



# GYMNASTICS



## Years 1 & 2

Lesson Week:	Lesson Topic:
Week 1	Shapes
Week 2	Travel
Week 3	Balance
Week 4	Rolling
Week 5	Jumping
Week 6	Apparatus

<p><b>Session Topic and Number of Participants:</b></p>	<p><b>Equipment:</b></p>
<ul style="list-style-type: none"> <li>• Shapes.</li> <li>• Up to 30 Children.</li> </ul>	<ul style="list-style-type: none"> <li>• Cones – Variety of colours.</li> <li>• Bibs – Variety of colours.</li> <li>• Soft Mats.</li> </ul>
<p><b>Learning Outcomes:</b></p>	<p><b>Vocabulary:</b></p>
<ul style="list-style-type: none"> <li>• Basic gymnastics shapes on different body parts.</li> <li>• Link gymnastic actions, creating and performing a basic sequence.</li> <li>• Learn that muscles help to move and hold positions still.</li> <li>• Show and name each of the basic positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, Jog, Skip, Gallop, Side Step, Jump, Mobility, Stretch, Tall, Long, Narrow, Straight, Small, Tuck, Squat, Curl, Wide, Star, Back, Tummy, Bottom, Knees, Feet, Shoulders, Hands, Muscles, Tight, Tension, Linking.</li> </ul>
<p><b>Warm Up:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Beans”</b></p> <p>1) Children work individually, moving around the area looking for space, using different movement styles on command:-</p> <ol style="list-style-type: none"> <li>“Jumping Bean” – Jumping on the spot.</li> <li>“String Bean” – Tall stretched still shape.</li> <li>“Runner Bean” – Running on the spot.</li> <li>“Broad Bean” – Wide stretched still shape.</li> <li>“Jelly Bean” – Wobble body on the spot.</li> <li>“Baked Bean” – Curl up small on knees.</li> </ol>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> </ol>
<p><b>Main Content:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Shapes”</b></p> <p>1) Go over the correct names for the different shapes:-</p> <ol style="list-style-type: none"> <li>“String Bean” = <b>“Straight”</b> - Body tall and thin, legs together and arms stretched beside ears.</li> <li>“Broad Bean” = <b>“Star”</b> – Arms and legs stretched out wide and as far away from each other.</li> <li>“Baked Bean” = <b>“Tuck”</b> – Curl knees into chest, hold onto shins with legs together.</li> </ol> <p><b>“Simon Says”</b></p> <p>1) Children work individually in their own space and have to perform the appropriate shapes, but only if “Simon Says” (e.g. Simon says make a tuck shape). For this game nobody gets out, but award points for the best performed shapes or the quickest to get into shapes.</p> <p><b>“Shapes on Different Body Parts”</b></p> <p>1) Children work individually in their own space and try to come up with as many different body parts they can use to perform the straight and tuck shapes on. Explore the different ideas that the children come up with.</p> <p><b>“Favourite Shapes”</b></p> <p>1) Children work individually in their own space and select their favourite straight and tuck shapes and practice holding them for the 3 seconds. They then see if they can make a small sequence linking the two together.</p>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> <li>3) Call out shapes rather than ‘Simon Says’.</li> <li>4) Children work in pairs to help with shapes.</li> <li>5) Decrease shape holding time.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> <li>3) Introduce forfeits or children are out if they get ‘Simon Says’ wrong.</li> <li>4) Increase shape holding time.</li> </ol>
<p><b>Cool Down:</b></p>	<p><b>Assessment Opportunities:</b></p>
<p><b>“Falling Trees”</b></p> <p>1) Children work individually in their own space and stand very still with their bodies squeezed tight, pretending to be trees. Test how tight their bodies are by lowering them from the shoulders backwards, towards the floor and returning them to start position.</p>	<ul style="list-style-type: none"> <li>• Peers, Self, Group Work, Q &amp; A's, Observations.</li> </ul>



