

Year 6 - Gymnastics

Lesson Plan

COMPLETE
EDSTART

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| Lesson Objective | To perform individual and paired balances with control and tension | | | Lesson 1/6 |
| Equipment Needed | Mats. | | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none">Perform a range of balances with stillness and controlUse core tension to stay balancedCreate a short balance sequence with a partner | | | |
| EDSTART KNOW | EDSTART GO | EDSTART SHOW | | |
| <ul style="list-style-type: none">I can explain what tension means in gymnasticsI can describe what makes a balance controlledI can explain how to work safely with a partner | <ul style="list-style-type: none">I can perform individual and paired balancesI can hold balances for 5+ secondsI can create a sequence of balances | <ul style="list-style-type: none">I can perform balances confidently to an audienceI can support my partner during performanceI can present my routine with control | | |
| Key Questions | <p>What makes a good balance? Why is tension important? A good balance is held still without wobbling, with your core tight, toes pointed, arms strong, and body tension keeping the shape steady. Tension helps keep your body controlled so you don't collapse or lose posture. It makes the balance look stronger and more accurate.</p> | | | |
| Warm Up | <p>SHAPE MAKER: Pupils move freely around the hall. On a signal, they freeze in a set gymnastics shape (tuck, straddle, star, pike). The teacher emphasises body extension, posture, and stillness, encouraging pupils to engage their core and control their whole body. PROGRESSION: Add high and low levels or music stop-starts to challenge reactions and listening skills.</p> | | | |
| Main Activity | <p>BALANCE PRACTICE: Individual & paired. Pupils explore individual balances such as arabesque, dish, and front support, focusing on control and body tension. In pairs, they create mirrored shapes or high and low contrasts. The teacher cues "tight core, point toes, no wobble" and reinforces safe posture. PROGRESSION: Hold balances longer or add slow arm movements to increase control and difficulty.</p> <p>BALANCE CHALLENGE: Pupils perform three balances: one high, one low, and one paired, selecting shapes that show clear control and strong body tension. Each balance is held for five seconds with visible stillness, encouraging pupils to focus on posture, core engagement, and pointed toes. Pupils then swap roles so one performs while the other observes, checking for balance quality, straight lines, and stability, and offering simple, positive feedback such as "strong core" or "hold still." The teacher circulates to reinforce safe technique and praise effective control. PROGRESSION: Increase hold time or perform balances back-to-back without resetting feet to challenge control and endurance.</p> <p>BALANCE SEQUENCE CREATION: In pairs, pupils link their chosen balances into a short sequence, carefully selecting shapes that show control, stability, and clear body tension. Sequences must include changes of level, direction, and timing, encouraging pupils to think about how movements connect smoothly rather than stopping between balances. Pupils practise performing side-by-side or in canon, focusing on matching timing, spacing, and body positions. Each pair then performs their sequence to another pair, watching carefully and sharing one positive comment about balance quality, teamwork, or flow. PROGRESSION: Add a travelling movement such as a step, turn, or roll between balances to improve flow and smooth transitions.</p> <p>BALANCE PATHWAY GAME: A pathway is created using mats, cones, or floor lines to guide pupils around the space. Pupils travel along the pathway using controlled movements, stopping at set points to hold a balance for three to five seconds with clear stillness and good posture. The pathway includes a mix of individual and paired balances, encouraging pupils to work independently and cooperatively while maintaining awareness of space and others. Pupils focus on smooth travel, safe transitions, and controlled balance shapes throughout. PROGRESSION: Vary the speed of travel or perform the pathway in unison with a partner to increase coordination and challenge.</p> | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Spread pairs across mats to ensure safe working areas. | TASK Simplify by holding balances on two feet; challenge with one foot, partner balances, or canon timing. | EQUIPMENT Use mats for safety; cones or markers to create balance pathways. | PEOPLE Start individually, then work in pairs for support and feedback. |
| Cooldown | <p>STRETCH & REFLECT: Pupils work with a partner to complete gentle stretches, reaching and holding to stretch the hamstrings, quadriceps, and arms. Encourage slow breathing, relaxed shoulders, and controlled movements to help the body recover after balancing activities. Partners support each other by counting the hold and reminding each other to stretch safely. PROGRESSION: Hold stretches slightly longer or add slow controlled breathing to improve relaxation and focus. "Which balance was easiest to hold still? Which was hardest and why?"</p> | | | |
| Key Technical Points | Engage core – point toes – keep body still | | | |

