can perform jumps with confidence.
- I can link jumps into a routine.
- I can perform with a partner.

**Key Question** What helps you jump high and land safely? Swinging my arms, keeping my body tight in the air, and bending my knees on landing helps me jump well and land safely.

### Warm Up

**SHAPE JUMPS:** Pupils begin by jumping on the spot in a range of basic body shapes such as straight, star, and tuck. The teacher calls out each shape, and pupils react quickly by changing their body position in the air and landing with control. Strong emphasis is placed on safe, quiet landings with feet together, knees bent, and arms used for balance. The teacher scans for safe spacing and reinforces correct take-off and landing posture. Cue: "Swing your arms, push through your feet, land softly, bend your knees." Pupils are encouraged to keep their eyes forward and bodies tall as they jump. **PROGRESSION:** Add quick-fire changes of shape (e.g., straight to tuck in one jump), change direction (forwards, sideways, backwards), or introduce reaction challenges where pupils jump only on a clap or whistle.

### Main Activity

**BASIC JUMP SHAPES:** Pupils practise the main jump shapes – straight, star, and tuck – focusing on strong posture in the air and controlled, safe landings. The teacher demonstrates each jump clearly, highlighting the use of a powerful arm swing on take-off, a deep knee bend to generate force, and a strong upward push through the balls of both feet. In the air, pupils maintain tight body tension, pointed toes, and clear shape definition (arms by ears for straight, wide X for star, knees high and tight for tuck). On landing, pupils absorb impact by bending through the ankles, knees and hips, keeping the chest lifted and head up to maintain balance. Pupils copy in unison first, then practise independently with repeated attempts to improve quality. Individual feedback is given on arm drive, body alignment, flight shape and landing control. Cue: "Arms swing up, body tall, toes pointed, knees bend softly on landing." **PROGRESSION:** Introduce half-turn jumps, quarter-turn jumps, or hold a finishing shape for three seconds after landing to challenge balance and control

**JUMP PRACTICE – TRAVELLING JUMPS:** Pupils now perform jumps travelling steadily across mats, focusing on both height and controlled landings at the end of each jump. They begin from a still start, using a strong preparatory knee bend and coordinated arm swing to generate forward and upward momentum. Pupils are encouraged to push evenly through both feet on take-off, maintain clear shape in the air with tight core tension and pointed toes, and keep eyes forward for body control. On landing, they absorb the impact through bent ankles, knees and hips, keeping their chest lifted and arms slightly forward for balance. Each pupil completes 3-4 controlled attempts, aiming for consistency in take-off, flight shape, and landing position. The teacher circulates, reinforcing strong habits: "Land quietly, stay balanced, finish tall." Pupils are reminded to wait until the mat is clear before starting and to walk safely back to the start after completing their turn. **PROGRESSION:** Pupils link two travelling jumps together (e.g., straight → star), ensuring both landings remain controlled and balanced before moving on.

**JUMP LINKS – PARTNER TIMING & CONTROL:** Pupils create short linked sequences of two jumps (e.g., star → tuck or straight → half-turn). They first practise individually to secure control, then work with a partner to perform side-by-side in unison. The focus is on matching timing, take-off, and landing together. Teacher prompts: "Can you take off together? Can you land at the same time and freeze still?" Pairs then perform to another pair, who offer one piece of positive feedback linked to timing, shape, or landing control. **PROGRESSION:** Add a third jump, include a directional change, or finish the sequence with a strong balance pose held for three seconds.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use clear personal jumping spots and travelling lanes across mats to maintain safe spacing.

#### TASK

Begin with single shape jumps, then link multiple jumps and add turns or balances.

#### EQUIPMENT

Mats are used to support safe take-off, travelling jumps, and controlled landings.

#### PEOPLE

Pupils work individually for control, then in pairs for timing and unison practice.

### Key Technical Point

A successful jump uses a strong arm swing, powerful push through both feet, tight body tension in the air, pointed toes, and a soft, quiet landing with bent knees, hips back and arms out for balance and control.