<p><b>Session Topic and Number of Participants:</b></p> <ul style="list-style-type: none"> <li>• Travel.</li> <li>• Up to 30 Children.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Cones – Variety of colours.</li> <li>• Bibs – Variety of colours.</li> <li>• Soft Mats.</li> </ul>
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Basic animal travel movements, using different levels.</li> <li>• Linking gymnastic actions, create &amp; perform a sequence.</li> <li>• Watch each other and improve their actions.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Travel, Walk, Jog, Skip, Gallop, Side Step, Jump, Hop, Crawl, Creep, Slide, Levels, High, Repeat, Demonstrate, Observe, Evaluate.</li> </ul>
<p><b>Warm Up:</b></p> <p><b>“Rabbits”</b></p> <ol style="list-style-type: none"> <li>1) Set up cones all around the area, at least one per child. Children work individually and choose one cone each as their ‘rabbit hole’ and stand next to it. Tell the children to move around the area wherever and however they wish using different movement styles (i.e. walk, jog, skip, gallop, side step, etc.) On the command “go home rabbits”, the children move back to their ‘rabbit holes’ and stand as tight and still as they can.</li> </ol>	<p><b>Differentiation:</b></p> <p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> <li>3) Increase number of ‘Rabbit Holes’.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> <li>3) Decrease number of ‘Rabbit Holes’.</li> </ol>
<p><b>Main Content:</b></p> <p><b>“Travelling Like Animals”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually, moving around the area looking for space on their feet, using different high levels. Children move like animals:-             <ol style="list-style-type: none"> <li>a) “Horse” – Gallop.</li> <li>b) “Giraffe” – Walk.</li> <li>c) “Kangaroo” – Jump.</li> <li>d) “Gorilla” – Side step.</li> </ol> </li> <li>2) Children work individually, moving around the area looking for space on their knees or feet, using different medium levels. Children move like animals:-             <ol style="list-style-type: none"> <li>a) “Rabbit” – Hop.</li> <li>b) “Crab” – Crawl.</li> <li>c) “Caterpillar” – Move.</li> <li>d) “Monkey” – Walk.</li> </ol> </li> <li>3) Children work individually, moving around the area looking for space on their backs or tummies, using different low levels. Children move like animals:-             <ol style="list-style-type: none"> <li>a) “Crocodile” – Crawl.</li> <li>b) “Snake” – Slide.</li> </ol> </li> </ol> <p><b>“Favourite Movements”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually in their own space and select their favourite animal movements and practice them, concentrating on quality and control for up to 8 seconds. They then see if they can make a small sequence linking different level movements together.</li> </ol>	<p><b>Differentiation:</b></p> <p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> <li>3) Decrease control time limits.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> <li>3) Increase control time limits.</li> </ol>
<p><b>Cool Down:</b></p> <p><b>“Boats and Plains”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually in their own space and make shapes similar to boats and planes:-             <ol style="list-style-type: none"> <li>a) “Boats” – Lying on back curled up in tuck shape. Slowly take legs out straight and towards the floor.</li> <li>b) “Planes” – Lying straight out on tummy, keeping legs together, lift arms and legs off the floor.</li> </ol> </li> </ol>	<p><b>Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Peers, Self, Group Work, Q &amp; A’s, Observations.</li> </ul>