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| Lesson Objective | To perform a variety of rolls and link them into sequences | | | Lesson 2/6 |
| Equipment Needed | Mats. | | | |
| Success Criteria | Children can: <ul style="list-style-type: none">Perform different rolls safelyLink rolls with smooth transitionsShow control when finishing each roll | | | |
| EDSTART KNOW | <ul style="list-style-type: none">I can explain what makes a roll safeI can describe why transitions help routines flowI can explain the difference between roll types | EDSTART GO | <ul style="list-style-type: none">I can perform at least 3 different rollsI can link rolls with simple transitionsI can finish each roll with control | EDSTART SHOW |
| Key Questions | What makes a roll smooth? A roll is smooth when you tuck your chin, round your back, and use your legs to push so you glide rather than bump. Finishing in control makes it look polished. | | | |
| Warm Up | ROLLING SHAPES: Pupils roll across mats in different directions, then freeze in a chosen shape such as tuck, star, or straddle when prompted by the teacher. This activity develops body awareness, spatial control, and confidence, while preparing pupils for controlled rolling actions in gymnastics. Emphasise safe use of mats, controlled movement, and clear still shapes when stopping. PROGRESSION: Use music for stop-start cues or vary roll types before freezing into a shape. | | | |
| Main Activity | ROLL LIKE A PRO: The teacher introduces the forward roll, teddy bear roll, and straddle roll step by step using clear, simple demonstrations so pupils can clearly see each stage of the movement. Emphasis is placed on correct body posture, safe entry and exit, and smooth, controlled rolling throughout. Key teaching cues are reinforced regularly, such as "tuck your chin tightly to your chest, round your back like a ball, push with your legs, and finish standing tall with control." Pupils practise each roll several times, building confidence and consistency, while the teacher corrects common errors such as hands being too wide, head placement, or rushing the finish. PROGRESSION: Once confident, pupils smoothly link two different rolls together with control and balance. ROLL PRACTICE CIRCUIT: Mats are set up at three clearly marked stations: station one focuses on forward rolls, station two on teddy bear rolls, and station three on straddle rolls. Pupils work in small groups and rotate every few minutes, giving everyone repeated opportunities to practise each roll. At every station, pupils concentrate on safe posture, smooth execution, and finishing each roll in a strong, balanced standing position. The teacher circulates throughout the circuit, offering consistent reminders and feedback such as "chin tucked, back rounded, legs driving, stand tall at the end," while correcting technique and reinforcing safety. PROGRESSION: Link two rolls at each station or add a jump or balance on completion to increase challenge and control. ROLL SEQUENCES: In pairs, pupils create a four-roll sequence, carefully selecting and ordering rolls to show control, confidence, and clear technique. Transitions such as a small jump, step, or balance are added between each roll to help movements link smoothly and maintain flow. This activity develops fluency, coordination, and performance awareness, encouraging pupils to think beyond individual skills. Pupils consider clear starting and finishing positions, body shape, and timing, focusing on how each roll connects into the next. Pairs then perform their sequences to another pair, who observe and provide feedback on smoothness, posture, and overall flow. PROGRESSION: Add changes of level, changes of direction, or perform sequences in canon or unison to increase challenge.. | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Spread pairs across mats to ensure safe working areas. | TASK Simplify with one roll; challenge by linking multiple rolls with creative transitions. | EQUIPMENT Mats for safety; use wedges for support if needed. | PEOPLE Work individually first, then pair up to observe and support each other. |
| Cooldown | ROCK & RELAX: Pupils rock gently in a tuck shape forwards and backwards on the mat, stretching the spine and calming the body after rolling activities. Encourage slow, controlled movements, relaxed breathing, and a tight tuck shape to help pupils settle and recover safely. PROGRESSION: Extend to slow rocking side-to-side to improve flexibility, control, and relaxation. “What makes a roll smooth? Why are transitions important for a routine?” | | | |
| Key Technical Points | <ul style="list-style-type: none">Tuck chin to chestRound your backPush with legs and finish tall | | | |

