### Learning objective:
- Perform longer movement phrases with clear beginnings, middles and ends (Some)
- Describe their own and others' movements, balances and body shapes, using appropriate language accurately (Most)
- Show basic control and coordination when travelling and when remaining still. (All)

### Lesson Structure

<table>
<thead>
<tr>
<th>Introduction/ warm-up [Connection and Activation]</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm Up:</strong></td>
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</table>
| **Musical Statues** - Play music with a clear beat - children move in the space performing various actions i.e. star jumps, twists, high knees, two foot jumping, knee bends, when the music stops the children freeze in a balance. | 10 Minutes | **Discuss:**
- Recap what happens to your heartbeat when you exercise and why this is good, what else happens to your body when you do gymnastics? Why do we need to warm up? What have we covered in previous weeks? |

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<tr>
<th><strong>Main (Development/ Application)</strong></th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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</table>
| **Set mats up – Children to help carry mats out** | 5 Minutes | **Support:**
- Write on the board all the actions covered over the unit
- Alternative: give the groups a selection of cards/visual aids demonstrating the actions they can include, then choose the images they will reproduce.  
- Show video of simple gym sequence to help with understanding |
| **Introduction Task:** Create a sequence on the mats by linking two gymnastics shapes through rolling, travelling or jumping. Start away from the mat perform an action towards the mat, perform an action across the mat. | 10 Minutes | **Extend:**
- Demonstrate a sequence moving towards the mat and across the mat |
| **Development Task:** Repeat sequence now including a piece of equipment ie bench, low level table or box top. Must demonstrate a clear start and finish. | 10 Minutes | |

[www.moving-matters.org](http://www.moving-matters.org)
**Application Task:**

**Performance -**
Allow groups to perform to the class Film and assess the work

**Self Evaluation -** What actions do you do in your sequence? What do you think is good about your sequence? What is not so good? What do you need to practice? Can you copy a partner’s sequence? What actions are included in the sequence?

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**Plenary**

- Refresh learning objectives
- **Cool Down:** lie on back in a relaxed shape, slowly, slowly move into a curled shape with eyes close, ask class what is your favourite roll to perform and why?

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- For students struggling with the concept use poly spots i.e. we start on red and travel to green and finish on blue.