**Learning objective:**
(all) To repeat and practice their sequences in order to improve their performance  
(most) Perform sequences in unison and canon with your group  
(some) be ready to perform your sequences to the rest of the class

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<th>Lesson Structure</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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| **Introduction/ warm-up (Connection and Activation)** | 5/10 Minutes | Support:  
- Recap patch (big parts of body) and point (small parts) balances.  
- Place counter and group balance visual aids around the space.  

**Warm up** – Body Parts & Group Balance Game  
Children travel around the space, with the movement changing each round. Call out a body part, children will then balance using that part of the body.  
**Progress** –  
- Call out a number. Children will then have to balance on that amount of body parts.  
- Call out a number. Children now have to perform a group balance with the same number of children.

**Main (Development/ Application)** | 15 Minutes | 10 Minutes | Support:  
Recap the different elements of gymnastics required in our routines, i.e. flight, rotation, counter-balances, unison and canon. Emphasis on  
- Timing – can the leader count us down? i.e. “321, jump!”  
- Smooth transitions – linking movements together  
- Start/Middle/Ending – Good starting and finishing positions  
Place visual aids with point scoring on each mat. Children can collect points by incorporating movements on the visual aids. Points vary depending on difficulty. Routine must reach 120 points or above.
**Activity**  
Ask children to perform their routine to the group working closest to them. The group watching can act as judges, marking the performance out of 5.

**Discuss** – Ask children to give feedback on performances. What did you think worked well? What could you improve on? Are the transitions smooth? Does it contain all required elements?

**Development**  
Children now perform their routine to the class/audience. Once performed children must decide how many point’s they gained by discussing each element of their routine with the audience.

**Cool Down:** Why do we need to cool down after exercise? Standing reach hands to the sky, move up onto tip toes, move hands to the side in a big circle and bend in half, repeat moving slower and slower.

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| Talk about and practice good standing positions that can be used to start and finish sequences.  
Who can show me a good start & finish position? |
| Support: |
| - Film and show children performance so they can improve it. |
| Extend: |
| - Can you include changes of level and direction in your routine?  
- Can we add a more difficult rotation/balance for more points? (head stand/hand stand or cartwheel/round off) |

**Plenary**

- Refresh learning objectives  
- Questions: What is the difference between unison and canon? How did we stay in sync with each other? What do you need to practice and improve on? What actions were included in your performance?

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