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| Lesson Objective | To perform different jumps with control in take-off and landing | | | Lesson 3/6 |
| Equipment Needed | Mats. | | | |
| Success Criteria | Children can: <ul style="list-style-type: none">Perform a range of jump shapesLand safely with bent kneesLink jumps into a short sequence | | | |
| EDSTART KNOW | EDSTART GO <ul style="list-style-type: none">I can explain how to land safely from a jumpI know how arms and posture help with flightI understand how to link jumps together into a routine <ul style="list-style-type: none">I can perform a variety of jumps with good techniqueI can land softly on bent knees and stay balancedI can connect jumps smoothly into a short routine. | | | EDSTART SHOW <ul style="list-style-type: none">I can perform jumps confidently to othersI can evaluate my partner's landing technique respectfullyI can present my routine with posture and expression |
| Key Questions | What makes a safe landing? Landing on bent knees, feet together, and arms out for balance helps absorb the impact and prevents injury. | | | |
| Warm Up | JUMP WARM-UP: Pupils practise jumping into tuck, star, and straight shapes on mats, focusing on body control in the air and safe, balanced landings. The teacher highlights the importance of good posture, strong take-off, and landing with soft knees and quiet feet to protect joints. Pupils are encouraged to pause briefly after each jump to show control and stillness. PROGRESSION: Add changes of direction such as forwards or sideways, or use a signal to change jump shape mid-air. | | | |
| Main Activity | JUMP TECHNIQUE MASTERY: Pupils practise straight, star, tuck, and half-turn jumps step by step, following clear and repeated teacher demonstrations to build confidence and understanding. The focus is on developing correct arm swing to generate lift, a strong and balanced take-off using both feet together, and safe, controlled landing technique. Key cues are reinforced throughout, including "swing your arms strongly to help lift, push off with both feet together, keep your body tight in the air, and land softly on bent knees with balance." Pupils repeat each jump several times, concentrating on improving posture, jump height, body shape in the air, and quiet, stable landings. The teacher observes and provides individual feedback to support safe technique and consistent performance. PROGRESSION: Link two different jumps together smoothly without stopping between them to increase control and fluency. JUMP CIRCUIT: Three stations are set up to practise key jump types in a safe and structured way. Station one focuses on straight and star jumps, helping pupils work on height, body shape, and control in the air. Station two focuses on tuck jumps, encouraging pupils to lift knees, maintain a tight body shape, and land with balance. Station three focuses on half-turn jumps, developing coordination, spatial awareness, and controlled rotation. Pupils rotate in small groups every few minutes to ensure high activity levels and repeated practice at each station. The teacher circulates throughout the circuit, reinforcing consistent feedback such as "arms up tall, land quietly, knees soft, stay balanced," while correcting technique, supporting confidence, and praising strong examples. PROGRESSION: Link two jumps together at each station or add controlled travel before and after each jump to increase challenge and fluency. JUMP COMBINATIONS: Pupils link three to four different jumps into a short routine, for example straight into tuck, then star, finishing with a half-turn. Working in pairs, pupils practise timing and unison so they perform together with control and confidence. Pupils are encouraged to think about clear starting and finishing positions, body shape, and presentation, as if performing to an audience. PROGRESSION: Add canon timing where one partner starts slightly later, or include travel between jumps to increase fluency and creativity. | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Use safe marked zones for jumping and landing. | TASK Simplify with single jumps; challenge with linked combinations and turns. | EQUIPMENT Mats for safe landings; springboard optional. | PEOPLE Work individually, then in pairs for synchronisation. |
| Cooldown | STRETCH & SETTLE: Pupils complete gentle stretches for the legs and arms, including hamstring stretches, calf stretches, and shoulder rolls. Stretches are performed slowly with deep, controlled breathing to help lower the heart rate and relax the body after jumping activities. Emphasise smooth movements and correct stretching positions to support recovery and flexibility. "What makes a landing safe? How do arms help with flight?" | | | |
| Key Technical Points | <ul style="list-style-type: none">Land softly with bent kneesUse arms to drive and control flightKeep a tight body shape in the air | | | |