<p><b>Session Topic and Number of Participants:</b></p> <ul style="list-style-type: none"> <li>• Balance.</li> <li>• Up to 30 Children.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Cones / Hula Hoops / Bibs – Variety of colours.</li> <li>• Sequence Spots / Rubber Foot Prints.</li> <li>• Music Player / Soft Mats.</li> </ul>
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Basic balances using patches and points.</li> <li>• Selecting favourite balances to demonstrate.</li> <li>• Explain which balances are easy and which are hard and say why.</li> <li>• Describe how they feel when performing balances.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Balance, Still, Held, Patches, Points, Forwards, Backwards, Sideways, High-Knees, Tip-Toes, Giant Strides, Muscles, Tight, Tension, Levels, High, Medium, Low, Linking, Repeat, Demonstrate, Observe, Evaluate.</li> </ul>
<p><b>Warm Up:</b></p> <p><b>“Musical Statues”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually, moving around to the music all over the area looking for space, using specific movement styles. When the music stops, children have to freeze straight away and stay still for 3 seconds.</li> <li>2) Same exercise as 1, but this time, allow the children to choose their own movement styles.</li> </ol>	<p><b>Differentiation:</b></p> <p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> </ol>
<p><b>Main Content:</b></p> <p><b>“Balance”</b></p> <ol style="list-style-type: none"> <li>1) Set up hula hoops, sequence spots and rubber foot prints all around the working area. Children work individually, performing specific balances for the different pieces of equipment. Balances should be held for up to 3 seconds. Children work for several minutes on a piece of equipment then change:-             <ol style="list-style-type: none"> <li>a) “Hula Hoops” – Bridge statue over the hoop.</li> <li>b) “Sequence Spot” – Lazy statue on tummy or back.</li> <li>c) “Rubber Foot Prints” – Standing statue on 1-2 feet.</li> </ol> </li> <li>2) Same exercise as 1, but this time, children try to make twisted shapes while balancing.</li> </ol> <p><b>“Balance Sequence”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually in their own space and choose their favourite balance to perform and hold it for 3 seconds. On command, children try to move smoothly from one balance into another whilst still in control of their body. Again, holding that balance for 3 seconds. Repeat several times allowing sufficient time for children to perform each balance before changing.</li> <li>2) Same exercise as 1, but this time allow children to create their own sequence of balances holding each one for 3 seconds and moving smoothly into a different one, whilst still in control of their body.</li> </ol>	<p><b>Differentiation:</b></p> <p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> <li>3) Decrease control time limits.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> <li>3) Increase control time limits.</li> </ol>
<p><b>Cool Down:</b></p> <p><b>“Mirror Image”</b></p> <ol style="list-style-type: none"> <li>1) Children work in pairs and sit facing each other. Children take it in turns to be the leader and the follower. Leaders use both arms, moving them slowly with control into simple positions and followers have to copy exactly, like a reflection in the mirror.</li> <li>2) Same exercise as 1, but this time, allow children to make it harder by moving their arms into different positions (e.g. Right arm up in air and left arm out to side, etc.)</li> </ol>	<p><b>Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Peers, Self, Group Work, Q &amp; A’s, Observations.</li> </ul>



<p><b>Session Topic and Number of Participants:</b></p>	<p><b>Equipment:</b></p>
<ul style="list-style-type: none"> <li>• Rolling.</li> <li>• Up to 30 Children.</li> </ul>	<ul style="list-style-type: none"> <li>• Cones / Bean Bags – Variety of colours.</li> <li>• Bibs – Variety of colours.</li> <li>• Soft Mats.</li> </ul>
<p><b>Learning Outcomes:</b></p>	<p><b>Vocabulary:</b></p>
<ul style="list-style-type: none"> <li>• Basic gymnastic rolls: rock and roll, log roll.</li> <li>• Selecting favourite roll to demonstrate.</li> <li>• Describe the shape of the spine in simple gymnastic rolls.</li> <li>• Improve their rolling by watching others and taking advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll, Rock, Log Roll, Pencil Roll, Curl, Smooth, Round, Long, Narrow, Cylinder, Oval, Forward, Backward, Sideways, Muscles, Tight, Tension, Repeat, Demonstrate, Observe, Evaluate.</li> </ul>
<p><b>Warm Up:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Traffic Lights”</b></p> <p>1) Children work individually, moving around the area looking for space, using whatever different movement styles they wish. When a coloured cone is held up, children perform different actions:-</p> <ol style="list-style-type: none"> <li>a) “Red Cone” – Freeze on the spot.</li> <li>b) “Yellow (Amber) Cone” – Jogging on the spot.</li> <li>c) “Green Cone” – Continue moving around.</li> </ol>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> </ol>
<p><b>Main Content:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Ball Roll”</b></p> <p>1) Children work in pairs with a soft mat between two. Children take it turns to perform rolls while their partner watches to give feedback and for safety. Children practice rolling like a ball. Making a ball shape by lying on their backs and curling up small like a ball, hugging their knees and rounding head and shoulders off floor. Children then try rocking forwards and backwards like a ball and see if they can rock high enough to get up into a seated tuck position.</p> <p>2) Same exercise as 1, but this time, children try to hold a bean bag under their chin while rocking.</p> <p><b>“Pencil Roll”</b></p> <p>1) Children work in pairs with a soft mat between two. Children take it turns to perform rolls while their partner watches to give feedback and for safety. Children practice rolling like a pencil. Making a pencil shape by lying on their fronts and stretching out tall and tight like a pencil. Children take it in turns to test each other’s tension by trying to move the rollers legs, who must use their muscles to keep them straight.</p> <p>2) Same exercise as 1, but this time, children try to hold a bean bag between their ankles while rolling.</p>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Increase/Decrease the playing area.</li> <li>3) Increase/Decrease equipment size.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase/Decrease the playing area.</li> <li>3) Increase/Decrease equipment size.</li> </ol>
<p><b>Cool Down:</b></p>	<p><b>Assessment Opportunities:</b></p>
<p><b>“Cone Transfer”</b></p> <p>1) Children work individually in their own space with one cone each. Kneeling on all fours, back and head in neutral, squeezing supporting muscles tight. Children transfer a cone from one hand, onto back and off onto the other side, with control.</p> <p>2) Same exercise as 1, but this time children begin sitting in a tuck shape, hands flat on the floor beside body, fingers pointing towards toes and lift bottom up into crab position. Children transfer a cone same as before.</p>	<ul style="list-style-type: none"> <li>• Peers, Self, Group Work, Q &amp; A’s, Observations.</li> </ul>



