

**Lesson Objective** To explore rocket, star, and moon shapes with control and stillness.

**Lesson 1/6**

**Equipment Needed** Mats, cones.

**Success Criteria** Children can:

- make rocket, star, and moon shapes.
- hold my shape still for 3 seconds.
- copy and perform shapes to a partner

### EDSTART KNOW

- I can show rocket, star, and moon shapes.
- I can stay still to hold my shape.
- I can use mats safely.

### EDSTART GO

- I can make shapes with my body.
- I can hold them for 3 seconds.
- I can travel across a mat and stop in a shape.

### EDSTART SHOW

- I can copy my partner's shape.
- I can perform my shape confidently.
- I can clap and celebrate my partner's shape.

### Warm Up

**ASTRONAUT FLOAT & FREEZE:** Pupils move around the hall slowly, pretending to float like astronauts in space. On the teacher's signal, they must freeze in a rocket (straight), star, or moon (tuck) shape. Extension: Teacher calls out "slow motion landing" – pupils freeze and lower carefully into a shape on the floor. Teaching prompt: "Strong tummy, point your toes, freeze like a statue in space." PROGRESSION: Hold each shape for 5 seconds while the teacher counts down.

EYFS Link: Physical Development (coordination, core strength, balance and control), PSED (self-regulation and focus), Expressive Arts & Design (imaginative movement and role play).

### Main Activity

**COPY THE TEACHER:** Teacher demonstrates rocket, star, and moon shapes. Pupils copy each shape, holding still for 3–5 seconds. Teaching prompt: "Can you stretch your arms so wide that you touch the stars?" PROGRESSION: Add the straddle shape (legs wide, arms stretched).

EYFS Link: Physical Development (gross motor coordination and spatial awareness), Communication & Language (listening and responding), Understanding the World (exploring shapes and positions).

**SHAPE TRAIL:** Mats are placed as "planets." Pupils travel across mats in different ways (walking, tiptoeing, side-stepping) and freeze in a rocket, star, or moon shape when they reach the mat. Teaching prompt: "Travel smoothly, land on your planet, then hold your pose." PROGRESSION: Link 2 shapes in one journey (e.g., start as a rocket, finish as a star).

EYFS Link: Physical Development (agility and coordination), Mathematics (positional language and direction), PSED (turn-taking and spatial awareness).

**PARTNER SHAPES:** In pairs, one pupil performs a shape while the other copies. They swap roles, then create a short 2-shape routine together. Teaching prompt: "Work as a team – can you match your partner's body exactly?" PROGRESSION: Try performing their shapes side by side, then one after the other like a "space echo."

EYFS Link: Physical Development (mirroring movements and balance), PSED (cooperation and teamwork), Communication & Language (describing and discussing movements).

**SPACE STORY:** Pairs link 3–4 shapes into a short "space story" (e.g., rocket → star → moon → rocket). They practise and perform for another pair. Teaching prompt: "Does your story have a beginning, a middle, and an ending?" PROGRESSION: Add a clear starting pose (ready position) and finishing pose (present like astronauts landing).

EYFS Link: Physical Development (sequencing movements and control), Expressive Arts & Design (storytelling through movement), Communication & Language (narrating and performing), PSED (confidence performing to others).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Spread mats like planets with safe gaps; give pupils clear zones to move and freeze

#### TASK

Start with one shape, progress to linking two or three in a sequence.

#### EQUIPMENT

Use mats for safe shapes and cones for pathways

#### PEOPLE

Work individually, then with a partner to copy shapes, finally share with a group.

### Cooldown

**ROCKET TO MOON BREATHING:** All pupils stand tall like rockets with arms stretched high, breathing in slowly. Then they curl into a small moon shape (tuck), breathing out gently. Repeat 3–4 times. Add a gentle side stretch "reaching for stars" before curling small. Teaching prompt: "Breathe in tall, breathe out small – let your body calm down like floating back to Earth."

EYFS Link: Physical Development – Relaxation and controlled breathing; PSED – Managing feelings and calm reflection; Communication & Language – Sharing experiences and self-expression.

**Lesson Objective** To perform balances with stillness. **Lesson 2/6**

**Equipment Needed** Mats, benches, cones.

**Success Criteria** Children can:

- balance on 1 foot, knees, or front support.
- hold for 3–5 seconds.
- copy a partner's balance.

