

### EYFS – Static Balance Skills (One leg and seated)

| EYFS Objectives                                                                                                                                                                                                                                                                                                                                                                                                  | Sticky Knowledge                                                                                                                                                                                                                                                                                                                                                                      | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Early Learning Goal: Gross Motor Skills<br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> | <p>To help you balance on one leg you need to:</p> <ul style="list-style-type: none"> <li>Keep your head up and still</li> <li>Use your arms to help you balance</li> </ul> <p>To help you balance on the floor you need to:</p> <ul style="list-style-type: none"> <li>Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).</li> </ul> | <p>Static, balance, squat, leg, stand, still.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                   | Key Question(s):                                                                                                                                                                                                                                                                                                                                                                      | Future Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>In EYFS Children should have experience of:</p> <ul style="list-style-type: none"> <li>Negotiating space and obstacles safely, with consideration for themselves and others in an age-appropriate manner.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as run, jump, dance, hop, skip and climb.</li> </ul>                                        | <ul style="list-style-type: none"> <li>What do you do with your head to help you balance?</li> <li>Other than your head what other parts of your body can help you balance?</li> <li>When in a front support what should be in line in the upper part of your body?</li> <li>When in a front support what should be in line in the lower part of your body?</li> </ul>                | <p>In Year 1 &amp; 2 Children will:</p> <ul style="list-style-type: none"> <li>On both legs complete 5 mini-squats</li> <li>When in a seated balance pick up a cone from one side, swap hands and place it on the other side.</li> <li>When in a seated balance return the cone to the opposite side</li> <li>In a mini front support balance place the cone on ones back and take it off with other hand</li> <li>Hold a mini-back support position.</li> <li>In a mini back support position place a cone on ones tummy and take it off with other hand.</li> <li>Stand on low beam with good stance for 10 seconds</li> </ul>                                                                                                                                                                                                                  |
| Teaching Ideas                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Year 1 & 2 - Static Balance Skills (One leg and seated)**

| National Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Sticky Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>To develop fundamental movement skills</li> <li>Become increasingly competent and confident with their physical abilities.</li> <li>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>Be taught to the master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Perform dances using simple movement patterns</li> </ul> | <p>To help you balance on one leg you need to:</p> <ul style="list-style-type: none"> <li>Keep your head up and still</li> <li>Use your arms to help you balance</li> <li>Use smooth, controlled movements</li> </ul> <p>To help you balance on the floor you need to:</p> <ul style="list-style-type: none"> <li>Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).</li> <li>Keep your hands in line with your shoulders and feet in line with your knees (mini-back support).</li> </ul>                                                                                   | <p>Static, balance, mini-squat, leg, stand, still.</p> <hr/> <p>I can statements:</p> <ul style="list-style-type: none"> <li>On both legs individually stand still for 30 seconds.</li> <li>On both legs individually complete 5 mini-squats</li> <li>When in a seated balance pick up a cone from one side, swap hands and place it on the other side.</li> <li>When in a seated balance return the cone to the opposite side</li> <li>In a mini front support balance place the cone on ones back and take it off with other hand</li> <li>Hold a mini-back support position.</li> <li>In a mini back support position place a cone on ones tummy and take it off with other hand.</li> <li>Stand on low beam with good stance for 10 seconds</li> </ul>                                                                                                                                                                                                                                                         |
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Question(s):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Future Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Be able to balance on each leg</p> <ul style="list-style-type: none"> <li>On both legs singularly stand still for 10 seconds.</li> <li>On the floor hold a mini-front support position.</li> <li>On the floor reach round and point to ceiling with either hand in mini-front support.</li> <li>When seated balance with both hands/ feet down.</li> <li>When seated balance with 1 hand/ 2 feet down.</li> <li>When seated balance with 2 hands/ 1 foot down.</li> <li>When seated balance with 1 hand/ 1 foot down.</li> <li>When seated balance with 1 hand or 1 foot down.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>What do you do with your head to help you balance?</li> <li>Other than your head what other parts of your body can help you balance?</li> <li>How should you move when trying to balance?</li> <li>When in a front support what should be in line in the upper part of your body?</li> <li>When in a front support what should be in line in the lower part of your body?</li> <li>When in a mini back support position what should be in line in the upper part of your body?</li> <li>When in a mini back support what should be in line in the lower part of your body?</li> </ul> | <p>In Year 3 &amp; 4 Children will:</p> <ul style="list-style-type: none"> <li>On both legs singularly stand still for 30 seconds with eyes closed.</li> <li>On both legs singularly complete 5 squats.</li> <li>On both legs singularly complete 5 ankle extensions.</li> <li>When in a seated position pick up a cone from one side and place it on the other side with same hand.</li> <li>When in a seated position return it to the opposite side using the other hand.</li> <li>Sit in a dish shape and hold it for 5 seconds.</li> <li>Hold full front support position.</li> <li>When in a front support lift one arm and point to the ceiling with either hand.</li> <li>When in a front support position transfer a cone on and off ones back.</li> <li>When standing receive a small force from various angles.</li> <li>When standing raise alternate feet 5 times</li> <li>When standing raise alternate knees 5 times.</li> </ul> <p>When standing catch ball at chest height and throw it back.</p> |

