

Lesson Objective I can travel like a sea creature. I can link 2-3 moves. I can perform to a partner.

Lesson 1/6

Equipment Needed Mats, cones.

Success Criteria Children can:

- copy shapes.
- freeze still.
- perform with a partner.

EDSTART KNOW

- I can copy sea shapes.
- I can freeze still.
- I can perform with a partner.

EDSTART GO

- I can make sea shapes with my body.
- I can hold each shape for 2-3 seconds.
- I can travel and stop in a shape.

EDSTART SHOW

- I can copy my partner's sea shape.
- I can perform my shape confidently.
- I can clap for others.

Warm Up

SEA SHAPES: Pupils swim around the hall like fish, using big arm sweeps and gentle kicks. On a signal, they freeze as a starfish, shell (tuck), or seaweed (stretch tall and wobbly). Freeze at different levels (low shell, medium seaweed, high starfish). Teacher prompt: "Freeze like you are under the sea where everyone can see your shape." Progression: Hold each shape for 3-5 seconds while the teacher counts.

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

Main Activity

COPY TEACHER SHAPES: Teacher shows simple shapes (starfish, shell, seaweed). Pupils copy and hold still for 2-3 seconds. Prompt: "Can you hold your shape like a statue in the sea?" Progression: Add new shapes (crab crouch, dolphin arch).

EYFS Link: Physical Development (gross motor control and flexibility), Communication & Language (listening and following instructions), Understanding the World (recognising sea creatures and their movements).

SHAPE HUNT: Pupils travel around the space in different ways (tiptoe, crawl, hop). On a signal, they freeze in the shape the teacher calls. Prompt: "Swim smoothly, then freeze when you hear the sea signal." Progression: Teacher calls two shapes in a row to link together.

EYFS Link: Physical Development (agility and reaction), PSED (listening and attention), Communication & Language (understanding and responding to cues).

PARTNER SHAPES: In pairs, one child makes a shape and the other copies. Swap roles and practise matching shapes exactly. Prompt: "Can you make your shapes look the same as your partner's?" Progression: Try performing shapes at the same time, side by side.

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

SEA SHAPE STORY: Small groups link 2-3 shapes into a short story (e.g., starfish → seaweed → shell). Practise holding each shape clearly and changing smoothly. Prompt: "Does your story have a beginning, middle, and ending under the sea?" Progression: Add a starting pose (standing ready) and a finishing pose (big starfish).

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

Adapted Learning (Differentiation) (Challenge)

SPACE

Use mats as "islands" with safe gaps between. Spread children out so they can freeze safely in shapes.

TASK

Start with one sea shape at a time, progress to linking two. Challenge children to hold still for longer.

EQUIPMENT

Mats for safe movement, cones for pathways.

PEOPLE

Work individually first, then copy a partner's shape, finally show to a small group.

Cooldown

Pupils curl small like shells, resting quietly on the mat. Slowly stretch tall like seaweed, reaching arms to the sky. Add calm breathing: breathe in tall, breathe out small. Teacher prompt: "Stretch tall, curl small, and let your body calm like the sea."

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

Lesson Objective To explore balances on different body parts. **Lesson 2/6**

Equipment Needed Mats, benches.

Success Criteria Children can:

- balance on 2 feet, 1 foot, or knees.
- copy a partner.
- hold balance for 3 seconds.

EDSTART KNOW

- can name balances like flamingo, crocodile, and monkey.
- I know how to balance safely on the floor or a bench.
- I know how to land safely on a mat.

EDSTART GO

- I can balance on one foot, two feet, or hands and feet.
- I can hold a balance for 3–4 seconds.
- I can try balances on benches and mats.

EDSTART SHOW

- I can copy my partner's balance.
- I can perform a balance for my friends.
- I can watch and clap for others

Warm Up

CRAB BALANCES: Pupils walk sideways like crabs across stepping stones (mats or floor spots). On a signal, they freeze in a balance such as standing on 2 feet, 1 foot, or knees. Teacher encourages stillness, tummy tight, and eyes forward. Freeze on different levels (low crouch, medium kneel, high stand). Prompt: "Stand strong like a rock, don't wobble, hold until I count 5." Progression: Hold the balance for longer each time while the teacher counts aloud.

EYFS Link: Physical Development (balance, coordination, and core strength), PSED (focus and control), Communication & Language (listening and responding to movement cues).