### EDSTART KNOW

- I can show balances on 1 foot, knees, and front support.
- I can keep my tummy strong to stay steady.
- I can climb and land safely on apparatus.

### EDSTART GO

- I can balance on different body parts.
- I can hold a balance for 3–5 seconds.
- I can travel across a bench and stop in a balance.

### EDSTART SHOW

- I can copy my partner's balance.
- I can perform my balance to the class.
- I can say something positive about my partner's balance.

### Warm Up

**BALANCES ON PLANETS:** Pupils bounce like astronauts from planet to planet, using mats as safe landing spots. On a signal they freeze in a balance (one foot, knees, front supports). Add different arm positions (wide like wings, tall like rockets). Teacher prompt: "Strong tummy, eyes forward, still body." Progression: Hold for 3 seconds, then extend to 5–6 seconds.

EYFS Link: Physical Development (balance, coordination, core strength), PSED (focus and self-regulation), Expressive Arts & Design (imaginative role play through movement)

### Main Activity

**BALANCE CHALLENGE:** Pupils practise three balances, holding each for 3–5 seconds. Teacher counts aloud to encourage stillness and control. Focus on pointed toes, stretched arms, and posture. Progression: Increase hold to 6–8 seconds or add changes of level (low, medium, high).

EYFS Link: Physical Development (control, stability, and body awareness), PSED (confidence and perseverance), Communication & Language (listening and responding to instructions).

**PARTNER PLANETS:** One child makes a balance, the other copies or mirrors. Swap roles and create a short two-balance routine together. Encourage working close together, side by side, or face to face. Progression: Add a travelling movement to connect balances or perform in canon (one after the other).

EYFS Link: Physical Development (coordination and mirroring), PSED (teamwork, cooperation, and turn-taking), Communication & Language (describing shapes and movements).

**PLANET TRAIL:** Pupils travel carefully across a bench or line as if moving along a planet path. Pause halfway to show a balance, then dismount safely onto a mat. Teacher reinforces climbing carefully, looking forward, and soft landings. Progression: Add a second balance on the bench or include a finishing pose after dismount.

EYFS Link: Physical Development (balance, coordination, safe movement), PSED (risk management and self-confidence), Understanding the World (navigating space and direction).

**GROUP GALAXY:** Small groups link different balances into a short "space story." Include a range of levels, shapes, and directions. Perform to another group and listen to feedback. Progression: Groups add synchronisation (performing together) or contrasting balances.

EYFS Link: Physical Development (sequencing movements and body control), Expressive Arts & Design (creative storytelling through movement), Communication & Language (sharing and discussing ideas), PSED (confidence and cooperation in performance).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Wide areas for safety, smaller for challenge.

#### TASK

Carry, then balance equipment while moving.

#### EQUIPMENT

Hoops, ladders, cones, treasure.

#### PEOPLE

Alone first, then in groups.

### Cooldown

Pupils stretch arms wide like Saturn's rings and gently sway side to side. Curl small like moons to relax the body and calm muscles. Finish with slow breathing to return to rest. PROGRESSION: hold each stretch a little longer or add gentle reaches "across the galaxy."

EYFS Link: Physical Development – Relaxation and flexibility; PSED – Self-regulation and reflection; Communication & Language – Expressing thoughts and feelings.

**Lesson Objective** To explore rolling actions safely.

**Lesson 3/6**

**Equipment Needed** Mats

**Success Criteria** Children can:

- rock in tucked shape
- roll sideways.
- finish in a shape.

### EDSTART KNOW

- I can tuck my chin to roll safely.
- I can round my back for rolling.
- I can roll slowly and carefully on mats.

### EDSTART GO

- I can rock in a tuck shape.
- I can roll sideways like a log.
- I can finish my roll in a shape.

### EDSTART SHOW

- I can perform my roll to a partner.
- I can freeze in a finishing pose.
- I can clap for my partner's roll.

### Warm Up

**SPACE ROLLS:** Pupils curl small like meteors in a tight tuck shape and gently rock forwards and backwards. Add side-to-side rocking for variety. Teacher reinforces chin tucked in and arms close to the body. Prompt: "Make your body small like a meteor, tuck in tight, and roll smoothly." Progression: Rock three times in a row, then freeze in a rocket or star pose.