<p><b>Session Topic and Number of Participants:</b></p> <ul style="list-style-type: none"> <li>• Jumping.</li> <li>• Up to 30 Children.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Cones / Hoops / Hurdles – Variety of colours.</li> <li>• Bibs – Variety of colours.</li> <li>• Soft Mats.</li> </ul>
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Basic jumping and landing techniques.</li> <li>• Describe how you feel during jumping and landing.</li> <li>• Select favourite jumps to demonstrate.</li> <li>• Name and describe different jumps.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Jump, Take-Off, Flight, Landing, Absorb, Soften, Combination, Straight, Tuck, Star, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate.</li> </ul>
<p><b>Warm Up:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Horse Show Jumping”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually, moving around the area like a horse, looking for space at different speeds:-             <ol style="list-style-type: none"> <li>a) “Walk”.</li> <li>b) “Trot” (Jog).</li> <li>c) “Gallop”.</li> <li>d) “Canter” (Run).</li> </ol> </li> <li>2) Same exercise as 1, but this time lay out hoop, cones and hurdles. Children have to leap over the obstacles like a horse.</li> </ol>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> <li>3) Decrease size/difficulty of obstacles.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> <li>3) Increase size/difficulty of obstacles.</li> </ol>
<p><b>Main Content:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Jumping”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually in their own space with a hoop each exploring as many different ways of jumping as they can in and out of there hoop. Concentrating on their landings. Hold a bent position for 2 seconds (1 potato-2 potato), then stand up tall in “chip shape”:-             <ol style="list-style-type: none"> <li>a) Jump/hop all the way around your hoop.</li> <li>b) Jump out forwards and back in backwards.</li> <li>c) Jump out sideways and back in the other way.</li> </ol> </li> <li>2) Same exercise as 1, but this time, children Jump inside the hoop, using different shapes: tall (straight), small (tuck) and wide (star).</li> </ol> <p><b>“Jumping Frogs”</b></p> <ol style="list-style-type: none"> <li>1) Set up hoops all around the area. Children work individually pretending they are frogs and the hoops are lily pads. On command, the frogs jump off foot from there lily pad and land on two feet and hold a landing shape.</li> <li>2) Same exercise as 1, but this time frog’s jump off two feet and land on two feet.</li> <li>3) Same exercise as 1, but this time frog’s jump off two feet and land on one foot.</li> <li>4) Same exercise as 1, but this time frogs jump off one foot and land on one foot</li> </ol>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Increase/Decrease the playing area.</li> <li>3) Increase/Decrease the hoop size.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase/Decrease the playing area.</li> <li>3) Increase/Decrease the hoop size.</li> </ol>
<p><b>Cool Down:</b></p>	<p><b>Assessment Opportunities:</b></p>
<p><b>“Partner Stand Up”</b></p> <ol style="list-style-type: none"> <li>1) Children work in pars in their own space. Children sit in tuck shapes facing each other with their feet flat on the floor with toes touching their partner’s toes, and grasping each other’s hands. They then have to work together and attempt to stand up at the same time.</li> </ol>	<ul style="list-style-type: none"> <li>• Peers, Self, Group Work, Q &amp; A’s, Observations.</li> </ul>



