

# Year 5 - Gymnastics

## Lesson Plan

Lesson Objective	To perform individual and partner balances with control				Lesson 1/6
Equipment Needed	Mats, benches, beams.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Perform basic individual balances with stillness</li><li>• Copy and perform partner balances</li><li>• Hold balances for 3–5 seconds with control</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain what makes a balance controlled</li><li>• I can describe how to keep my body tense</li><li>• I can explain how to work safely with a partner</li></ul>	<ul style="list-style-type: none"><li>• I can perform balances on my own</li><li>• I can perform balances with a partner</li><li>• I can hold balances for 3–5 seconds</li></ul>		<ul style="list-style-type: none"><li>• I can perform balances with confidence</li><li>• I can present my balances to others</li><li>• I can encourage my partner during performance</li></ul>		
Key Questions	What makes a good balance? A good balance is held still, with a tight core, pointed toes, and stretched arms so the shape looks strong. Why do we need tension? Tension keeps your body firm and steady so you don't wobble or collapse. It makes the balance look controlled.				
Warm Up	FREEZE SHAPES: Pupils move around the hall in different directions, jogging or skipping lightly. On the teacher's signal, they freeze in a gymnastics shape such as tuck, star, or pike. Reinforce strong posture, pointed toes, straight arms, and complete stillness while holding the shape. Emphasise body control and awareness of space around others. PROGRESSION: Call out "high" or "low" to vary the levels of the frozen shapes, or add music so pupils must react quickly by freezing when it stops.				
Main Activity	<p>Pupils practise a range of individual balances such as arabesque, front support, and dish, with a strong focus on body tension, alignment, and control. Emphasise pulling the belly button in toward the spine to engage the core, keeping the hips level, shoulders stacked over hands in front support, and the head in a neutral position to maintain balance. Toes should be fully pointed through the ankle, legs straight or purposefully bent depending on the shape, and arms fully extended with straight elbows to create long, strong lines. Breathing should be slow and controlled, inhaling through the nose and exhaling steadily to reduce wobble and improve stability. Partner work then follows with side-by-side mirror balances, where pupils carefully match their partner's shape, height, arm position, and timing. Partners must enter and exit the balance together, reinforcing synchronisation, spatial awareness, and mutual control. Teacher cues include: "Engage your core," "Press through your supporting foot or hands," "Stretch tall through your arms and toes," "Fix your eyes on one spot," and "Hold still like a statue." The teacher circulates to give hands-on technical feedback, correcting collapsed shoulders, bent arms, dropped hips, unpointed toes, and unsafe weight placement to ensure strong posture and safe alignment. PROGRESSION: Increase the hold time from three seconds to five–eight seconds, challenge pupils to maintain complete stillness throughout, or add a slow controlled entry and exit into each balance to further test strength, control, and coordination.</p> <p>BALANCE CHALLENGE: Pupils select and perform three balances: one individual balance, one low-level balance, and one mirrored balance with a partner. Each balance is held for three to five seconds with pointed toes, straight arms, and strong core tension. Pupils then present their balances to another pair, who give feedback using teacher-guided prompts such as "Did you stay still?" and "Were your toes pointed and body strong?" PROGRESSION: Challenge pupils to repeat the same three balances but change the order or timing, such as performing in canon.</p> <p>MINI SEQUENCE: In pairs, pupils link four balances into a short routine. The sequence must include different levels and varied shapes such as tuck, star, arabesque, and dish. Pupils practise so their timing matches or creates visual contrast through canon. Emphasise smooth transitions between balances and creative movement. Pairs then perform to another pair, who identify one clear strength such as posture, matching timing, or smooth links. PROGRESSION: Add changes of direction or include a clear starting and finishing pose for performance.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Spread pairs across mats so they have room to hold balances safely without bumping into others.	Start with simple two-foot balances, then progress to one-foot, mirrored, or counterbalances.	Use mats for safety, cones to mark partner spaces, or benches for progression to apparatus balances.	Work individually first, then in pairs for mirrored shapes and group feedback.	
Cooldown	Partner stretches: pupils work in pairs to support each other with gentle, controlled stretches, such as reaching upwards into a tall balance, stretching arms out to the side for shoulder mobility, or holding a low dish position with a partner offering light stability. Emphasise slow breathing, relaxed muscles, and steady holds without forcing the stretch. Partners communicate clearly to ensure comfort and safety throughout each movement. "Which balance was easiest to hold? Which was the most challenging and why?"				
Key Technical Points	Maintain strong core engagement with the belly button drawn in, shoulders aligned over hands or supporting foot, and hips level. Keep arms straight, toes fully pointed, eyes fixed, and breathing controlled to ensure still, balanced, and safe body positions throughout each shape.				