### Cooldown

Pupils complete gentle leg and arm stretches including forward lunges for hamstrings, calf stretches, quad stretches, and slow arm reaches overhead to relax the upper body. The teacher guides slow breathing in through the nose and out through the mouth to lower heart rate. Pupils finish by gently shaking out their legs and arms to release tension. Reflection question: "What helped you land safely? Which jump shape felt the most controlled and why?" **PROGRESSION:** Hold stretches for a longer count, add paired stretching, or ask pupils to demonstrate their safest landing to the class.

# Year 4 - Development of Gymnastics

## Lesson Plan

# PLAYING EDSTART

Lesson Objective	To be able to travel in different ways and use low apparatus safely.			Lesson 4/6
Equipment Needed	Mats, benches, beams			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Travel across the floor in different ways.</li><li>• Step safely on and off low apparatus.</li><li>• Perform a simple movement on apparatus</li></ul>			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain how to stay safe on apparatus.</li><li>• I can describe ways of travelling.</li><li>• I can explain why we take turns.</li></ul>	<ul style="list-style-type: none"><li>• I can travel across the floor in different ways.</li><li>• I can step safely onto and off benches.</li><li>• I can perform 1 skill on apparatus.</li></ul>	<ul style="list-style-type: none"><li>• I can use apparatus safely and with confidence.</li><li>• I can share my movement with a partner.</li><li>• I can perform a simple sequence with apparatus</li></ul>		
Key Question	What helps you use the apparatus safely and with control? Moving slowly with balance, keeping my body tight, and bending my knees when I land helps me stay safe and in control.			
Warm Up	TRAVEL & FREEZE: Pupils travel freely around the hall using a wide range of actions such as crawling, jumping, hopping, skipping, side-stepping and walking. On the teacher's signal, they immediately freeze in a chosen gymnastics shape (tuck, star, or straight), showing strong stillness and body control. This activity warms the muscles, raises the heart rate, and prepares pupils for balance and coordination work. The teacher reinforces safe spacing, controlled movement, and quick reactions. PROGRESSION: Ask pupils to travel at different levels (low crawl, medium walk, high jumps), change direction on a clap, or freeze in a specific shape chosen by the teacher to challenge listening and body awareness.			
Main Activity	MOUNTING & DISMOUNTING BENCHES: Pupils practise safe mounting and dismounting of benches. They step carefully onto the bench using one foot at a time, walk steadily across with controlled steps, and then step or gently jump down onto the mat at the end. The teacher demonstrates travelling with tight body tension, arms held out for balance, eyes looking forward, and controlled soft-knee landings on dismount. Emphasis is placed on using the whole foot on the bench, avoiding rushing, and maintaining good posture throughout. Cue: "Step carefully, stand tall, arms out, soft knees on landing." Pupils repeat several times until their movement becomes secure and confident. PROGRESSION: Add balances in the middle of the bench (e.g., arabesque, front support, one-foot balance) or change the method of dismount (step down, small jump, half-turn jump).  SKILL STATIONS: Three apparatus stations are set up and clearly explained before work begins. Station 1: Travel across the bench with arms out for balance, focusing on steady steps and posture. Station 2: Perform a safe roll on the mat (log roll or forward roll), concentrating on body shape and control. Station 3: Perform a small jump from a bench onto a mat, landing with bent knees, quiet feet and balanced posture. Pupils rotate every 3–4 minutes, completing each skill 3–4 times before moving on. The teacher actively supervises all stations, reinforcing safety expectations: "One at a time on each station, check your space before moving, and land softly." Positive feedback is given for controlled movement and safe use of apparatus. PROGRESSION: Add a finishing pose after each activity (e.g., star, dish or straight) to introduce performance quality and transitions.  SIMPLE APPARATUS SEQUENCE: Pupils create a short three-move routine using the apparatus, combining a travel, a balance, and a jump. For example: walk across the bench → hold a star balance for three seconds → jump off onto the mat with control. They practise their routine in pairs or small groups, focusing on smooth links between movements, safe use of equipment, and clear finishing positions. The teacher prompts creative thinking: "How can you travel differently? Can you change your balance shape? Can you add a starting or finishing pose?" Pupils then perform their sequence to another pair or group, who observe and give one piece of positive feedback. PROGRESSION: Groups add canon or unison timing, perform facing different directions, or link two short sequences together to create a longer routine.			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Use clearly defined travel lanes, mats, and safe gaps between apparatus stations.	Progress from simple travel and safe landings to linked apparatus sequences.	Benches and mats are used to support balance, rolling, and safe jumping skills.	Pupils work individually at stations, then in pairs or small groups for sequencing.
Key Technical Point	Safe apparatus work requires pupils to step on with the whole foot, keep arms out for balance, maintain tight core control, look forward when travelling, and land with bent ankles, knees and hips for quiet, balanced dismounts.			
Cooldown	Pupils sit or lie on mats and complete gentle stretches for the arms, legs and back, including forward toe-reaches, seated hamstring stretches, arm reaches overhead, and gentle shoulder rolls. Breathing is slowed with calm inhalations through the nose and long exhalations through the mouth to return the body to a resting state. The session finishes with a brief reflection: "How was using apparatus different to working on the floor? Which part felt easiest? Which part was the most challenging and why?" Pupils share one success and one personal target for next lesson.			