<p><b>Session Topic and Number of Participants:</b></p>	<p><b>Equipment:</b></p>
<ul style="list-style-type: none"> <li>• Apparatus.</li> <li>• Up to 30 Children.</li> </ul>	<ul style="list-style-type: none"> <li>• Cones / Hoops / Hurdles – Variety of colours.</li> <li>• Bibs – Variety of colours.</li> <li>• Gymnastic Apparatus / Soft Mats.</li> </ul>
<p><b>Learning Outcomes:</b></p>	<p><b>Vocabulary:</b></p>
<ul style="list-style-type: none"> <li>• Using apparatus for a wide range of gymnastic actions.</li> <li>• Use apparatus to perform actions that have been learned.</li> <li>• Monitor their breathing at appropriate times when working.</li> <li>• Name and describe what they see.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastic Actions, Shapes, Travel, Balance, Rolls, Jumps, Climb, Hang, Grip, Over Grasp, Under Grasp, Direction, Level, Speeds, Pathways, Muscles, Tight, Tension, Link.</li> </ul>
<p><b>Warm Up:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Choice of Warm Up”</b></p> <ol style="list-style-type: none"> <li>1) Allow the children to choose their favourite warm up activity from those already explored.</li> <li>2) Same exercise as 1, but allow the children to come with ways to make the games different, easier, harder, etc.</li> </ol>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> </ol>
<p><b>Main Content:</b></p>	<p><b>Differentiation:</b></p>
<p><b>“Working on Apparatus”</b></p> <ol style="list-style-type: none"> <li>1) Set up as much gymnastic apparatus as possible, ensuring there is sufficient space in between each station. Children work in groups and take it in turns to perform on the apparatus. Only one child must be on the apparatus at a time. Set up several different stations that allow the children to explore a mixture of:-             <ol style="list-style-type: none"> <li>a) “Climbing and Hanging” – Fixed frames, ‘A’-frames and bar attachments.</li> <li>b) “Travelling” – Benches, mats and floor space.</li> <li>c) “Still Balance” – Nestling tables, gymnastic platforms and benches.</li> <li>d) “Dynamic Balance”- Balance beams, up turned benches and ‘A’-frames with bar attachments.</li> <li>e) “Jumping” – Low nestling tables, gymnastic platforms or benches.</li> <li>f) “Rolling” – Mats, springboard to roll down and foam wedges.</li> <li>g) “Shapes” – All apparatus.</li> </ol> </li> </ol> <p><b>“Sequences on Apparatus”</b></p> <ol style="list-style-type: none"> <li>1) Children work individually to create a basic sequence, including a shape at the beginning, the appropriate gymnastics actions for their apparatus and an ending shape. Encourage feedback from the other children, on quality, control and effort</li> </ol>	<p><b>“Easier”</b></p> <ol style="list-style-type: none"> <li>1) Decrease the speed of movement.</li> <li>2) Decrease the playing area.</li> <li>3) Decrease size/difficulty of apparatus.</li> <li>4) Decrease sequence difficulty.</li> </ol> <p><b>“Harder”</b></p> <ol style="list-style-type: none"> <li>1) Increase the speed of movement.</li> <li>2) Increase the playing area.</li> <li>3) Increase size/difficulty of apparatus.</li> <li>4) Increase sequence difficulty.</li> </ol>
<p><b>Cool Down:</b></p>	<p><b>Assessment Opportunities:</b></p>
<p><b>“Choice of Cool Down”</b></p> <ol style="list-style-type: none"> <li>1) Allow the children to choose their favourite cool down activity from those already explored.</li> </ol>	<ul style="list-style-type: none"> <li>• Peers, Self, Group Work, Q &amp; A’s, Observations.</li> </ul>