# Year 5 - Gymnastics

## Lesson Plan

**Lesson Objective** To perform a variety of rolls with control

**Lesson 2/6**

**Equipment Needed** Mats, benches, beams.

**Success Criteria** Children can:

- Perform forward and teddy bear rolls safely
- Show smooth starts and finishes
- Link 2 rolls together

### EDSTART KNOW

- I can explain how to tuck my head safely in rolls
- I can describe the difference between forward and teddy bear rolls
- I can explain what makes a roll smooth

### EDSTART GO

- I can perform a forward roll with control
- I can perform a teddy bear roll safely
- I can link 2 rolls together with a balance

### EDSTART SHOW

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

### Key Questions

**How do we stay safe in rolls?** We stay safe by tucking our chin, rounding our back, keeping our hands close, and only rolling on mats. **What makes a roll smooth?** A roll is smooth when your body stays tucked and rounded, and you stand up tall at the end without wobbling.

### Warm Up

**ROLL & FREEZE:** Pupils roll safely across the mats and immediately freeze in a clear gymnastics shape such as tuck, star, straddle, or pike. Emphasise controlled travelling, awareness of space, and finishing with strong still shapes. Teacher reinforces safe rolling by reminding pupils to keep their chin tucked, back rounded, and hands ready to support weight if needed. Stress the importance of complete stillness in the finishing shape to show control. **PROGRESSION:** Call out "high" or "low" to vary the level of the finishing shape, or challenge pupils to change to a new frozen shape quickly on a second signal to develop reaction and body control.

### Main Activity

Pupils practise three key rolling actions: forward roll from a crouched position, teddy bear roll, and log roll. The teacher demonstrates each roll slowly and clearly, breaking the movement into stages so pupils can see the correct body positions at every point. Key cue: "Tuck your chin to your chest, round your back like a ball, and push gently with your legs." For the forward roll, emphasise placing hands flat on the mat shoulder-width apart, bending the arms to control speed, and pressing through the legs to travel smoothly over the upper back. In the teddy bear roll, pupils keep knees tucked tightly to the chest, arms wrapped around the shins, and rock smoothly side to side with control. For the log roll, pupils maintain a long straight body shape with arms stretched overhead and legs together, rotating without bending at the hips. Pupils work in small groups on mats, repeating each roll several times to build confidence, body tension, and consistency. The teacher circulates to correct common faults such as leading with the head, straight or collapsed backs, bent legs in log rolls, or hands placed too far apart, giving precise individual feedback to refine technique, improve safety, and increase quality of movement. **PROGRESSION:** Introduce straddle rolls for pupils who show secure basic rolling technique and strong body control.

**ROLL STATIONS:** Three to four rolling stations are set up using separate mats, each focusing on a different type of roll. Pupils rotate through the stations in small groups, completing three to four quality repetitions at each before moving on. Teacher reinforces consistent technique cues: "Chin tucked, back rounded, hands close, and stand tall at the end." The station format allows for high repetition, focused practice, and quick corrective feedback. **PROGRESSION:** Add a challenge at each station such as linking two rolls, rolling to a target, or finishing with a controlled balance to increase difficulty and precision.