Main Activity

BALANCE STATUES: Pupils practise holding balances on 2 feet, 1 foot, and knees. Teacher counts 3–5 seconds for control. Prompt: "Can you stay still like a statue?" PROGRESSION: Add arms in different positions (wide like wings, high like coral).

EYFS Link: Physical Development (control, posture, and stability), PSED (self-regulation and perseverance), Expressive Arts & Design (creative expression through shape).

COPYCAT BALANCE: In pairs, one pupil makes a balance and the other copies. Swap roles and try different balances. Prompt: "Can you make your balance look just like your partner's?" PROGRESSION: Pairs perform balances together side by side.

EYFS Link: Physical Development (coordination and mirroring), PSED (cooperation and teamwork), Communication & Language (sharing and describing movement).

ROCK WALK: Pupils walk carefully along a bench, line, or low beam. Pause halfway to show a balance, then dismount safely onto a mat. Teacher checks for careful climbing and safe landings. Prompt: "Walk slowly, balance in the middle, then land softly." PROGRESSION: Add a second balance on the bench before finishing.

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

BALANCE PARADE: Small groups link their favourite balances into a short "balance parade." Groups practise performing balances one after another. Prompt: "Work together so your parade looks strong and clear." PROGRESSION: Add changes of level (one low, one high) or make shapes facing different directions.

EYFS Link: Physical Development (sequencing and stability), PSED (teamwork and performing with confidence), Expressive Arts & Design (creative performance and use of levels), Communication & Language (planning and discussing routines).

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 sit tall like coral with arms stretched up, then slowly relax arms down. Add gentle side stretches, reaching from side to side. Finish curled small like a shell to calm. Prompt: "Stretch tall like coral, then relax slowly like seaweed in the water."

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

Lesson Objective To explore simple rocking and rolling actions.

Lesson 3/6

Equipment Needed Mats

Success Criteria Children can:

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

EDSTART KNOW

- I can name rolls like tuck rock and log roll.
- I know how to tuck my chin and curl my body.
- I know how to roll safely on a mat.

EDSTART GO

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

EDSTART SHOW

- I can show my roll to my partner.
- I can add a shape at the end.
- I can watch and say one good thing about someone else's roll

Warm Up

ROLLING WAVES: Pupils curl small like shells and gently rock forwards and backwards on the mats. They practise keeping their chin tucked in and arms close to their bodies. The teacher encourages them to stay round and controlled, then asks them to try rocking side to side as if floating on gentle waves. Progression: Pupils rock three times in a row and then freeze in a sea pose such as a starfish or seaweed.

EYFS Link: Physical Development (core strength, coordination, and body control), PSED (focus and persistence), Expressive Arts & Design (imaginative sea-themed movement).

Main Activity

SHELL ROCKS: Pupils practise rocking in a tuck shape, aiming for smooth controlled movements. The teacher counts 3–5 rocks and then asks them to freeze at the end. To progress, pupils can add a finishing pose such as a starfish stretch. Next is Wave Rolls, where pupils roll sideways across the mat with straight arms stretched overhead like waves. The teacher reminds them to keep their bodies long and move in one smooth line. **PROGRESSION:** Pupils try two rolls in a row and finish with a balance.

EYFS Link: Physical Development (rolling coordination, flexibility, and spatial awareness), Communication & Language (listening and responding to guidance), PSED (confidence and self-control).

ROLL AND FREEZE: Pupils work in pairs to practise rolling and freezing together. One pupil begins by rolling smoothly across the mat, keeping their body tight and controlled. At the same time, their partner freezes beside the mat in a sea pose, such as a starfish with arms wide, a shell curled small, or seaweed stretching tall. Once the first pupil finishes the roll, they swap roles so both have a turn at rolling and posing. **PROGRESSION:** They link two different rolls, each ending in a different pose.

EYFS Link: Physical Development (movement control and sequencing), PSED (cooperation and turn-taking), Communication & Language (describing movement and responding to cues).

SEA SURF CHALLENGE: Pupils work in pairs to practise rolling and freezing together. One pupil begins by rolling smoothly across the mat, keeping their body tight and controlled. At the same time, their partner freezes beside the mat in a sea pose, such as a starfish with arms wide, a shell curled small, or seaweed stretching tall. Once the first pupil finishes the roll, they swap roles so both have a turn at rolling and posing.

EYFS Link: Physical Development (rolling technique and balance), PSED (collaboration and confidence), Expressive Arts & Design (creative partner work and sequencing).