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| <ul style="list-style-type: none"> <li>• When seated balance with no hands or feet down.</li> <li>• Hold mini-front support position.</li> <li>• When in a mini-front support position reach round and point to ceiling with either hand.</li> <li>• Stand on a line with a good stance for 10 seconds.</li> </ul> |  |  |
| Teaching Ideas                                                                                                                                                                                                                                                                                                     |  |  |

### Year 3 & 4 – Static Balance Skills (One leg and seated)

| National Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sticky Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p>To help you balance on one leg you need to:</p> <ul style="list-style-type: none"> <li>Keep your head up and still</li> <li>Keep your tummy tight</li> <li>Keep your back straight</li> <li>Use your arms to help you balance</li> <li>Use smooth, controlled movements.</li> </ul> <p>To help you balance on the floor you need to:</p> <ul style="list-style-type: none"> <li>Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).</li> <li>Keep your hands in line with your shoulders and feet in line with your knees (mini-back support).</li> <li>Keep your back straight and flat/tummy up in a mini-back support.</li> </ul> | <p>Static, balance, mini-squat, leg, stand, still, ankle extension.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>I can statements:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Question(s):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Future Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>On both legs individually stand still for 30 seconds.</li> <li>On both legs individually complete 5 mini-squats</li> <li>When in a seated balance pick up a cone from one side, swap hands and place it on the other side.</li> <li>When in a seated balance return the cone to the opposite side</li> <li>In a mini front support balance place the cone on ones back and take it off with other hand</li> <li>Hold a mini-back support position.</li> </ul>                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>What parts of your body should you use to help you balance?</li> <li>How should your back be when balancing?</li> <li>How should your tummy be when balancing?</li> <li>When in a front or back support what elements of your body should be in line?</li> <li>When in a front or back support how should your back be?</li> <li>What should your tummy be like when you take on a back support position?</li> </ul>                                                                                                                                                                                                                            | <p>In Years 5 and 6 children will:</p> <ul style="list-style-type: none"> <li>On both legs individually stand still on uneven surface for 30 seconds.</li> <li>On both legs individually stand still on uneven surface for 30 seconds with eyes closed.</li> <li>On both legs individually complete 10 squats into ankle extensions.</li> <li>On both legs individually complete 5 squats with eyes closed.</li> <li>When in a seated balance reach and pick up a cone an arms distance away, swap hands and place it on the other side (in both directions).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <ul style="list-style-type: none"> <li>• In a mini back support position place a cone on ones tummy and take it off with other hand.</li> <li>• Stand on low beam with good stance for 10 seconds</li> </ul> |  | <ul style="list-style-type: none"> <li>• When in a seated balance reach and pick up a cone an arms distance away and place it on the other side using same hand (in both directions).</li> <li>• Hold a seated V-shape with straight arms and legs for 10 seconds</li> <li>• When in a front support position transfer a tennis ball on and off my back.</li> <li>• When in a back support position transfer a cone on and off my tummy.</li> <li>• When in a back support position transfer tennis ball on and off my tummy.</li> <li>• When standing raise alternate knees to opposite elbow 5 times.</li> <li>• When standing catch a large ball thrown at knee height and above my head.</li> <li>• When standing catch a large ball thrown away from my body.</li> <li>• When standing catch a small ball thrown close to and away from my body</li> </ul> |
| <p style="text-align: center;"><b>Teaching Ideas</b></p>                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Year 5 & 6 – Static Balance Skills (One leg and seated)**