**ROLL LINK:** Pupils create a short linked sequence by combining two rolls and finishing with a balance, for example: forward roll → teddy bear roll → straddle balance. The focus is on smooth transitions so the movement flows without stopping between actions. Pupils are encouraged to think carefully about how they enter and exit each roll with control and continuity. Pairs or small groups perform their linked sequences to peers, who identify one clear strength such as a smooth transition, strong core control, or a clear, still finishing balance. **PROGRESSION:** Add a jump, turn, or an additional roll before the final balance to increase coordination, creativity, and challenge.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Spread mats in lines so pupils have clear rolling pathways. Allow more space for straddle rolls and sequences.

#### TASK

Begin with forward rolls, then progress to teddy bear and straddle rolls. Add challenges such as linking rolls or including a jump/balance between them.

#### EQUIPMENT

Mats are essential for safety. Use wedges for support when learning forward rolls. Add floor markings for start/finish points.

#### PEOPLE

Start individually, then work in pairs to observe rolls and provide feedback. Encourage partners to spot errors like head or arm placement.

### Cooldown

Rock gently in the tuck position forwards and backwards to relax the spine, then roll side to side to stretch the back and shoulders. Teacher encourages slow breathing and relaxation. **Reflection question:** "What helped you keep your rolls smooth? How did adding a balance make your sequence more interesting?"

### Key Technical Points

Keep the chin tucked to protect the head, round the back like a ball, push gently with the legs to initiate rotation, use hands to guide and support weight, and finish every roll in a strong, still, balanced shape with pointed toes.

