

## Purpose

Develop fundamental movement skills to support balance, coordination and control and apply them when under pressure, for example, when bumped by an opponent or when sending or receiving a ball.

Develop cognitive skills to recognise when performances look similar or different and articulate why that might be the case. Work towards explaining why they, or their classmates, are performing well.

## Learning Goals



### Understand Performance

#### Emerging

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

#### Expected

- I can explain why someone is working or performing well.
- With help, I can recognise similarities and differences in performance.

#### Exceeding

#### Dynamic Balance

Dynamic Balance

#### Static Balance

Stance

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



#### Emerging

I can complete **some** Green challenges



#### Expected

I can complete **all** Green challenges



#### Exceeding

I can complete **some** Red challenges

- I can explain what I am doing well and begun to identify areas for

## Skills and Knowledge - Learning Behaviour

### Cognitive Skills



Developing my cognitive skills and knowledge so...

#### What

#### How

I can understand and follow simple rules.

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

I can name some things I am good at.

Think about what you have done well in the lesson.

I can explain why someone is working or performing well.

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

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

Look at different parts of the body to help recognise similarities and differences.  
Try to be specific about what others are doing well.

I can explain what I am doing well and begun to identify areas for improvement.

Try to be specific about what others are doing well.  
Think of non-physical and physical skills in terms of what you are doing well.  
Use your own and others' feedback to help you identify areas for improvement.

## Skills and Knowledge - FMS

## Dynamic Balance Dynamic Balance

### Skill Challenges

Maintaining balance on a line:

1. I can walk fluidly, lifting knees up to 90°.
2. I can walk fluidly, lifting heels up to bottom.

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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 coordinate to move with opposite arm and leg moving forwards.

### How

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Use my arms to help move and balance (opposite arm and leg).

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Keep my back straight, head still and look forward.

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Move off the balls of my feet.

## Static Balance Stance

### Skill Challenges

Maintaining balance:

1. I can stand on a low beam 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 and knees bent.

Keep my weight on the balls of my feet.

Keep my back straight and head up.

### Key Vocabulary

recognise, order, lifting, 90 degrees, low beam, apart

### 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 competitive and cooperative physical activities.

## 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 2, Unit 1 (travel).