# Year 4 - Development of Gymnastics

## Lesson Plan

# PLAYING EDSTART

**Lesson Objective** To be able to link balances, rolls, and jumps into a short sequence.

**Lesson 5/6**

**Equipment Needed** Mats, benches, beams

**Success Criteria** Children can:

- Create a short sequence with 3 skills.
- Use a simple transition between movements.
- Perform with control.

### EDSTART KNOW

- I can explain why routines have a start and finish.
- I can describe how to link moves together.
- I can explain what variety means.

### EDSTART GO

- I can create a sequence of 3 skills.
- I can use a transition to link them.
- I can practise my sequence.

### EDSTART SHOW

- I can perform my sequence with confidence.
- I can present to a partner or group.
- I can celebrate my effort

**Key Question** What helps a gymnastics routine flow smoothly? Good control, smooth transitions, and clear start and finish shapes help a routine flow smoothly.

### Warm Up

**PARTNER BALANCES:** Pupils work in pairs to practise two balances together, focusing on stillness, control, and matching shapes. They begin with simple balances such as standing on one foot, kneeling balance, or front support to build confidence and stability. Once secure, pairs progress to mirrored balances (e.g., both holding a star shape or straight shape at the same time) or contrasting levels, where one pupil holds a high balance while the other performs a low balance. The teacher reinforces strong body tension and posture throughout. Teacher prompt: "Hold your tummy tight, point your toes, and stay still until I count to 3." Pupils are encouraged to watch each other closely and self-correct if balance is lost. **PROGRESSION:** Try linking the two balances smoothly, moving from one to the other without stepping or wobbling, or increase the hold time to five seconds.

### Main Activity

**LINKING BALANCES, ROLLS & JUMPS:** The teacher recaps key balances, rolls, and jumps from earlier lessons, briefly revisiting the main technical points for each skill. A model sequence is demonstrated showing how the skills can be connected using controlled transitional movements such as small steps, pivots on the balls of the feet, quarter turns, and level changes. Pupils are shown how to prepare their bodies before each link by setting a strong posture, tightening the core, and placing their feet securely. Cue: "Balance first, roll smoothly, then land a jump with soft knees – finish tall and strong." Pupils practise short links of two skills at a time (e.g., balance → roll or roll → jump), focusing on keeping their eyes forward, maintaining body tension through the transition, and landing in a stable finish rather than rushing between elements. The teacher circulates, giving specific feedback on transfer of weight, body alignment, controlled speed, and clear finishing positions. **PROGRESSION:** Add variety by changing direction, including a travel step between skills, varying the level of entry into each movement, or asking pupils to link without pausing between skills to develop flow.