# Year 5 - Gymnastics

## Lesson Plan

# COMPETING EDSTART

Lesson Objective	To perform jumps with control in take-off and landing			Lesson 3/6
Equipment Needed	Mats, benches, beams.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Perform straight, star, and tuck jumps</li><li>• Land with bent knees and balance</li><li>• Link 2 jumps together</li></ul>			
ED\$TART KNOW	ED\$TART GO	ED\$TART SHOW		
<ul style="list-style-type: none"><li>• I can explain how to land safely</li><li>• I can describe different jump shapes</li><li>I can explain why arms help in jumps</li></ul>	<ul style="list-style-type: none"><li>• I can perform straight, star, and tuck jumps</li><li>• I can land with soft knees and balance</li><li>• I can link 2 jumps in a short sequence</li></ul>	<ul style="list-style-type: none"><li>• I can perform jumps with confidence</li><li>• I can link jumps into a routine</li><li>• I can perform jumps with a partner or group</li></ul>		
Key Questions	What makes a landing safe? Bending your knees, keeping your feet together, and landing quietly with arms out for balance makes a landing safe. How can arms help? Arms help you lift higher in the jump and keep balanced when you land.			
Warm Up	JUMP & SHAPE FREEZE: Pupils move around the hall, jogging or skipping lightly while staying aware of space and others around them. On the teacher's signal, they jump and freeze instantly in a clear shape such as straight, star, or tuck. Emphasise strong take-off from two feet, arms swinging upward for lift, and correct landing technique with bent knees, soft ankles, and arms out for balance to absorb impact safely. Teacher reinforces posture in the air (tight core, stretched body or clear tucked shape) and complete stillness on landing to show control. PROGRESSION: Introduce quick-fire changes of shape mid-air (e.g., take off in straight, land in tuck), vary travel directions (forwards, sideways, diagonal), or add directional commands to increase reaction speed and coordination.			
Main Activity	<p>SKILL DEVELOPMENT: Pupils practise a sequence of jump shapes: straight, star, tuck, and half-turn. The teacher demonstrates each jump with a clear breakdown of technique. For straight and star jumps, emphasise strong arm swing, full body extension, pointed toes, and tight core in the air. For tuck jumps, pupils drive knees upward quickly while keeping the chest lifted and eyes forward. For half-turn jumps, pupils rotate through the hips and shoulders together while maintaining body tension to control the turn. Key cue: "Swing your arms strongly, push off both feet, keep your body tight in the air, and land softly on bent knees." Pupils repeat each jump several times, focusing on posture, height, rhythm, and consistent safe landings. PROGRESSION: Link two different jumps together without pausing between.</p> <p>JUMP DRILL CIRCUIT: Set up three stations.</p> <p>Station 1: Straight and star jumps onto mats, emphasising stretched arms, pointed toes, and controlled quiet landings.</p> <p>Station 2: Tuck jumps, focusing on quick knee lift, tight core, and absorbing the landing with bent knees.</p> <p>Station 3: Half-turn jumps, concentrating on rotating cleanly in the air and landing facing the new direction with balance.</p> <p>Pupils rotate every 2–3 minutes, performing 4–6 quality jumps at each station. Teacher reinforces: "Arms drive the jump, body tight in the air, land quietly with soft knees, and freeze to show control." PROGRESSION: Add a travelling element (jumping forwards along the mat), increase jump height on command, or link two jumps together at each station.</p> <p>JUMP COMBINATIONS: Pupils create short sequences by linking two or three different jumps (e.g., star → tuck → half-turn). They first practise individually to build fluency and control, then work in pairs to perform their sequences in unison. Emphasise smooth connections, matched timing, and identical shapes in the air. Teacher prompts: "Can you take off together?" "Can you land at the same time?" Pairs then perform to another pair, who give feedback on height, timing, and safe landings. PROGRESSION: Introduce canon timing, add a controlled balance as a finishing pose, or include a change of direction within the combination.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Mark safe landing zones with mats or cones. Increase or decrease space to practise travelling jumps.	Begin with basic straight jumps, then add star, tuck, and half-turn jumps. Progress to linking 2–3 jumps in a row or performing in canon/unison with a partner.	Mats for safe landings. Optional low apparatus or markers for travel challenges.	Pupils work alone to practise technique, then in pairs/groups to create short jump sequences. Peer feedback should focus on landing safely and using arms.
Cooldown	Gentle leg stretches, including hamstring stretches, calf stretches, and quad stretches, to relax muscles after repeated jumping. Teacher encourages steady breathing and posture. Reflection question: "What helped you land safely? How did working with a partner change the way you jumped?"			
Key Technical Points	Use a strong two-foot take-off with powerful arm swing, keep the core tight in the air, point the toes, and land softly on bent knees with arms out for balance and complete control.			

