



**BELLA**

<p><b>Character:</b> Balancing Bella</p> <p><b>Adventure 4:</b> Fairy Tale Adventure</p> <p><b>Keywords:</b> travelling, walking, skipping, jogging, galloping, jumping, hopping, camel walk, sliding, slithering body tension, control.</p> <p><b>Link to ELG:</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60+ months)</p> <p><b>Length of Session:</b> 45 minutes</p> <p><b>Resources Needed:</b> sequencing spots, gymnastics apparatus, tambourine</p>	<p><b>Lesson Focus/ Learning Objective</b> To be able to perform different ways on travelling.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>To be able travel in different ways showing body tension and control.</li> <li>Straight back, head up, on their tip-toes - moving silently.</li> </ul>
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### In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Bella. See if the children know what Bella's super-powers are and what she will be looking for in our movements. Remind them of last lesson with Bella and how she looks for children that have good body tension and can control their movements. Describe the learning objective and the success criteria for this week and read the narrative for the fairy tale adventure. As children are changed see if they can remember some of the core shapes learnt in the last gymnastics session and hold them with body tension whilst the other children finish changing.

### In The Hall – Warm-Up

**Activity:** Get the children to find a non-slip spot you have put out and practice all the core shapes they learnt last time (straight, star, tuck, pike, straddle). Explain again that this week we are working on our travelling skills. We are going to find ways of travelling with the fairy tale characters we met, using ideas from our core shapes (walking, skipping, slithering in a straight shape, galloping in a wide shape, sliding in a pike shape, camel walk in a straddle shape, mini man walk in a tuck shape). Take children on a journey and meet different characters; **Red Riding Hood** – walking through the wood, **Big Bad Wolf** – galloping in a big bad wide shape to make ourselves big, **Snow White** – skipping through the forest, **Dwarfs** – mini man walk, **Jack** – climbing up the beanstalk, **Aladdin** - sliding on their bottom in a pike shape like on a magic carpet, **Camel from Aladdin** – camel walk. **Focus the children on body tension staying light on their feet -on tiptoes as they move around, having a nice straight back, head up – body tension. Give children feedback and support on how they are doing based on the success criteria. Ask the children to identify which way they think they can travel with the best body tension – like which character?**



## Main Adventure

Children to safely get out gymnastics apparatus (this should have been taught to the children in another lesson).

**Activity 1** -Now our characters are in the castle and they are trying to rescue the hen that lays golden eggs from the giant. There are lots of different pieces of equipment for us to find ways to go over, under and round. We are going to use these same characters and ways of travelling to move round the room and find interesting places to put our movements. Allow children time to explore using the travelling movements whilst on the apparatus. **Again focus them on the quality of their movements and how they practiced them on the floor work activities. Is that the same movement we did on the floor? I love the way you are keeping your back nice and straight whilst skipping along the bench, \_\_\_ you are climbing really sensibly on the climbing frame just like Jack up the beanstalk. \_\_\_ can do the camel walk beautifully between pieces of apparatus. \_\_\_ remember to listen to your feet and keep up on your tiptoes so your movements are silent.**

**Activity 2** – Our fairy tale characters have successfully moved through the castle and we have rescued the hen. Let's jump for joy that we have rescued it! Can we try jumping on the floor using our arms to get height and then balance and bending our knees to spring up and then cushion our landing? Can we do any of our gymnastics shapes as we jump in the air and still land safely and quietly? Next session we work with Bella – we are going to be needing these jumps to help us in our adventure (Linked learning)

**Children to put apparatus away safely.**

### Making The Tasks Easier

- Explore less ways of travelling/ characters.
- Use a TA to support less able pupils.
- Working just solely on the floor and not getting apparatus out.
- Specify that children do certain easier ways of travelling e.g. walking.

### Making The Tasks Harder

- Challenge children to think of variations on the ways of travelling.
- Children have to link and remember 2 ways of travelling on the floor and then on the apparatus.
- Using slightly higher or more varied gymnastics apparatus to travel over, under and round.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan