### Learning objective:

(all) To learn to perform different kinds of rolls  
(most) To perform a roll with precision and control  
(some) To link and perform rolls in a basic sequence

<table>
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<tr>
<th>Lesson Structure</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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</table>
| **Introduction/ warm-up (Connection and Activation)**                           | 5/10 Minutes | **Support:**  
• Change the leader every minute.  
• Place visual aids (rolls and rotations) on each matt  
• Use higher ability children to demo examples  
**Extend:**  
• Ask children to 360 spin over the hoop.  
• Attempt more difficult rotations on the mats (cartwheel, round off, backwards roll)  
• Ask children to perform rotations in sync/unison. (count each other down; “3,2,1 Jump!”) |
| **Warm up** – Follow the leader                                                 |              |                                                                                                   |
| Scatter cones, hoops and mats around the room. In pairs ask children to mirror each other travelling around the room like a gymnast. When they come to a cone, they need to rotate jump over it, a hoop, rotate in and out of it (180 spin). If you approach a mat you must perform a roll. Encourage children to experiment with their jumping and rolling. Must perform a different roll on each mat. |              |                                                                                                   |
| **Main (Development/ Application)**                                             | 15 Minutes   | **Support:**  
• Place visual aids and resource cards with instructions for these rolls on each matt.  
• Ask children to spot for children less confident rolling.  
**Extend:**  
• Challenge higher ability children to perform more difficult rotations. Provide visual aids and guidance. |
| **Pair/group Teaching**                                                         | 10 Minutes   |                                                                                                   |
| Ask pupils what rolls & rotations they already know. Recap forward roll, teddy bear roll and log roll. Ask children to demonstrate. In groups of 2/3. Ask groups to find a mat and have a quick practice of each of the rolls discussed. Can you give your partners some tips and guidance on how to improve?  
**Progress**  
Can you challenge your partner? Can you forward roll into a standing position? Can you transition from a roll to a balance? |              |                                                                                                   |
**Discuss** - How can we make the roll smooth? What do we need to do to make it look good for a performance? Explain the difference between *unison* and *canon*.

**Development**
Ask children to perform 3 different rotations in sync with each other (unison)
Ask children to perform a different roll each individually as part of a sequence (canon)
Children must now put together a small performance including rotations in unison and canon.

**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.

<table>
<thead>
<tr>
<th>15 Minutes</th>
<th>Talk about and practice good standing positions that can be used to start and finish sequences.</th>
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<tbody>
<tr>
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<td>Who can show me a good start &amp; finish position?</td>
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<td><strong>Support:</strong></td>
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<td>• Ask pupils to decide a leader. Encourage pupils to think about timing. Can you perform this roll together in time? What ways can you do this? Can the leader count down for us?</td>
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<td>• Ask pairs/groups to perform their sequence to the rest of the class.</td>
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<td>• Ask audience to provide feedback. What did we like about their performance? What could they have improved?</td>
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**Plenary**
- Refresh learning objectives
- Questions: What rolls did we learn and practice today? 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 sequence?