Lesson Objective	To perform simple balances and jumps safely on apparatus			Lesson 4/6
Equipment Needed	Mats, benches, beams.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Use apparatus safely</li><li>• Perform balances on benches or low apparatus</li><li>• Jump safely from low apparatus onto mats</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 balances that work on benches</li><li>• I can explain how to land safely from apparatus</li></ul>	<ul style="list-style-type: none"><li>• I can perform balances on apparatus</li><li>• I can perform simple jumps onto mats</li><li>• I can create a short sequence with apparatus</li></ul>	<ul style="list-style-type: none"><li>• I can perform apparatus skills with confidence</li><li>• I can use equipment safely with my partner or group</li><li>• I can perform an apparatus sequence to others</li></ul>		
Key Questions	How do we stay safe on apparatus? By climbing carefully, waiting your turn, checking the space around you, and always landing on mats with soft knees. What skills work best? Simple balances, safe rolls, and controlled jumps work best because they can be done with control and safety on benches and low apparatus.			
Warm Up	TRAVEL & STEP ON APPARATUS: Pupils travel carefully around the apparatus set out in the hall, practising stepping on and off benches or low platforms with control. Emphasise checking space, taking turns, and maintaining strong posture at all times. Cue: "Step with care, stand tall, and always check where you are landing." PROGRESSION: Add different directions of travel (forwards, sideways, backwards) or ask pupils to freeze in a balance shape when standing on the apparatus.			
Main Activity	<p><b>SKILL DEVELOPMENT:</b> The teacher demonstrates safe mounting and dismounting of benches in clear stages, showing how to step up with one foot at a time, place the whole foot securely on the surface, and bring the body upright with strong posture before beginning any balance. Emphasise keeping the core engaged, shoulders relaxed but stable, eyes looking forward, and arms used slightly out to the side for balance. When dismounting, pupils are shown how to bend their knees and hips, push gently off the bench if jumping, and land on the balls of the feet before lowering the heels to absorb impact quietly and safely. For step-down dismounts, pupils practise lowering one foot at a time with full control, keeping their weight centred and avoiding rushing. Pupils practise these actions slowly and repeatedly before adding balances and small jumps, ensuring confidence and safety first. Cue: "Climb carefully, core tight and body tall, land softly with quiet feet and bent knees." PROGRESSION: Add a wider range of balances such as arabesque, tuck sit, and front support on top of the bench, vary jump height from low to medium, or challenge pupils to pause and show complete stillness for three seconds before dismounting to reinforce control.</p> <p><b>APPARATUS STATIONS:</b></p> <p><b>Station 1</b> – Balance on the bench in shapes such as front support, dish, or arabesque.</p> <p><b>Station 2</b> – Rolls on nearby mats (forward roll, teddy bear roll).</p> <p><b>Station 3</b> – Small controlled jumps from the bench onto a mat focusing on safe landings.</p> <p>Pupils rotate every few minutes, completing 3–4 quality repetitions at each station. Reinforce safety: "One at a time, check space is clear, land with soft bent knees." PROGRESSION: Add a pose before or after each skill at every station.</p> <p><b>MINI SEQUENCE:</b> Pupils combine one balance, one roll, and one jump into a short three-skill routine using the apparatus, for example: balance on bench → forward roll on mat → jump off bench to finish. Emphasise smooth transitions and safe equipment use. Pairs perform to another pair, who give feedback on control and safety. PROGRESSION: Add a change of direction or mirror a partner's sequence.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Organise stations so pupils are spread across different apparatus, ensuring safe entry and exit.	Begin with one skill on apparatus (balance/roll/jump), then progress to linking two or three together.	Benches, beams, mats, and low apparatus for mounting/dismounting. Add cones to define pathways or start/finish points.	Work individually to build confidence, then in pairs for mirroring or support. Groups can create short apparatus sequences together.
Cooldown	Pupils sit on mats and stretch arms, legs, and back gently, holding each stretch for 10–15 seconds. Teacher leads calm breathing exercises to finish. Reflection question: "How is working on apparatus different from working on the floor?"			
Key Technical Points	Step onto the bench using the whole foot with core engaged and eyes forward, maintain a tight body and steady posture when balancing, and always dismount with soft, bent knees, landing quietly on the balls of the feet before lowering the heels.			

# Year 5 - Gymnastics

## Lesson Plan

**Lesson Objective** To create a short gymnastics sequence with variety.

**Lesson 5/6**

**Equipment Needed** Mats, benches, beams.

**Success Criteria** Children can:

- Create a sequence using balances, rolls, and jumps
- Use a simple transition to link skills
- Perform their routine with control

### EDSTART KNOW

- I can explain why a sequence needs a beginning, middle, and end
- I can describe how transitions make skills flow
- I can explain how to include variety in my routine

### EDSTART GO

- I can create a routine with balances, rolls, and jumps
- I can link my skills using simple transitions
- I can practise my sequence with my group

### EDSTART SHOW

- I can perform my routine with confidence
- I can present my sequence to an audience
- I can celebrate my group's effort

**Key Questions** What makes a routine flow? A routine flows when each move connects smoothly, without stopping or looking separate. Why are transitions important? Transitions link the skills together, so the routine looks like one connected performance instead of separate parts.