**SEQUENCE BUILDING:** Pupils create a short three-skill routine that must include one balance, one roll, and one jump. They are encouraged to begin with a clear starting shape and end with a strong finishing pose to give their routine a performance focus. Emphasis is placed on flow, control, and linking movements without long pauses. Teacher prompts: "Does your routine flow smoothly? Can you connect each skill without stopping? Are your start and finish clear?" Pupils rehearse several times, refining their sequence by improving posture, timing, and transitions. **PROGRESSION:** Challenge pupils to add a fourth skill, change the order (e.g., jump → balance → roll), or include a turn or travel movement between each element.

**PERFORMANCE & FEEDBACK:** Pupils perform their routines to a partner or another pair while the observers watch carefully for balance control, smooth rolls, safe landings, and strong finishes. Observers provide feedback using the structure: "One thing you liked, one thing to improve." The teacher models respectful, specific feedback such as: "I liked how still your star balance was. Next time, try to make your roll smoother and slower." Pairs then refine their routine based on the feedback received, aiming to improve one key aspect before re-performing. **PROGRESSION:** Groups of four combine their routines into a longer sequence, adding canon or unison sections to develop teamwork and timing.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use defined personal and partner working areas with clear gaps between groups for safe sequencing

#### TASK

Progress from practising single skills to linking balance, roll, and jump into a flowing routine.

#### EQUIPMENT

Mats are used for safe rolling and landing, with open floor space for balances and jumps.

#### PEOPLE

Pupils work in pairs for balances and routines, then in fours for shared performance and feedback.

**Key Technical Point** Strong sequencing requires tight core control in balances, tucked chin and rounded back in rolls, and soft, bent-knee landings in jumps. Transitions should be smooth using small controlled steps or turns without stopping between skills.

### Cooldown

Pupils finish the session with gentle partner stretches to relax the body, including supported hamstring stretches, quad stretches, and overhead arm stretches. Partners are reminded to stretch slowly and never force movement, communicating with each other throughout. Breathing is slowed with calm inhalations and long exhalations to return the body to a relaxed state. The session ends with reflection: "What made your routine flow smoothly? What could you change to make it even better?" Pupils are encouraged to share one success and one personal improvement target for next time.

# Year 4 - Development of Gymnastics

## Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To be able to perform and reflect on a short gymnastics routine.

**Lesson 6/6**

**Equipment Needed** Mats, benches, beams

**Success Criteria** Children can:

- Perform a sequence with confidence.
- Say one thing they did well.
- Suggest one improvement.

### EDSTART KNOW

- I can explain what makes a good routine.
- I can describe one strength in my performance.
- I can explain one way to improve.

### EDSTART GO

- I can perform my routine to others.
- I can use control when performing.
- I can reflect on my work.

### EDSTART SHOW

- I can perform confidently to an audience.
- I can give positive feedback to others.
- I can celebrate others' routines.

### Key Question

What helps make a gymnastics routine flow smoothly? Staying in control, using smooth transitions, and having a clear start and finish helps a routine flow smoothly.

### Warm Up

Pupils work in pairs to practise two balances together, developing control, coordination and awareness of a partner. They begin with simple balances such as standing on one foot, kneeling balance, or front support to build confidence and stability. Once secure, pupils progress to mirrored balances (e.g., both holding a star shape at the same time) or contrasting levels where one pupil performs a high balance and the other a low balance. The teacher closely observes posture, stillness and control. Teacher prompt: "Hold your tummy tight, point your toes, and stay still until I count to 3." Pupils are encouraged to reset and retry if they wobble, aiming to improve their stillness each time. PROGRESSION: Try linking the two balances smoothly, moving from one to the other without stepping or wobbling, or increase the hold time to five seconds for added challenge.