Year 6 - Gymnastics

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| Lesson Objective | To perform balances, rolls, and jumps safely on apparatus | | | Lesson 4/6 |
| Equipment Needed | Mats, benches, beams, boxes. | | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none">Use apparatus safely and responsiblyPerform balances, rolls, and jumps on apparatusCreate a short sequence using apparatus | | | |
| EDSTART KNOW | <ul style="list-style-type: none">I can explain the safety rules for using apparatusI know how to adapt balances, rolls, and jumps to different equipmentI understand how to mount and dismount safely | | EDSTART GO | <ul style="list-style-type: none">I can perform balances, rolls, and jumps using apparatusI can show control and confidence when travelling across apparatusI can create a short apparatus sequence with variety |
| EDSTART SHOW | <ul style="list-style-type: none">I can work safely with others when sharing apparatusI can support a partner in safe use of equipmentI can perform apparatus sequences with confidence to an audience | | | |
| Key Questions | <p>How do we stay safe on apparatus? By checking equipment before use, climbing carefully, waiting for space, and always dismounting with bent knees onto a mat.</p> | | | |
| Warm Up | <p>TRAVEL WARM-UP: Pupils move freely around the hall and, on the teacher's signal, freeze in different shapes as if stepping on or off apparatus. This prepares pupils for controlled entries and dismounts while developing balance, body tension, and spatial awareness. Emphasis is placed on safe movement, controlled stopping, and awareness of others in the space. PROGRESSION: Add direction cues such as forwards, backwards, or sideways, or require pupils to freeze in a specific apparatus shape such as front support or dish.</p> | | | |
| Main Activity | <p>TAKING SKILLS TO THE APPARATUS: Pupils revisit balances, rolls, and jumps from earlier lessons, with the teacher clearly demonstrating how each skill can be adapted and performed safely on apparatus such as benches, beams, or boxes. Strong emphasis is placed on safe mounting and dismounting, with pupils watching demonstrations that highlight controlled climbing, secure foot placement, and balanced body positions. Key cues are reinforced throughout, including "check the space around you, climb carefully, perform tall and controlled with tension in your body, and dismount softly with bent knees." Pupils then practise each skill carefully, taking their time to focus on posture, body tension, foot placement, and quiet, controlled landings. The teacher circulates to correct technique, ensure safety, and build confidence when working at height. PROGRESSION: Introduce linking movements across the apparatus, such as travelling along a bench, holding a balance, and finishing with a controlled dismount.</p> <p>APPARATUS STATIONS: Multiple stations are set up using a range of apparatus such as benches, low beams, boxes, and mats. At each station, pupils practise one balance, one roll, and one jump, adapting their technique to suit the height, width, and stability of the apparatus. Pupils rotate between stations in small groups, ensuring everyone has repeated opportunities to practise safely and confidently. The teacher circulates throughout, reinforcing clear and consistent safety messages such as "always look where you're going, hold your balance with tension, and land softly on dismount," while correcting technique and praising controlled performances. This approach allows pupils to experience how different apparatus change the level of difficulty, challenge balance and coordination, and require increased control and focus. PROGRESSION: Add a travel element before or after each skill, such as walking along a bench or stepping across a beam before performing a balance.</p> <p>APPARATUS SEQUENCES: Pupils combine one balance, one roll, and one jump into a short sequence performed on apparatus. They practise linking the three skills smoothly, thinking carefully about entry points, body tension during performance, and safe exits. Pupils focus on flow, control, and confident movement throughout the sequence. PROGRESSION: Pupils work with a partner to mirror or perform in canon, or add changes of direction to increase creativity and challenge. Performances can be shared with another group for feedback on control and safety.</p> | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Spread groups across available apparatus stations. | TASK Simplify with one skill; challenge with full sequences. | EQUIPMENT Benches, beams, mats, boxes. | PEOPLE Groups of 3-5 working collaboratively. |
| Cooldown | <p>Gentle stretches beside the apparatus, focusing on legs, shoulders, and arms. Encourage pupils to stretch slowly and breathe steadily, lowering their heart rate after working at height. Reflection question: "How do we stay safe on apparatus? How is it different from floor work?"</p> | | | |
| Key Technical Points | <ul style="list-style-type: none">Check equipment before useHold tension and control throughoutDismount with a safe landing | | | |

