



BELLA

Character: Balancing Bella **Adventure 6:** Off to the Racetrack

Keywords: Log roll, egg roll, teddy bear roll, dish roll, forwards and backwards roll.

Link to ELG: Experiments with different ways of moving. (40-60+ months)

Length of Session: 45 minutes

Resources Needed: sequencing spots, gymnastics apparatus, tambourine

Lesson Focus/ Learning Objective

To be able to perform various rolls in gymnastics.

Success Criteria

- To be able to perform rolls with body tension and control.
- Keeping our body in a tight shape as we roll.

In The Classroom

Talk to children about the lesson as they are getting changed. Bella is taking us to the race track today! And we are going to be looking at things that turn and roll. We are going to need all of the knowledge of the things we have learnt so far with Bella. **Who can remember what we have learnt in other lessons? Children who are changed first can come and show us on the carpet. Hopefully this encourages them to get changed faster and children who come to demonstrate show things such as jumping with correct technique, different ways of travelling, some of the core shapes. Also remind them of working with Bella in dance adventures and the learning about changing direction and being aware of our own and other space, so we don't bang into each other. Tell the children that they're going to need all of these skills and knowledge for the lesson today as things at the race track are really fast, so they have to be able to re-act quickly and sensibly.** Describe the learning objective and the success criteria for this week and read the narrative for the race track adventure the children will be going on.

In The Hall – Warm-Up

Get the children to walk sensibly into the room and circle round the race track. Bella says there are lots of cars whizzing round the track so they are going to have to travel really sensibly, sometimes changing direction to avoid the cars that are whizzing round. As it is noisy on the track children will have to use their observation skills to know what to do. Play a game to re-cap on core shapes where you hold up a coloured cone or shape picture and the children have to copy this to help them avoid the dangers on the track. **(e.g. red cone - straight shape, green cone - tuck shape, yellow cone - wider shape)**



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Main Adventure

Floor work lesson (children taught to do rolls on the floor and not on the mats – unless they choose to do a forwards or backwards roll – as this confuses the rule about the mats being there only to signal a safe place to exit by jumping)

Activity 1 - Now we have warmed up like the cars and remembered our different core shapes we are going to explore different ways of rolling in those shapes, just like the wheels of the cars turn round and round. **Who can think of ways of rolling in a wide, straight or tuck shape? Give children time to explore ways of doing his and offer pointers and guidance to help them be successful. Get the children to think about stretching their bodies including pointing their fingers and toes to make clear shapes as they roll, they must also be able to roll slowly with control and body tension. Pick out children who can perform different rolls really well and make sure you feel confident with the pointers for why these rolls are successful.**

Activity 2 - Bella is impressed with the different rolls we have tried out and wants to look at these and learn their gymnastics names. Look at children doing **log rolls** – (rolling in a straight shape with body tension, stretched out arms and legs and pointed fingers and toes). **Egg Rolls** – (rolling in a tuck shape keeping their body closely tucked in and rolling sideways from their back to their side, onto their knees and onto their side again). **Teddy Bear rolls** – (in a wide seating straddle shape, holding underneath their knees and keeping a straight back with their head up as they lean back to the side and swing their legs round). **Some children will not be able to do all of these and some may be able to do harder, more advanced rolls such as forwards and backwards rolls. Anything is fine but make sure you feel confident about what the pointers are for doing these successfully. Never force the children to attempt all the rolls, intervene if the children are attempting a difficult roll and are unable. You can try and give them the pointers so they become successful or you may have to suggest they perform a simpler different roll. Think about some of the feedback you can give. _____ that's a good try let's just work on straitening those legs and pointing your toes. _____ is performing those rolls with such good body tension and control. Can you think of a different shape to roll in to make it harder for yourself?**

Activity 3 - Bella thinks that our rolls have been so good we can perform them as part of the car show at the race track! Let's use our table groups from our class to perform our rolls at different times and because we have to keep our engines warm those not performing the rolls will have to jog on the spots around the race track until their turn. **Put spots out in a wider circle around the edge of the hall and get the children to jog on the spot. Call out the names of different groups from your class who come to the centre to perform their favourite roll. Question different children who've performed or who are watching on why certain rolls were good, based on the success criteria.**

Making The Tasks Easier

- Children to just work on basic log roll to begin with.
- Use a TA to support less able pupils with the success criteria.
- Children to practice turning in the shape first whilst standing up.
- Use picture cards/ video clips with pointers on to support children in knowledge of how to perform the rolls.

Making The Tasks Harder

- Challenge children to think of variations for their rolls e.g. bending their body slightly from the log roll to do a dish roll (requiring good core strength).
- Ask children to put together 2/3 rolls into a short sequence to perform.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan