

## Purpose

Develop fundamental movement skills to support balance, coordination and control, including dynamic balance and good stance. Develop the ability to control balance whilst in the 'ready position' to prepare for controlled and balanced movement in all directions.

Develop essential cognitive skills to recognise and articulate things they are good at. Follow simple rules and begin to order instructions, movements and skills.

## Learning Goals



### Observe and Describe

#### Emerging

- I can follow simple instructions.

#### Expected

- I can understand and follow simple rules.
- I can name some things I am good at.

#### Exceeding

- I can begin to order instructions, movements and skills.

#### Dynamic Balance

Dynamic Balance

#### Static Balance

Stance

#### Train

#### Tightrope

In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games.



#### Emerging

I can complete **some** Yellow challenges



#### Expected

I can complete **all** Yellow challenges



#### Exceeding

I can complete **some** Green challenges

## Skills and Knowledge - Learning Behaviour

### Cognitive Skills



Developing my cognitive skills and knowledge so...

#### What

#### How

I can follow simple instructions.

Listen carefully and follow the rules for each activity.  
Think about what you have done well in the lesson.

I can understand and follow simple rules.

Think about what you have done well in the lesson.  
Start with simple movements and gradually add more difficult ones.

I can name some things I am good at.

Start with simple movements and gradually add more difficult ones.

I can begin to order instructions, movements and skills.

Start with simple movements and gradually add more difficult ones.  
Look at different parts of the body to help recognise similarities and differences.

With help, I can recognise similarities and differences in performance.

Look at different parts of the body to help recognise similarities and differences.

## Skills and Knowledge - FMS

## Dynamic Balance Dynamic Balance

### Skill Challenges

Maintaining balance on a line:

1. I can walk forwards with fluidity and minimum wobble.
2. I can walk backwards with fluidity and minimum wobble.

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Developing my dynamic balance on a line skills and knowledge so...

### What

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I can move smoothly and with minimum wobble.

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I can maintain balance on the line with head up.

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I can move with opposite arm and leg moving forwards.

### How

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Keep my head up and still.

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Keep my back straight and tummy tight.

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Swing my arms to help move and balance.

## Static Balance Stance

### Skill Challenges

Maintaining balance:

1. I can stand on a line with a good stance for 10 seconds.
2. I can stand on a line with heels up and with a good stance for 10 seconds.

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### Developing my stance skills and knowledge so...

#### What

I can balance with both feet facing forwards.

I can balance with feet still.

I can balance with minimum wobble (control).

#### How

Keep my feet a shoulder width apart.

Bend my knees.

Keep my back straight and head up.

### Key Vocabulary

understand, simple, backwards, heels, shoulder, width

### Curriculum Links

Pupils should....

Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others.

Engage in activities in a range of increasingly challenging situations.

## Wider Links

To further develop the children's dynamic balance and stance skills, use the following (**click the links at the bottom to explore**):

- **real PE daily** - short, daily activity ideas to further develop dynamic balance and stance skills.
- **real gym** - Year 1, Unit 1 (travel).