

**Learning Intention: How can you perform a Teddy Bear Roll with a partner?**

## EQUIPMENT:

Resource cards,  
spots,  
mats.

I can perform a Teddy Bear roll on my own with some control

I can perform a Teddy Bear roll with a partner with control

I can perform a Teddy Bear roll on my own/with a partner/group showing precision, control and fluency

### Warm up: Paper, Scissors, Stone

Children to start at one end of the room.

They are to find any partner and play Paper, Scissors, Stone

**Paper:** Straight Shape

**Scissors:** Straddle

**Stone:** Tuck shape

If they lose they are to run to the opposite side of the hall and back, then come back and find another partner.

If they win they go and find another partner.

### Activity 1: Remembering Rolls

1. How many different rolls can the children perform? Children should know: Log rolls, Tuck rolls, Dish/Arch roll from KS1.

**Note:** If children have not already learned the Log Roll, Tuck Roll, Dish/Arch Roll- you would need to teach these first. This may take a whole lesson. See Rolls resource card.

**Make it harder:** Children to perform forward rolls coming out into different shapes e.g straddle, pike etc

## Activity 2: Teddy Bear Roll

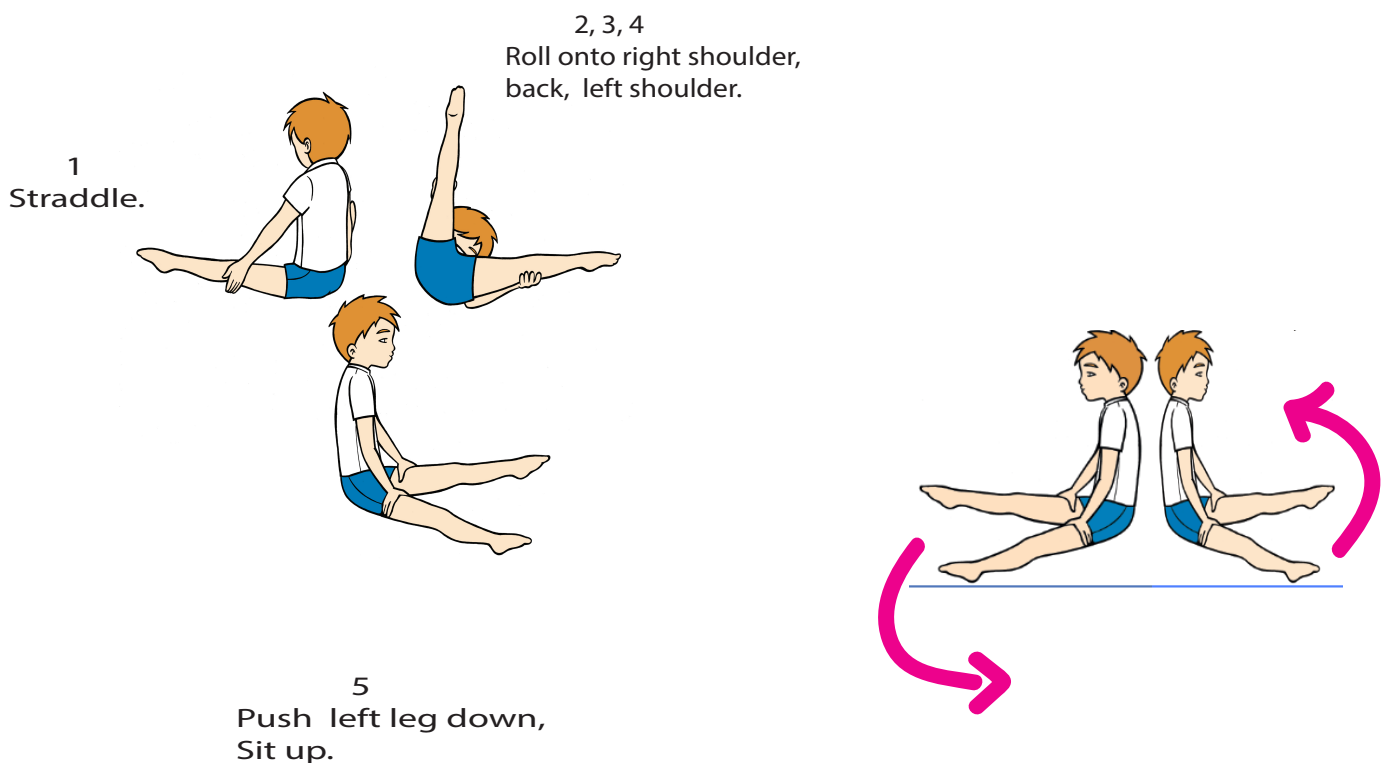
1. Children to recap a Teddy Bear roll. Teacher can use the video to recap to the class
2. Can they perform a Teddy Bear roll with a **partner**
  - **They need teamwork and communication**
  - **Decide which way they are going to roll**
  - **Both to go the same way e.g. to their right**
3. Can they perform a Teddy Bear roll in a **group of four**?

**Note:** If children can not perform the teddy bear roll teacher can have a mat to support the children. Stand behind the child so they have the feel of the movement.

**Make it easier:** In pairs, ask their partner to **stand** behind them – this will encourage performer to roll onto shoulder first, **not** their back!

**Make it harder:** Pointed toes. Move with **Fluency**

**Can they film their partner with an iPad/tablet to improve their performance?**



### Activity 3: Sequence Fun

Key words:  
Sequence,  
**Start, Middle, Finish.**

Groups of four.

1. Sequence **rolls, jumps and balances**, must include Teddy Bear roll ((**in pairs/fours**))

**Use apparatus e.g. box tops, benches and mats for their sequences.**

**Make it harder:** More complex Rolls. Can they perform a Forward Roll on a box top?  
(teacher can spot)

**Linking Learning: Remember the travelling moves from last lesson.  
How can you add these into your sequence? Remember FLUENCY.**

2. Children to perform to another group or the rest of the class. Children observing to give feedback on sequences.

- ✔ Strong and controlled movements
- ✔ **Fluency** - when linking skills
- ✔ Strong Start and Finishing position

Add music for the children to perform their sequence

Cool Down: Children to move around the room slowly.  
Can they show three stretches that they know.

Plenary: Ask the children what the key points were of performing a Teddy Bear Roll? Tell a partner what they did well when performing a Teddy Bear Roll. What they could improve next time?