EYFS Link: Physical Development (coordination, core strength, control), PSED (focus and perseverance), Expressive Arts & Design (imaginative role play through movement).

### Main Activity

**METEOR ROCKS:** Pupils practise rocking in tuck on mats, focusing on control and round back. Teacher counts 3–5 rocks before pupils freeze. Progression: Add a finishing shape such as rocket or star after the final rock.

EYFS Link: Physical Development (body control, balance, and strength), Communication & Language (listening and responding to counting cues), PSED (turn-taking and concentration).

**SATELLITE ROLLS:** Pupils perform sideways log rolls across mats with arms stretched overhead like satellites. Teacher reinforces straight body and looking in the direction of the roll. Progression: Try two rolls in a row or finish with a balance at the end.

EYFS Link: Physical Development (rolling coordination, core stability, and spatial awareness), PSED (confidence in movement), Understanding the World (exploring direction and travel).

**ROLL & SHAPE:** Pupils perform one roll followed immediately by a rocket or star shape. Teacher encourages smooth transitions without stopping. Progression: Link two different rolls together, each ending in a different shape.

EYFS Link: Physical Development (transition control and movement fluency), Expressive Arts & Design (creative sequencing), Communication & Language (following multi-step instructions).

**SPACE PARADE:** Groups combine different rolls and shapes to create a short "space sequence." Encourage groups to use variety – one child rocks, another rolls, then all freeze in a star shape. Progression: Add a clear start pose and finish pose, or practise performing in canon (one after another).

EYFS Link: Physical Development (sequencing and control), PSED (teamwork, confidence, and performing to others), Expressive Arts & Design (creative storytelling through movement), Communication & Language (sharing and describing actions).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use mats as rolling lanes with space between pupils

#### TASK

Begin with rocking in tuck, progress to log rolls, then add finishing shapes.

#### EQUIPMENT

Mats only for safety.

#### PEOPLE

Begin alone, then show rolls to a partner, share in a group.

### Cooldown

Pupils lie flat and still like shooting stars, arms and legs stretched out. Add slow breathing: breathe in through the nose, breathe out slowly as if floating through space. Prompt: "Be a shooting star gliding quietly across the sky." PROGRESSION: add gentle stretches, reaching arms across the body or pointing toes.

EYFS Link: Physical Development – Relaxation and flexibility; PSED – Calm reflection and emotional regulation; Communication & Language – Expressing thoughts clearly.

**Lesson Objective** To perform rocket and star jumps with control.

**Lesson 4/6**

**Equipment Needed** Mats, cones.

**Success Criteria** Children can:

- perform a rocket/star jumps.
- land safely.
- link jumps together.

### EDSTART KNOW

- I can show rocket and star jumps.
- I can bend my knees to land safely.
- I can swing my arms to help me jump.

### EDSTART GO

- I can perform rocket and star jumps.
- I can land softly on two feet.
- I can link two jumps together.

### EDSTART SHOW

- I can perform my jump to a partner.
- I can link two jumps into a short routine.
- I can celebrate my partner's jumps with claps.

### Warm Up

**SPACE JUMPS:** Pupils hop like astronauts on the moon, using light bounces and soft knees. Add different directions: forward, backward, sideways. Teacher encourages control, quiet landings, and soft feet. Prompt: "Bend your knees, land softly, stay balanced like an astronaut on the moon." Progression: Link two hops together or change height (low hops, higher bounces).

EYFS Link: Physical Development (agility, coordination, and balance), PSED (focus and control), Expressive Arts & Design (imaginative space movement).

### Main Activity

**JUMP PRACTICE:** Pupils practise rocket jumps (straight body, arms reaching high) and star jumps (legs and arms wide). Focus on swinging arms up and landing quietly. Progression: Increase repetitions or try adding a half turn after the jump.

EYFS Link: Physical Development (jumping technique and power), Communication & Language (listening to and following instructions), PSED (confidence through repetition and improvement).

**JUMP LINKS:** Pupils perform two jumps in a row, such as rocket → star. Teacher reminds pupils to connect the jumps smoothly without pausing. Progression: Try linking three jumps or add a finishing pose.

EYFS Link: Physical Development (movement sequencing and control), Expressive Arts & Design (creative combinations), PSED (perseverance and self-regulation).

**JUMP SEQUENCES:** Small groups create a short routine with three jumps and a clear start and finish. Encourage different orders of rocket and star jumps, and practise together. Progression: Groups can add timing (all together) or travel between jumps.