| National Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sticky Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p>To help you balance on one leg you need to:</p> <ul style="list-style-type: none"> <li>Keep your head up and still</li> <li>Keep your tummy tight</li> <li>Keep your back straight</li> <li>Use your arms to help you balance</li> <li>Use smooth, controlled movements.</li> </ul> <p>To help you balance on the floor you need to:</p> <ul style="list-style-type: none"> <li>Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).</li> <li>Keep your hands in line with your shoulders and feet in line with your knees (mini-back support).</li> <li>Point your fingers towards your feet in the mini-back support.</li> <li>Keep your back straight and flat/tummy up.</li> <li>Keep your legs straight and stretched out.</li> </ul> | <p>Static, balance, mini-squat, leg, stand, still, ankle extension, uneven surface.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Question(s):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Future Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>On both legs singularly stand still for 30 seconds with eyes closed.</li> <li>On both legs singularly complete 5 squats.</li> <li>On both legs singularly complete 5 ankle extensions.</li> <li>When in a seated position pick up a cone from one side and place it on the other side with same hand.</li> <li>When in a seated position return it to the opposite side using the other hand.</li> <li>Sit in a dish shape and hold it for 5 seconds.</li> <li>Hold full front support position.</li> <li>When in a front support lift one arm and point to the ceiling with either hand.</li> <li>When in a front support position transfer a cone on and off ones back.</li> <li>When standing receive a small force from various angles.</li> <li>When standing raise alternate feet 5 times</li> <li>When standing raise alternate knees 5 times.</li> </ul> <p>When standing catch ball at chest height and throw it back.</p> | <ul style="list-style-type: none"> <li>What parts of your body should you use to help you balance?</li> <li>How should your back and tummy be when balancing in a front or back support position?</li> <li>When in a front or back support what elements of your body should be in line?</li> <li>Describe how your tummy and back should be when taking up a front or back support position.</li> <li>Where should your fingers be pointing when in a back support position?</li> <li>How should your legs be in a back support position?</li> </ul> | <p>On both legs individually:</p> <ul style="list-style-type: none"> <li>When balancing on either leg place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.</li> <li>When balancing on either leg perform above challenge with eyes closed.</li> <li>When balancing on either leg stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.</li> <li>When in a seated balance reach and pick up cones from in front, to the side and from behind.</li> <li>When in a seated balance reach and pick up cones from in front, to the side and from behind with eyes closed.</li> <li>When in a seated balance reach and pick up cones from in front, to the side and from behind while a partner applies a force.</li> <li>When in a seated balance reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.</li> <li>Whilst in a seated balance on a bench reach and pick up cones on the floor, without losing balance. 2</li> <li>Whilst in a seated balance turn 360° in either direction, first on the floor then on a bench.</li> <li>Sit in a seated balance position on an uneven surface, e.g. wobble cushion, for 10 seconds.</li> <li>Whilst sitting in a seated balance position on an uneven surface reach and pick up cones on the floor.</li> <li>Hold front support position with only 1 foot in contact with floor and transfer cone on and off back.</li> </ul> |

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|                       |  | <ul style="list-style-type: none"> <li>• Rotate fluently from front support to back support, and then continue rotating with fluency.</li> <li>• Hold a front support position with only 1 foot in contact with floor and transfer tennis ball on and off back.</li> <li>• Hold a front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.</li> <li>• When standing throw and catch 2 small balls alternately, using both hands, both close to and away from body.</li> <li>• When standing strike a small ball back to a partner with a racket.</li> <li>• When standing strike a small ball back to a partner from across body with a racket.</li> <li>• When standing throw and catch small ball, catching across body with either hand.</li> <li>• When standing throw and catch 2 balls alternately, catching across body with either hand.</li> <li>• When standing volley a large ball back to a partner with either foot.</li> <li>• Utilise the core skill of balance within a games situation</li> </ul> |
| <b>Teaching Ideas</b> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



## **EYFS**

Early Learning Goal: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **National Curriculum**

### **KS1**

- To develop fundamental movement skills
- Become increasingly competent and confident with their physical abilities.
- Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Be taught to the master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

### **KS2**

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team ]
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.