SEA PARADE: In small groups, pupils combine different rolls and poses into a short sequence, showing variety and changes of direction. They practise their parade together and then perform it for another group, who watch carefully and clap afterwards. Teacher prompt: "Does your parade look like the waves and sea creatures moving together?"

EYFS Link: Physical Development (sequencing and body control), PSED (teamwork, confidence, and performance), Expressive Arts & Design (storytelling through movement), Communication & Language (sharing feedback and describing actions).

Adapted Learning (Differentiation) (Challenge)

SPACE

Place mats as "rolling waves" in safe lanes with enough space between children

TASK

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

EQUIPMENT

Mats only for safety. Add soft floor markers for starting and finishing spots.

PEOPLE

Start individually, then show rolls to a partner, finally perform with a small group.

Cooldown

Pupils lie flat and still like starfish on the mats, stretching arms and legs wide. They take slow, calm breaths in and out as if floating on the water. To finish, they slowly curl back into a small shell and relax.

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

Lesson Objective To explore simple jumps with safe landings.

Lesson 4/6

Equipment Needed Mats, cones.

Success Criteria Children can:

- perform straight/star jumps.
- land softly.
- freeze in a pose.

EDSTART KNOW

- I can name jumps like frog jump and starfish jump.
- I know I must bend my knees when I land.
- I know how to land quietly and safely.

EDSTART GO

- I can do frog jumps, star jumps, and dolphin leaps.
- I can travel across mats using different jumps.
- I can land on two feet with soft knees.

EDSTART SHOW

- I can perform jumps for my partner.
- I can add a start and finish pose.
- I can clap and cheer for others

Warm Up

SEA JUMPS: Pupils move around the hall using different jumps. They hop sideways like crabs, leap forward like dolphins, and bounce gently like small fish. On a signal, they freeze in a sea pose such as a shell, starfish, or seaweed. The teacher reminds them to bend their knees when landing and to stay balanced. **PROGRESSION:** Pupils link two different jumps in a row, for example a crab hop followed by a dolphin leap. Teaching prompt: "Bend your knees, land softly, and freeze like a sea creature."

EYFS Link: Physical Development (agility, balance, and coordination), PSED (focus and self-control), Expressive Arts & Design (creative sea-themed movement).

Main Activity

JUMP PRACTICE: Pupils practise basic jumps on mats, focusing on rocket (straight) jumps and tuck jumps. The teacher demonstrates swinging arms to lift higher and landing quietly. Progression: Add a half turn after a jump. Teaching prompt: "Swing your arms, jump high, and land quietly on two feet."

EYFS Link: Physical Development (jumping technique and strength), PSED (confidence and perseverance), Communication & Language (listening and responding to instructions).

STARFISH JUMPS: Pupils jump wide, spreading arms and legs out like a starfish. The teacher reminds them to stretch fully in the air and snap back together on landing. Teaching prompt: "Stretch wide in the air, then land small and quiet." **PROGRESSION:** Travel across the mat with three starfish jumps in a row.

EYFS Link: Physical Development (coordination, power, and spatial awareness), PSED (concentration and control), Expressive Arts & Design (movement imagination and expression).

JUMP AND FREEZE: Pupils perform a jump and immediately freeze in a sea pose such as starfish, shell, or seaweed. The focus is on quick changes and stillness after the jump. Teaching prompt: "Jump, freeze, and hold your sea shape without wobbling." **PROGRESSION:** Try linking two jumps, each finishing in a different pose.

EYFS Link: Physical Development (control, balance, and sequencing), PSED (self-regulation and focus), Communication & Language (responding to verbal cues and timing).

JUMP PARADE: Small groups work together to create a short sequence of three jumps linked with clear start and finish poses. Each child takes a turn leading a jump for the group. Teaching prompt: "Work together so your jumps look like a parade of sea creatures." **PROGRESSION:** Add direction changes, such as forward, sideways, or diagonal jumps.

EYFS Link: Physical Development (sequencing and rhythm), PSED (teamwork and leadership), Expressive Arts & Design (group performance and creativity), Communication & Language (sharing and planning together).

OCEAN PATHWAY: Mats are set out as stepping stones across the "ocean." Pupils travel along the pathway, performing one jump on each mat. Teaching prompt: "Can you complete your ocean journey using different jumps?" **PROGRESSION:** Vary the jump on each mat, for example rocket → starfish → tuck.

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

Adapted Learning (Differentiation) (Challenge)

SPACE

Use mats as "splash zones" marked with cones. Make sure landing areas are clear.

TASK

Begin with single frog or starfish jumps, progress to linking two jumps together. Add direction changes (forward, sideways).

EQUIPMENT

Mats for safe landings, cones to mark out jump zones.

PEOPLE

Start individually, then jump alongside a partner, finally create short group jump patterns.

Cooldown

Pupils sit on mats with legs stretched forward. They reach gently towards their toes, then lift their arms high like seaweed swaying in the water. The teacher encourages slow breathing in and out. Teacher Prompt: "Stretch your legs long like dolphins, then sway gently like seaweed in the sea." Progression is to add gentle ankle circles and side stretches

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. **Lesson 5/6**

Equipment Needed Mats, benches, cones.

Success Criteria Children can:

- travel in a variety of ways. like a sea creature.
- link 2-3 moves
- perform to a partner.

EDSTART KNOW

- I can name different ways of travelling like crawling, tiptoeing, or hopping.
- I know I can join moves together to make a journey.
- I know I need a start and a finish pose.

EDSTART GO

- I can travel across mats in different ways.
- I can add a roll or a jump at the end.
- I can link 2-3 moves in a row.

EDSTART SHOW

- I can share my journey with my partner.
- I can make a short routine with my group.
- I can perform my routine to the class.

Warm Up

SEA JOURNEYS: Pupils move around the hall in different sea-inspired ways. They wiggle like fish with side-to-side movements, crawl sideways like crabs using hands and feet, and tiptoe quietly like sneaky sea creatures. On a signal, they freeze in a sea pose such as starfish, shell, or seaweed. The teacher reminds them to use the whole space and avoid bumping into each other. Teacher Prompt: "Show me how sea creatures travel in different ways and then freeze when I call stop." PROGRESSION: Change speed, moving slowly like drifting seaweed or quickly like darting fish.

EYFS Link: Physical Development (coordination, balance, and spatial awareness), PSED (focus, spatial awareness, and self-regulation), Expressive Arts & Design (creative sea-themed movement).

Main Activity

TRAVEL FUN: Pupils practise travelling across mats in different ways: crawling, hopping, tiptoeing, or sliding. The focus is on keeping control while moving. Teacher Prompt: "Can you show me two different ways of travelling like sea creatures?" PROGRESSION: Travel across mats using two different ways in the same journey.

EYFS Link: Physical Development (agility, balance, and control), PSED (confidence and independence), Communication & Language (listening to and following instructions).

TRAVEL AND POSE: After travelling across the mat, pupils freeze in a sea pose such as shell, starfish, or seaweed. The teacher encourages clear start and finish positions. Teacher Prompt: "Travel smoothly and then show me a strong sea pose without wobbling." PROGRESSION: Add a pose halfway through the journey as well as at the end.

EYFS Link: Physical Development (sequencing movements and stability), PSED (focus and perseverance), Expressive Arts & Design (movement and expression through story).

TRAVEL + ROLL/JUMP: Pupils combine a travel with either a roll (log roll, tuck rock) or a jump (starfish or rocket). The focus is on linking movements without stopping. Teacher Prompt: "Can you put your travel, roll, and jump together like one big sea adventure?" PROGRESSION: Add both a roll and a jump into the same journey.

EYFS Link: Physical Development (coordination, linking movements, and body control), PSED (confidence to explore and try new combinations), Communication & Language (responding to multi-step instructions), Expressive Arts & Design (imaginative storytelling through movement).

SEA PARADE: Small groups work together to create a short routine that includes a travel, a roll or jump, and a finishing pose. Groups practise moving in order, taking turns to show their ideas. Teacher Prompt: "Work as a team to make your parade look like sea creatures swimming together." PROGRESSION: Add more moves and perform with smoother transitions.

EYFS Link: Physical Development (sequencing and coordination), PSED (teamwork, cooperation, and performance confidence), Communication & Language (planning and discussing actions), Expressive Arts & Design (group creativity and performance).

OCEAN PATHWAYS: Cones, mats, and benches are set out as an "ocean journey." Pupils travel across the pathway using different ways of moving, adding a roll or jump at the end. Teacher Prompt: "Can you complete the ocean pathway using your best sea moves?" PROGRESSION: Change direction on the pathway or add more than one roll/jump.

EYFS Link: Physical Development (balance, control, and movement variety), Understanding the World (exploring direction and pathways), PSED (confidence and problem-solving), Expressive Arts & Design (creative exploration through themed movement).

Adapted Learning (Differentiation) (Challenge)

SPACE

Create simple pathways across mats and benches as "sea routes." Allow space for children to move safely.

TASK

Begin with travelling in one way, progress to linking travel + roll or jump. Challenge to link 3 moves in a row.

EQUIPMENT

Mats and benches. Add cones or spots as "islands" to travel between.

PEOPLE

Start alone, then travel with a partner, finally combine ideas as a small group.

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 celebrate simple routines.

Lesson 6/6

Equipment Needed Mats, cones.

Success Criteria Children can:

- perform 2–3 skills.
- clap for others.
- share what I enjoyed.

EDSTART KNOW

- I can remember the moves we practised.
- I know how to perform with confidence.
- I know how to watch and listen as an audience.

EDSTART GO

- I can perform a routine with travel, roll, and jump.
- I can use a clear start and finish pose.
- I can move smoothly from one skill to the next.

EDSTART SHOW

- I can perform my routine to an audience.
- I can clap and give kind feedback.
- I can celebrate what I have learned

Warm Up

SEA SHOW: Pupils practise linking one shape, one roll, and one jump into a short sequence. They repeat their sequence a few times, focusing on showing a strong start and finish. Teacher Prompt: “Can you make your shape, roll, and jump flow smoothly together?” Progression: Practise in pairs and take turns to perform for each other before joining groups.

EYFS Link: Physical Development (coordination, sequencing, and body control), PSED (confidence and focus), Communication & Language (listening and responding), Expressive Arts & Design (creative storytelling through movement).

Main Activity

REHEARSALS: Small groups practise their sea routines created in earlier lessons, including at least one travel, one roll, and one jump. The teacher circulates to give feedback on transitions, confidence, and clear finishing poses. Teacher Prompt: “Does your routine look joined up from beginning to end?” PROGRESSION: Add a group starting pose and a final group finish to make it look polished.

EYFS Link: Physical Development (sequencing movements and coordination), PSED (teamwork, perseverance, and pride), Communication & Language (receiving and acting on feedback), Expressive Arts & Design (refining a performance).

SEA SHOWCASE: Groups take turns to perform their routines on a designated “stage” area marked with mats. The rest of the class watches as the audience and claps after each performance. Teacher Prompt: “Stand tall, perform confidently, and show your best sea moves.” PROGRESSION: Invite another class, a teacher, or even film the routines to give the performance a real showcase feel.

EYFS Link: Physical Development (presentation and movement control), PSED (confidence performing to others and respect as an audience), Communication & Language (expressive communication and speaking in front of others), Expressive Arts & Design (creative performance and expression).

PEER REVIEW – ONE STAR, ONE WISH: After each performance, the audience shares one positive comment (One Star) and one suggestion to improve (One Wish). The teacher models how to use kind, clear words. Teacher Prompt: “Say one thing you liked and one idea for next time.” PROGRESSION: Encourage children to use gymnastic words such as balance, jump, or landing in their feedback.

EYFS Link: Communication & Language (speaking, listening, and feedback), PSED (empathy, kindness, and reflection), Physical Development (understanding performance elements), Understanding the World (awareness of improvement and evaluation).

CELEBRATION – WHOLE CLASS PARADE: The whole class comes together to perform a big “sea parade.” Groups line up and present their routines one after another, creating one long performance. Everyone celebrates with claps and cheers at the end. Teacher Prompt: “This is our big sea show – let’s perform together with smiles and clear moves.” PROGRESSION: Add music so the class can move in time or finish with a big whole-class starfish pose.

EYFS Link: Physical Development (coordination, timing, and teamwork), PSED (confidence, celebration, and belonging), Communication & Language (collaborative communication), Expressive Arts & Design (performance, rhythm, and collective creativity).

Adapted Learning (Differentiation) (Challenge)

SPACE

Mark a performance “stage” with mats. Keep audience space separate.

TASK

Practise routines, progress to performing for others, then repeat with improvements.

EQUIPMENT

Mats for stage, optional music for atmosphere.

PEOPLE

Perform in small groups, watch as audience, give feedback and clap for others.

Cooldown

Pupils sit in a circle and stretch gently, reaching arms up tall, out wide, and then curling small. The teacher leads calm breathing to finish. Pupils take turns sharing their favourite move from the unit. Teacher Prompt: “Stretch, breathe slowly, and tell us the move you enjoyed most.” PROGRESSION: Pupils also share one thing they have improved at since the first lesson.

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