### Warm Up

**LINKED BALANCES:** Pupils move freely around the hall and, on the teacher's signal, smoothly link two balances together, for example moving from an arabesque into a tuck balance. Emphasise strong core tension, pointed toes, steady breathing, and complete control during transitions so movements flow without wobble. Encourage pupils to fix their eyes on one point when balancing to aid stability. **PROGRESSION:** Challenge pupils to hold each balance for five seconds or include a clear level change, such as starting high and finishing low.

### Main Activity

**SKILL DEVELOPMENT:** Recap the key skills from previous lessons including balances, rolls, and jumps, with a strong emphasis on applying correct technique within linked movements. The teacher demonstrates how these skills can be smoothly connected, highlighting controlled entries (soft knees, stable base, core engaged), strong execution (pointed toes, straight arms, tucked chin in rolls, powerful yet controlled take-offs in jumps), and clear exits (quiet landings, stable finishing positions). Cue: "Choose a balance, add a roll, connect to a jump, and finish with control – make it look like one flowing routine." Pupils practise linking two skills at a time before confidently combining all three with continuous movement, steady breathing, and body tension throughout. **PROGRESSION:** Add direction changes so pupils face different sides of the hall, increasing spatial awareness, control, and creative movement pathways.

**ROUTINE CREATION:** In small groups, pupils choreograph an eight-count routine that must include at least one balance, one roll, and one jump. The teacher reminds pupils to begin with a clear starting shape and finish with a strong, still ending pose. Pupils experiment with the order of their skills and refine smooth transitions between movements. Teacher prompts: "Does your routine flow, or does it stop and start? Can everyone in your group take part equally?" **PROGRESSION:** Groups add canon timing (one person starts later) or unison timing to make the routine more polished and visually effective.

**GROUP SHARE:** Groups perform their eight-count routines to another group. Observing pupils give feedback using the structure "One thing you liked, one thing to improve." The teacher models respectful, specific peer feedback such as, "I liked your clear finishing pose. Next time, try to make the roll smoother." Groups then refine their routines based on the feedback received. **PROGRESSION:** Groups perform to the whole class, focusing on confidence, presentation, and controlled finishing shapes.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Groups spread across the hall with enough room to practise safely without crossing over.

#### TASK

Begin with short 3-skill routines, then progress to including apparatus, direction changes, and creative transitions. Challenge with canon/unison timing.

#### EQUIPMENT

Mats and apparatus available for variety. Cones or floor spots can mark starting/finishing points.

#### PEOPLE

Pupils work in groups to plan and rehearse. Encourage shared roles (leader, performer, evaluator). Groups perform to each other and provide feedback.

### Cooldown

Partner stretches: pupils gently support each other in hamstring, quad, and arm stretches. Finish with breathing exercises to calm the body. **Reflection question:** "What makes a routine flow smoothly? How did your group work together to create your routine?"

### Key Technical Points

Maintain strong core tension throughout all links, enter and exit each skill with control, keep toes pointed and arms straight in balances, tuck the chin and round the back in rolls, and land all jumps softly with bent knees and quiet feet.

