

EYFS – Static Balance Skills (One leg and seated)

EYFS Objectives	Sticky Knowledge	Vocabulary
<p>Early Learning Goal: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	<p>To help you balance on one leg you need to:</p> <ul style="list-style-type: none"> Keep your head up and still Use your arms to help you balance <p>To help you balance on the floor you need to:</p> <ul style="list-style-type: none"> Keep your hands in line with your shoulders and knees in line with your hips (mini-front support). 	<p>Static, balance, squat, leg, stand, still.</p> <hr/> <p>I can statements:</p> <ul style="list-style-type: none"> On both legs singularly stand still for 10 seconds. On the floor hold a mini-front support position. On the floor reach round and point to ceiling with either hand in mini-front support. When seated balance with both hands/ feet down. When seated balance with 1 hand/ 2 feet down. When seated balance with 2 hands/ 1 foot down. When seated balance with 1 hand/ 1 foot down. When seated balance with 1 hand or 1 foot down. When seated balance with no hands or feet down. Hold mini-front support position. When in a mini-front support position reach round and point to ceiling with either hand. Stand on a line with a good stance for 10 seconds.
Prior Learning	Key Question(s):	Future Learning
<p>In EYFS Children should have experience of:</p> <ul style="list-style-type: none"> Negotiating space and obstacles safely, with consideration for themselves and others in an age-appropriate manner. Demonstrate strength, balance and coordination when playing. Move energetically, such as run, jump, dance, hop, skip and climb. 	<ul style="list-style-type: none"> What do you do with your head to help you balance? Other than your head what other parts of your body can help you balance? When in a front support what should be in line in the upper part of your body? When in a front support what should be in line in the lower part of your body? 	<p>In Year 1 & 2 Children will:</p> <ul style="list-style-type: none"> On both legs complete 5 mini-squats When in a seated balance pick up a cone from one side, swap hands and place it on the other side. When in a seated balance return the cone to the opposite side In a mini front support balance place the cone on ones back and take it off with other hand Hold a mini-back support position. In a mini back support position place a cone on ones tummy and take it off with other hand. Stand on low beam with good stance for 10 seconds
Teaching Ideas		

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

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

- When seated balance with no hands or feet down.
- Hold mini-front support position.
- When in a mini-front support position reach round and point to ceiling with either hand.
- Stand on a line with a good stance for 10 seconds.

Teaching Ideas

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

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>To help you balance on one leg you need to:</p> <ul style="list-style-type: none"> • Keep your head up and still • Keep your tummy tight • Keep your back straight • Use your arms to help you balance • Use smooth, controlled movements. <p>To help you balance on the floor you need to:</p> <ul style="list-style-type: none"> • Keep your hands in line with your shoulders and knees in line with your hips (mini-front support). • Keep your hands in line with your shoulders and feet in line with your knees (mini-back support). • Keep your back straight and flat/tummy up in a mini-back support. 	<p>Static, balance, mini-squat, leg, stand, still, ankle extension.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • On both legs singularly stand still for 30 seconds with eyes closed. • On both legs singularly complete 5 squats. • On both legs singularly complete 5 ankle extensions. • When in a seated position pick up a cone from one side and place it on the other side with same hand. • When in a seated position return it to the opposite side using the other hand. • Sit in a dish shape and hold it for 5 seconds. • Hold full front support position. • When in a front support lift one arm and point to the ceiling with either hand. • When in a front support position transfer a cone on and off ones back. • When standing receive a small force from various angles. • When standing raise alternate feet 5 times • When standing raise alternate knees 5 times. • When standing catch ball at chest height and throw it back.
Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> • On both legs individually stand still for 30 seconds. • On both legs individually complete 5 mini-squats • When in a seated balance pick up a cone from one side, swap hands and place it on the other side. • When in a seated balance return the cone to the opposite side • In a mini front support balance place the cone on ones back and take it off with other hand • Hold a mini-back support position. 	<ul style="list-style-type: none"> • What parts of your body should you use to help you balance? • How should your back be when balancing? • How should your tummy be when balancing? • When in a front or back support what elements of your body should be in line? • When in a front or back support how should your back be? • What should your tummy be like when you take on a back support position? 	<p>In Years 5 and 6 children will:</p> <ul style="list-style-type: none"> • On both legs individually stand still on uneven surface for 30 seconds. • On both legs individually stand still on uneven surface for 30 seconds with eyes closed. • On both legs individually complete 10 squats into ankle extensions. • On both legs individually complete 5 squats with eyes closed. • 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).