### Main Activity

**LINKING BALANCES, ROLLS & JUMPS:** The teacher recaps key balances, rolls and jumps from earlier lessons, briefly revisiting the main technical points for each skill, including tight core in balances, tucked chin in rolls, and soft knees on landings. A model sequence is demonstrated showing how each skill can be connected safely and smoothly using controlled transitional movements such as small preparation steps, pivots on the balls of the feet, quarter turns, and clear entry poses. Pupils are taught to set their feet, tighten their core, and lift their chest before each new movement to maintain control and posture. Cue: "Balance first, roll smoothly, then land a jump with soft knees – finish tall and strong." Pupils practise short links of two skills at a time (e.g., balance → roll or roll → jump), focusing on keeping body tension through the transition, eyes forward for stability, and transferring weight smoothly from one movement to the next rather than rushing. The teacher circulates, giving targeted feedback on foot placement, core engagement, controlled speed, rolling straight along the spine, and absorbing landings through ankles, knees and hips. PROGRESSION: Add variety by changing direction, including a travel step between skills, varying the level of entry into each movement, linking without pausing to develop continuous flow, or asking pupils to perform with consistent rhythm and timing throughout.

**SEQUENCE BUILDING:** Pupils now create a short three-skill routine that must include one balance, one roll, and one jump. They begin by selecting a clear starting shape with strong posture, tight core and stillness to signal the start of performance. Each skill is then linked using controlled transitional movements such as small steps, pivots, level changes, or body turns. Pupils are taught to prepare for each new skill by setting their feet, tightening the core, and lifting the chest before moving. For the roll, they focus on tucked chin and rounded back; for the jump, they focus on strong arm swing and soft, bent-knee landings. They are encouraged to finish with a strong final pose, showing pointed toes, stretched arms and complete stillness for three counts so their routine looks complete and performed, not just practised. Emphasis is placed on smooth transitions between skills, controlled technique, and steady timing throughout. Teacher prompts: "Does your routine flow smoothly? Can you connect each skill without stopping? Are your start and finish clear?" Pupils rehearse their routine several times, refining posture, transitions, and landings with each attempt. PROGRESSION: Challenge pupils to add a fourth skill, change the order (e.g., jump → balance → roll), include a turn or travel movement between each element, or perform the sequence without pausing between skills to develop flow and confidence.

**PAIR SHARE – PERFORMANCE & FEEDBACK:** Pupils perform their routines to a partner or another pair while observers watch carefully for balance control, smooth rolling, safe jumping and strong finishing shapes. Observers give feedback using the structure: "One thing you liked, one thing to improve." The teacher models respectful, specific feedback such as: "I liked how still your star balance was. Next time, try to make your roll smoother and slower." Pairs then refine their routines immediately using the feedback, applying one clear improvement before re-performing. PROGRESSION: Groups of four combine their routines to create a longer group sequence, adding canon, unison timing or matching start and finish shapes.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use clearly defined partner working areas with mats for rolling and safe landing zones.

#### TASK

Progress from practising paired balances to linking balance, roll and jump into a smooth sequence.

#### EQUIPMENT

Mats support safe rolling and landings, with open floor space for balances and jumps.

#### PEOPLE

Pupils work in pairs for balances, routines and feedback, then in fours for shared performance.

### Key Technical Point

Strong sequencing requires tight core control in balances, tucked chin and rounded back in rolls, and soft, bent-knee landings in jumps. Transitions should use small controlled steps or turns, maintaining posture and continuous movement without rushing or stopping.

### Cooldown

Pupils complete gentle partner stretches to relax the body after their routines, including supported hamstring stretches, quad stretches, shoulder and arm stretches. Pupils are reminded to stretch slowly, never force a partner's movement, and communicate if a stretch feels uncomfortable. Breathing is slowed using calm inhalations through the nose and long exhalations through the mouth to return the body to a relaxed state. The lesson finishes with reflection: "What made your routine flow smoothly? What could you change to make it even better?" Pupils share one success and one personal target for improvement next lesson.