# Year 5 - Gymnastics

## Lesson Plan

<b>Lesson Objective</b>	<b>To perform and reflect on a gymnastics sequence</b>				<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Mats, benches, beams.				
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"> <li>Perform a short routine with confidence</li> <li>Explain what went well</li> <li>Suggest one improvement</li> </ul>				
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"> <li>I can explain what makes a good gymnastics performance</li> <li>I can describe one strength in my work</li> <li>I can explain one way to improve</li> </ul>				
<b>EDSTART GO</b>	<ul style="list-style-type: none"> <li>I can perform my routine confidently</li> <li>I can use posture and control when performing</li> <li>I can reflect on my routine</li> </ul>				
<b>EDSTART SHOW</b>	<ul style="list-style-type: none"> <li>I can perform proudly to an audience</li> <li>I can give positive feedback to others</li> <li>I can celebrate my peers' routines</li> </ul>				
<b>Key Questions</b>	<b>What makes a good performance?</b> A strong start and finish, good posture, controlled movements, and showing confidence to the audience. <b>How can we improve?</b> By listening to feedback, practising more, and focusing on things like smoother transitions or stronger balances.				
<b>Warm Up</b>	<b>ROLL &amp; BALANCE LINK:</b> Pupils practise linking one roll and one balance together in preparation for performance. Emphasise smooth transitions, strong body control, and clear finishing positions. Teacher cue: "Finish each roll tall and strong, then move straight into your balance without wobbling." Pupils focus on steady breathing, pointed toes, straight arms, and complete stillness in the balance. <b>PROGRESSION:</b> Add a small controlled jump before the balance to increase fluency and challenge.				
<b>Main Activity</b>	<p><b>SKILL DEVELOPMENT:</b> In groups, pupils rehearse their final routines with a strong focus on refining technique as well as performance quality. Emphasise precise entry and exit positions, ensuring each movement begins and finishes with control. Pupils should maintain tight core engagement, pointed toes, straight arms, and aligned posture throughout balances, rolls, and jumps. Transitions should be smooth, with no pauses or loss of balance between skills. Timing should be synchronised so movements match in unison or flow clearly in canon. Encourage clear weight transfer through the feet and hands, controlled breathing, and stable head position to reduce wobble. The teacher circulates to correct bent arms, rushed transitions, dropped hips, and weak finishing shapes. Teacher cue: "Strong start, strong finish, controlled transitions, and confident presentation." <b>PROGRESSION:</b> Encourage groups to rehearse with full performance presence by smiling, standing tall, making eye contact with the audience, projecting confidence, and holding their final shape for a clear three-second finish</p> <p><b>CLASS RUN-THROUGH:</b> Each group takes turns to perform their routine to the class, entering the performance space with a clear starting shape, strong posture, and focused body control. Pupils are reminded to demonstrate smooth, continuous connections between balances, rolls, and jumps, with pointed toes, tight core control, quiet landings, and strong finishing poses. Emphasise confident presentation through eye focus, upright posture, precise timing, and synchronised movement within the group. When observing, pupils watch attentively and identify what makes each performance effective, such as matched timing, controlled transitions, stable balances, safe rolling technique, and clear teamwork. The teacher gives targeted technical feedback linked to posture, alignment, transitions, and control. <b>PROGRESSION:</b> Groups repeat their routine after receiving feedback, focusing on improving one specific technical area such as sharper timing, smoother transitions, stronger body tension, or clearer finishing shapes.</p> <p><b>PEER REVIEW:</b> Half the class performs while the other half observes using the "One Star and One Wish" format: one positive comment and one area for improvement. Roles are then swapped so everyone has the opportunity to perform and evaluate. The teacher models respectful and specific feedback, for example, "I liked how you landed quietly. Next time, try to make your transitions smoother." <b>PROGRESSION:</b> Groups showcase a final performance to the whole class, celebrating effort, confidence, and improvement.</p>				
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Arrange the hall so each group has a safe area to perform, with a clear space for the audience	<b>TASK</b> Perform the final routine once, then refine it based on peer/teacher feedback. Challenge with expressive starts and finishes, or more polished transitions.	<b>EQUIPMENT</b> Mats for performance areas. Optional apparatus if included in group routines.	<b>PEOPLE</b> Pupils work in groups to perform and evaluate. Encourage peer observers to use constructive comments and performers to respond positively.	
<b>Cooldown</b>	<b>Reflection circle:</b> pupils sit together and complete gentle stretches for arms, legs, and back while breathing steadily. Teacher asks pupils to share one thing they enjoyed most about the unit or one skill they feel proud of improving. This reinforces positive reflection and gives closure to the sequence of lessons.				
<b>Key Technical Points</b>	Maintain strong core tension, pointed toes, and straight arms throughout the routine, with smooth, controlled transitions and a clear, still starting and finishing shape to show control and confidence.				