- In a mini back support position place a cone on ones tummy and take it off with other hand.
- Stand on low beam with good stance for 10 seconds

- 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).
- Hold a seated V-shape with straight arms and legs for 10 seconds
- When in a front support position transfer a tennis ball on and off my back.
- When in a back support position transfer a cone on and off my tummy.
- When in a back support position transfer tennis ball on and off my tummy.
- When standing raise alternate knees to opposite elbow 5 times.
- When standing catch a large ball thrown at knee height and above my head.
- When standing catch a large ball thrown away from my body.
- When standing catch a small ball thrown close to and away from my body

Teaching Ideas

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

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>To help you balance on one leg you need to:</p> <ul style="list-style-type: none"> • Keep your head up and still • Keep your tummy tight • Keep your back straight • Use your arms to help you balance • Use smooth, controlled movements. <p>To help you balance on the floor you need to:</p> <ul style="list-style-type: none"> • Keep your hands in line with your shoulders and knees in line with your hips (mini-front support). • Keep your hands in line with your shoulders and feet in line with your knees (mini-back support). • Point your fingers towards your feet in the mini-back support. • Keep your back straight and flat/tummy up. • Keep your legs straight and stretched out. 	<p>Static, balance, mini-squat, leg, stand, still, ankle extension, uneven surface.</p> <hr/> <p>I can statements:</p> <ul style="list-style-type: none"> • On both legs individually stand still on uneven surface for 30 seconds. • On both legs individually stand still on uneven surface for 30 seconds with eyes closed. • On both legs individually complete 10 squats into ankle extensions. • On both legs individually complete 5 squats with eyes closed. • 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). • 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). • Hold a seated V-shape with straight arms and legs for 10 seconds • When in a front support position transfer a tennis ball on and off my back. • When in a back support position transfer a cone on and off my tummy. • When in a back support position transfer tennis ball on and off my tummy. • When standing raise alternate knees to opposite elbow 5 times. • When standing catch a large ball thrown at knee height and above my head. • When standing catch a large ball thrown away from my body.

		<ul style="list-style-type: none"> When standing catch a small ball thrown close to and away from my body
Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> On both legs singularly stand still for 30 seconds with eyes closed. On both legs singularly complete 5 squats. On both legs singularly complete 5 ankle extensions. When in a seated position pick up a cone from one side and place it on the other side with same hand. When in a seated position return it to the opposite side using the other hand. Sit in a dish shape and hold it for 5 seconds. Hold full front support position. When in a front support lift one arm and point to the ceiling with either hand. When in a front support position transfer a cone on and off ones back. When standing receive a small force from various angles. When standing raise alternate feet 5 times When standing raise alternate knees 5 times. <p style="padding-left: 40px;">When standing catch ball at chest height and throw it back.</p>	<ul style="list-style-type: none"> What parts of your body should you use to help you balance? How should your back and tummy be when balancing in a front or back support position? When in a front or back support what elements of your body should be in line? Describe how your tummy and back should be when taking up a front or back support position. Where should your fingers be pointing when in a back support position? How should your legs be in a back support position? 	<p>On both legs individually:</p> <ul style="list-style-type: none"> 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. When balancing on either leg perform above challenge with eyes closed. 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. When in a seated balance reach and pick up cones from in front, to the side and from behind. When in a seated balance reach and pick up cones from in front, to the side and from behind with eyes closed. 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. 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. Whilst in a seated balance on a bench reach and pick up cones on the floor, without losing balance. 2 Whilst in a seated balance turn 360° in either direction, first on the floor then on a bench. Sit in a seated balance position on an uneven surface, e.g. wobble cushion, for 10 seconds. Whilst sitting in a seated balance position on an uneven surface reach and pick up cones on the floor. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back.

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

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.