EYFS Link: Physical Development (coordination and sequencing), PSED (teamwork and cooperation), Communication & Language (planning and describing movement), Expressive Arts & Design (performance and rhythm).

**JUMP PATHWAY:** Mats are set out as a pathway across the hall. Pupils travel along, performing rocket and star jumps as they go. Encourage pupils to move with rhythm and flow. Progression: Add obstacles such as cones to jump over or ask pupils to change direction mid-path.

EYFS Link: Physical Development (balance, direction, and coordination), Understanding the World (exploring pathways and movement), PSED (confidence and independence), Expressive Arts & Design (creative exploration of space).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Create landing zones with mats and cones.

#### TASK

Start with single jumps, progress to linking two or three.

#### EQUIPMENT

Mats for safe landings

#### PEOPLE

Start solo, then work with partners, build into group sequences.

### Cooldown

Pupils sit on mats with legs straight, reaching forward gently to touch their toes. Slowly stretch arms up tall, then relax them down. Prompt: "Stretch your legs like rockets cooling down after launch." PROGRESSION: add gentle ankle circles or side stretches to release tension.

EYFS Link: Physical Development – Relaxation and stretching; PSED – Reflection and self-regulation; Communication & Language – Expressing ideas and feelings.

**Lesson Objective** To link travel, roll, and jump into a routine. **Lesson 5/6**

**Equipment Needed** Mats, benches, cones.

**Success Criteria** Children can:

- link 3 skills.
- show a start/finish to a simple routine
- rehearse a routine with others.

### EDSTART KNOW

- I can show a clear start, middle, and finish in a routine.
- I can link travel, rolls, and jumps smoothly.
- I can plan my moves in order

### EDSTART GO

- I can link a travel, a roll, and a jump.
- I can add a starting and finishing pose.
- I can practise my routine with a group.

### EDSTART SHOW

- I can perform my routine to another group.
- I can give feedback to my friends.
- I can improve my routine after practising.

### Warm Up

**LINKING IN SPACE:** Pupils move like astronauts exploring space, travelling in different ways (walking, tiptoeing, crawling). On a signal, they freeze in a rocket, star, or moon pose. Teacher encourages quick reactions and strong, clear freezes. Prompt: "Travel smoothly, then freeze like a space statue." Progression: Add levels to freezes (low, medium, high).

EYFS Link: Physical Development (coordination, balance, and spatial awareness), PSED (focus and control), Expressive Arts & Design (imaginative movement and role play).

### Main Activity

**SPACE ROUTES:** Pupils travel across mats and perform a roll at the end (e.g., log roll or tuck rock). Encourage smooth linking without stopping. Prompt: "Keep your travel moving into your roll without pauses." Progression: Add a starting pose before the travel and a finishing shape after the roll.

EYFS Link: Physical Development (sequencing movement and control), PSED (confidence and perseverance), Communication & Language (listening and following multi-step instructions).

**MOON MISSIONS:** Pupils travel across mats, then perform a jump (rocket or star). Focus on swinging arms and landing softly on two feet. Prompt: "Land quietly like an astronaut on the moon." Progression: Add two jumps linked together or include a freeze pose after landing.

EYFS Link: Physical Development (agility, jumping technique, coordination), PSED (self-regulation and concentration), Expressive Arts & Design (creative expression through movement).

**MINI ROUTINES:** Pupils combine travel + roll + jump into a short sequence. Encourage them to think about order and transitions. Prompt: "Does your routine flow from beginning to end?" Progression: Add a start and finish pose or increase to four linked skills.

EYFS Link: Physical Development (linking actions and movement fluency), PSED (confidence and teamwork), Communication & Language (planning and describing movement), Expressive Arts & Design (sequencing and creativity).

**GROUP GALAXY:** Small groups work together to create a sequence using travel, roll, and jump. Groups practise timing and working as a team. Prompt: "Work as a team to make your galaxy routine look exciting." Progression: Add synchronisation (all together) or contrasting actions (different children doing different skills).

EYFS Link: Physical Development (coordination and timing), PSED (teamwork, cooperation, and performance confidence), Communication & Language (collaboration and feedback), Expressive Arts & Design (group storytelling through movement).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Design pathways across mats and benches.

