



**BELLA**

<p><b>Character:</b> Balancing Bella</p> <p><b>Adventure 7:</b> On the way to the Zoo</p> <p><b>Keywords:</b> balancing, body tension, control</p> <p><b>Link to ELG:</b> Experiments with different ways of moving. (40-60+ months)</p> <p><b>Length of Session:</b> 45 minutes</p> <p><b>Resources Needed:</b> gymnastics apparatus, tambourine, pictures of Zoo animals</p>	<p><b>Lesson Focus/ Learning Objective</b> To be able to perform balances in gymnastics.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>To be able to perform balances with body tension and control.</li> <li>Keeping our body in a tight shape as we balance and hold this for 5 seconds.</li> </ul>
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## In The Classroom

Talk to children about the lesson as they are getting changed. We are going on an adventure to the zoo today with Bella! **What sorts of things do the children think we are going to see there?** Describe the learning objective and the success criteria for this week and read the narrative for Zoo adventure the children will be going on. **As the children are changed ask them to try out their balances, thinking about shapes they might represent like the animals they'll see at the zoo.**

## In The Hall – Warm-Up

**Activity 1** - Play music statues to the track 'Daddy's taking us to the Zoo tomorrow' and sing along with the children changing the word daddy to Bella! Get the children to travel round using the Gymnastics they have already learnt; walking like a peacock, skipping and swinging their arms like a monkey, galloping like a horse, hopping on one leg like a flamingo, jumping like a kangaroo, slithering like a snake, sliding like penguins. **Encourage the children to maintain the quality of their movements and body tension like they have learnt in other lessons.** Stop the music every so often and encourage the children to freeze like a statue in a balance the shape they have been travelling in. **Explain that we are trying to hold our balances still for 5 seconds and count with them the first few times if needed. Talk to and question the children about the shape they are in. What body part are you balancing on? Is it a large body part or small body part? Do they find it hard or easy to hold this shape for 5 seconds?**

**Activity 2** - Bella is really excited about the Zoo and wants to know what other things the children might be able to see there. Discuss with the children that they are going to explore round the zoo themselves. This time they can move round the room using any of the Gymnastics movements they have already learnt, they might travel in different ways, or jump to get over the fences, or roll underneath trees. (Demonstrate these to the children or remind them of the techniques they have learnt when performing; travelling, rolling and jumping movements). When you shake the tambourine; **can the children perform a balance like an animal they have found for 5 secs and describe what body parts they are balancing on? Are there new balances, like different animals they can think of? (You may like to even print off some animal pictures and put them round the room for the children to find). Other animals may include;** a bear – standing in a wide shape, feet wide apart and arms spread out. A hippo – lying on their tummy with their arms and legs in the air in an arch shape.



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## Main Adventure

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

**Activity 1** – Now we are got all the apparatus out we are going to carry on exploring the Zoo using all the movements and balances we have just been doing on the floor and I have checked you’ve done them really sensibly and safely. There is a special Photographer coming to visit the Zoo with Bella, so we are going to try and choose our very, very best gymnastic actions that we can do in the best places so that the Photographer can take the best pictures and promote the Zoo to other people. I am going to give you 5-10 minutes to try out your moves using the apparatus and finding 3 fantastic places to find your best animal balances. **Support children by working with them and giving them specific feedback to help them choose good place and perform high quality balances. That’s a wonderful place to put your balance! Straighten your toes a little more... stretch your back into an arch a little more.... Try and hold it still a little bit longer, 3,4, 5! That’s well done.**

**Activity 2** – The Photographer has arrived so we are going to show them the Zoo animals and perform our balances for her. Get the children to start on a spot then allow them to travel round shaking the tambourine once to signal them performing their first balance (**Praise the children... based on the success criteria... point out what ‘animals’ you can see and pretend to take photos**) Repeat this another 2 times.

Children to put apparatus away safely.

### Making The Tasks Easier

- Encourage children to balance on large body parts or all 4 small body parts.
- Allow children to hold balances for just 3 seconds.
- Use a TA to support less able pupils with the success criteria.
- Use picture cards/video clips with pointers on to support children with ideas.

### Making The Tasks Harder

- See if children can balance on small body parts.
- See if they can hold their balances for slightly longer.
- Challenge them to make sure their legs and arms are really straight and raised slightly higher.
- Children to think of variations for their balances.

## Feed Forward Notes for Next Session:

### Notes On Individual Children’s Needs:

Names/ Group	Reason	Learning Plan