| Learning objective: |  
| --- | ---  
| • Choose and link actions together in pairs (All) |  
| • To be able to select four movements and link them into a short sequence (Most) |  
| • To write down their sequences in order to remember, assess & edit them (Some) |

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<th>Lesson Structure</th>
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**Introduction/ warm-up (Connection and Activation)**

**Warm Up:**

**Island Tag** – Scatter hoops in the space they are the islands. Select some children to be “sharks” wear blue bibs. The “swimmers” try to visit every island within the space without being tagged by a shark in the allotted time. They cannot be tagged when they are on the island. Repeat with new sharks. Repeat with less islands or smaller space.

**With timings**

**Differentiation (Extension/Support)**

- **Support:**
  - **Discuss** - Why is your breathing quiet and slow when you’re not moving around? What happens when you run around? Why? Did you prefer playing a shark or a swimmer? Why?

**Main (Development/ Application)**

**Development:**

Pupils to choose two different balances that they are able to hold for the count of three.

Practice these balances. Find interesting ways of linking the two balances together - you must include a jump and a roll.

**Application:**

Encourage pupils to link and combine movements smoothly and to use contrasts of speed and direction.

Begin sequence from standing, finish standing. Pupils to write down their sequences in order to refer to them next week.

**With timings**

**Differentiation (Extension/Support)**

- **Support:**
  - **Discuss** - What does balance mean? Who can show me a balance? What’s the name of the balance?

- **Extend:**
  - Children to work in pairs to create & assess their own sequence to improve. Pupils write down sequence so they can edit & improve practically, visually & verbally (discussion & writing).
Allow time for children to write down their sequences – They can document their sequence using notes, words, pictures or any other way they can use easily.

**Cool Down:** Walk like a gymnast around the equipment (on tiptoes, straight backs and heads up). Instruct children to complete different movements to warm down body - Stretch up/down, rotate arms forwards/backwards, rotate head & neck.

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<tr>
<th>10 Minutes</th>
<th>5 Minutes</th>
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<td>• Discuss how to link balances with travelling movements and the use pupils can make of different speeds and directions.</td>
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**Plenary**

- Refresh learning objectives
- Questions: What gymnastic elements will be in your performance? Will we perform parts in unison? Canon?