Year 6 - Gymnastics

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|---|---|--|---|---|---------------------|
| Lesson Objective | To choreograph a gymnastics sequence with variety and flow | | | | Lesson 5/6 |
| Equipment Needed | Mats, benches, beams, boxes. | | | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none">• Create a routine including balances, rolls, jumps, and apparatus• Link skills smoothly with transitions• Perform a sequence confidently with a group | | | | |
| EDSTART KNOW | <ul style="list-style-type: none">• I can explain how transitions make routines flow• I know what makes a sequence creative and polished• I understand how to collaborate in a group routine | | | | EDSTART GO |
| | <ul style="list-style-type: none">• I can combine balances, rolls, jumps, and apparatus in a routine• I can link skills smoothly with transitions• I can practise and perform with my group confidently. | | | | EDSTART SHOW |
| Key Questions | <p>What makes a sequence polished? Clear starting and finishing shapes, smooth transitions, strong posture, and confident presentation make a routine look polished.</p> | | | | |
| Warm Up | <p>SHAPE AND ROLL WARM-UP: Pupils alternate between balances and rolls on a signal from the teacher. This develops quick reactions and encourages pupils to think about linking different types of movement. Emphasis is placed on control when holding balances, safe rolling technique, and smooth transitions into and out of each action. Pupils are encouraged to move with awareness of space and others. PROGRESSION: Add direction or level signals such as high balance or low roll to increase variety and challenge.</p> | | | | |
| Main Activity | <p>LINK IT LIKE A ROUTINE: Pupils revisit the key skills of balances, rolls, and jumps, focusing on how smooth transitions can connect each movement into one flowing routine. The teacher models clear examples of effective links, showing how body position, timing, and direction help movements blend together rather than stop and start. Key cues are reinforced throughout, including "choose a balance, add a roll, then connect into a jump so it flows together like one routine without stopping." Pupils practise short combinations, experimenting with different ways to travel, turn, or change levels between skills. This helps them understand how strong transitions improve fluency, control, confidence, and overall performance quality. PROGRESSION: Pupils link all three skill types into one continuous sequence without pauses, maintaining control and flow throughout.</p> <p>GROUP PLANNING: Pupils work in small groups to design a short gymnastics routine that includes at least one balance, one roll, one jump, and an element of apparatus. Groups are encouraged to create variety by using different levels, directions, speeds, and timings to make their routine more interesting and dynamic. The teacher supports planning by using prompts such as "how will your group start and finish?", "where are your changes of level?", and "how will you keep the sequence flowing?" Pupils discuss ideas together, decide on the order of movements, and agree clear roles so everyone is involved. This stage helps pupils develop communication, teamwork, and creative thinking. PROGRESSION: Challenge groups to include a creative opening pose or add a unison or canon element to increase complexity and performance quality.</p> <p>GROUP REHEARSAL: Groups practise and refine their routines, focusing on clear timing, smooth fluency, effective teamwork, and confident performance. Pupils rehearse their starting and finishing positions, ensuring they are strong, controlled, and well presented. Particular attention is given to transitions between skills so movements link smoothly without stopping. The teacher circulates to provide targeted feedback on control, posture, cooperation, and use of space, supporting groups to make purposeful improvements. Pupils are encouraged to communicate clearly, count timing together, and support one another during practice. PROGRESSION: Add canon sections where skills are performed one after another, or unison sections where movements are performed together to increase challenge and visual impact. Groups then perform their routines to another group, who provide one positive comment and one suggestion for improvement.</p> | | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Groups spread across hall for safe practice. | TASK Simplify with fewer skills; challenge with longer sequences and canon/unison. | EQUIPMENT Mats and apparatus for variety. | PEOPLE Groups of 3-5 working collaboratively. | |
| Cooldown | <p>STRETCH, BALANCE & BREATHE: The whole class completes gentle stretches and controlled breathing, holding simple balances slowly while focusing on good posture, body tension, and relaxation. Pupils are encouraged to breathe in through the nose and out through the mouth to help lower the heart rate and calm the body after activity. This supports recovery and helps pupils finish the lesson feeling settled and focused. "What makes a sequence look polished and creative?"</p> | | | | |
| Key Technical Points | <ul style="list-style-type: none">• Use smooth transitions• Include variety and creativity• Work as a team | | | | |