#### TASK

Begin with travel + roll, progress to travel + roll + jump.

#### EQUIPMENT

Mats and benches as planets.

#### PEOPLE

Start alone, then in pairs, finally in small groups

### Cooldown

Pupils work with a partner to stretch. One stretches tall like a rocket, the other curls small like a meteor, then they swap. Add gentle arm stretches and side reaches while breathing calmly. Prompt: "Stretch tall, curl small, and breathe slowly as your rocket lands." PROGRESSION: hold stretches for longer or try partner mirror stretches.

EYFS Link: Physical Development – Relaxation and breathing; PSED – Emotional regulation and reflection; Communication & Language – Expressing ideas and preferences.

**Lesson Objective** To perform and evaluate routines. **Lesson 6/6**

**Equipment Needed** Mats, cones, optional music.

**Success Criteria** Children can:

- perform a short routine confidently.
- repeat with improvements.
- offer feedback to others

### EDSTART KNOW

- I can begin and end my routine clearly.
- I can perform with confidence.
- I can be a respectful audience.

### EDSTART GO

- I can perform a routine with my group.
- I can repeat my routine with improvements.
- I can take turns as performer and audience.

### EDSTART SHOW

- I can perform confidently to the class.
- I can give "One Star and One Wish."
- I can celebrate my class's routines.

### Warm Up

**SPACE SHOW:** Pupils practise a short sequence of roll + jump + pose. Teacher reminds them to show a clear start and finish each time. Pupils repeat the sequence several times, focusing on smooth transitions. Prompt: "Strong start, smooth middle, strong finish." Progression: Practise in pairs, taking turns to perform to each other.

EYFS Link: Physical Development (sequencing and control), PSED (confidence and self-regulation), Expressive Arts & Design (performance and creative expression), Communication & Language (listening and responding).

### Main Activity

**GROUP REHEARSALS:** Groups practise their routines made in the last lesson. Teacher circulates, giving feedback on transitions, shapes, and confidence. Prompt: "Does your routine look like it belongs together?" Progression: Add a start pose and a final presentation pose.

EYFS Link: Physical Development (movement coordination and control), PSED (cooperation, teamwork, and perseverance), Communication & Language (receiving and acting on feedback), Expressive Arts & Design (refining and improving creative work).

**SPACE SHOWCASE:** Each group performs on a designated "stage" area marked with mats. Audience is encouraged to watch respectfully and clap afterwards. Prompt: "Stand tall, perform confidently, and show your best space moves." Progression: Groups add timing, so they move in unison or include a canon.

EYFS Link: Physical Development (body control and presentation), PSED (confidence and respect for others), Communication & Language (listening and performing), Expressive Arts & Design (creative performance and rhythm).

**PEER REVIEW – ONE STAR, ONE WISH:** After each performance, audience members give one positive comment and one suggestion to improve. Teacher models appropriate language. Prompt: "Say one thing you liked, and one idea for next time." Progression: Encourage children to use gymnastic vocabulary (balance, roll, landing).

EYFS Link: Communication & Language (expressing opinions and listening to others), PSED (empathy, respect, and reflection), Physical Development (awareness of performance quality), Understanding the World (recognising effort and improvement).

**FINAL ORBIT – CLASS PERFORMANCE:** The whole class comes together to perform their routines one after another as a "space show." Teacher introduces groups to make it feel like a real performance. Prompt: "This is your big orbit – show teamwork, smiles, and clear shapes." Progression: Film or invite another class/teacher as an audience.

EYFS Link: Physical Development (coordination, control, and confidence in performance), PSED (teamwork and pride in achievement), Communication & Language (clear expression and audience awareness), Expressive Arts & Design (final creative showcase and storytelling through movement).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Mark out a performance area as the "stage."

#### TASK

Practise, perform, then repeat with improvements.

#### EQUIPMENT

Mats for stage, optional music.

#### PEOPLE

Perform in groups, take turns as audience

### Cooldown

Pupils sit in a circle and stretch arms, legs, and backs gently. Teacher leads reflection: pupils share their favourite space move from the unit. Prompt: "Stretch, breathe slowly, and think about what you enjoyed most." PROGRESSION: pupils also share one thing they got better at.

EYFS Link: Physical Development – Relaxation and control; PSED – Emotional regulation and reflection; Communication & Language – Sharing thoughts and feelings clearly.