Year 6 - Gymnastics

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|---|--|---|------------------------------------|--|---------------------|
| Lesson Objective | To perform and evaluate a gymnastics routine | | | | Lesson 6/6 |
| Equipment Needed | Mats, benches, beams, boxes. | | | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none">• Perform a sequence confidently to an audience• Reflect on performance and suggest improvements• Give and receive feedback positively | | | | |
| EDSTART KNOW | <ul style="list-style-type: none">• I can explain what makes a confident performance• I know how to evaluate a routine using strengths and improvements• I understand how to give constructive feedback | | | | EDSTART GO |
| | <ul style="list-style-type: none">• I can perform my sequence with control and confidence• I can reflect on my performance and suggest ways to improve• I can evaluate others' routines respectfully | | | | EDSTART SHOW |
| Key Questions | <p>What makes a confident performance? Standing tall, smiling, presenting clearly to the audience, and performing skills with control and expression shows confidence.</p> | | | | |
| Warm Up | <p>PERFORMANCE WARM-UP: Pupils rehearse a selection of balances, rolls, and jumps to prepare their bodies and minds for performance. Emphasis is placed on control, fluency, and safe landings, helping pupils feel confident and ready to perform. This warm-up also gives groups time to quickly review key sections of their routine and refocus on performance quality rather than practice. PROGRESSION: Add short sequences where pupils practise presenting confidently to an imaginary audience, focusing on strong starts and clear finishes.</p> | | | | |
| Main Activity | <p>PERFORM WITH PRESENCE: The teacher reinforces the importance of strong posture, clear timing, and confident presentation when performing gymnastics routines. Through clear demonstrations, pupils are shown how to connect skills seamlessly so movements flow together as a polished sequence rather than appearing as separate actions. Key cues are consistently reinforced, including "stand tall, present confidently with your head up, connect your skills smoothly without stopping, and finish with control as if performing to an audience." Pupils practise short sections of their routine, focusing on body tension, eye line, controlled transitions, and confident starts and finishes. The teacher circulates to give targeted feedback, helping pupils improve performance quality and self-belief. PROGRESSION: Groups rehearse using exaggerated presentation, such as smiling, extended arms, and a strong, clear finish, to build performance presence and confidence.</p> <p>GROUP PERFORMANCES: Each group performs their completed routine to the class, presenting it as a finished performance rather than a practice run. The teacher and peers observe carefully using clear success criteria, including control, creativity, fluency, and confidence. Pupils are encouraged to watch respectfully and focus on how well movements link together, how confidently the group presents, and how controlled the skills are throughout. The teacher models how to give balanced and supportive feedback by first highlighting positives before offering one clear suggestion for improvement. This helps pupils reflect constructively on performance quality. PROGRESSION: Pupils perform their routine twice, applying the feedback from their first performance to improve control, presentation, and fluency in the second.</p> <p>PEER EVALUATION: Pupils work in small groups to discuss the strengths and next steps of their performances. They are guided to use clear, constructive feedback language such as "I liked how you..." and "next time you could try...", helping feedback remain positive and supportive. Pupils are encouraged to listen carefully to others, take turns speaking, and respect different ideas and opinions. This process supports reflection, teamwork, and confident communication. The teacher circulates to support discussions and model effective feedback where needed. PROGRESSION: Pupils identify specific technical improvements, such as smoother transitions, clearer starting and finishing shapes, or stronger timing in unison or canon sections, to help refine future performances.</p> | | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE | TASK | EQUIPMENT | PEOPLE | |
| | Arrange safe space for group performances. | Simplify with shorter routines; challenge with extended polished sequences. | Mats and apparatus if appropriate. | Groups performing and evaluating each other. | |
| Cooldown | <p>Partner stretches for arms, legs, and back followed by calm breathing exercises to relax and lower heart rate. Teacher encourages pupils to reflect quietly on their progress throughout the unit. Reflection question: "What was the strongest part of your routine? What could you improve if you performed again?"</p> | | | | |
| Key Technical Points | <ul style="list-style-type: none">• Present with good posture and confidence• Connect skills with fluency• Finish strongly with control | | | | |