**Year Group 1**

**Spring Term 1**

**Skill Focus: Balance**

Generic skill to develop in every session: Communication & self-control/management of behaviour.

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| **Objectives:** | **Activity Development** | **Resources** |
| I can **balance on both feet** with increasing control, knowledge and understanding. | Activity ideas to work towards this terms outcomes can be found in the additional resources section.  To develop these areas of movement, opportunities need to be open not only in their PE lessons, but at break and lunchtimes, in other lessons across the curriculum, and in after school contexts. | Activity planning has been provided to help you teach this area of movement:   * Active Cube. * Animal Obstacle Race * Bean Bag Relay * Bigger Head Shoulders Knees and Toes * Can we balance? * Colours Game * Enchanted Forest * London Bridge * Movement to Music * On the Farm * Paper Fortune Teller * Shadows * Stop and go * The Boat |
| I can **balance on one foot** with increasing control, knowledge and understanding. |
| I can **balance on my back** with increasing control, knowledge and understanding. |
| I can **balance on my side** with increasing control, knowledge and understanding. |
| I can **balance on my bottom** with increasing control, knowledge and understanding. |
| I can **balance on my hands** with increasing control, knowledge and understanding. |
| I can **balance in a rocking motion** with increasing control, knowledge and understanding. |
| I can **balance on static equipment** with increasing control, knowledge and understanding. |
| I can **balance on moving equipment** with increasing control, knowledge and understanding. |
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**Year Group 1**

**Spring Term 1**

**Skill Focus: Balance**

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| **Objectives:**   1. I can **balance on both feet** with increasing control, knowledge and understanding. 2. I can **balance on one foot** with increasing control, knowledge and understanding. 3. I can **balance on my back** with increasing control, knowledge and understanding. 4. I can **balance on my side** with increasing control, knowledge and understanding. 5. I can **balance on my bottom** with increasing control, knowledge and understanding. 6. I can **balance on my hands** with increasing control, knowledge and understanding. 7. I can **balance in a rocking motion** with increasing control, knowledge and understanding. 8. I can **balance on static equipment** with increasing control, knowledge and understanding. 9. I can **balance on static equipment** with increasing control, knowledge and understanding. 10. I can **balance on moving equipment** with increasing control, knowledge and understanding. | | |
| **LAP** | **MAP** | **HAP** |
| Pupils who need additional movement support: | Pupils who are showing G&T movement: | Additional comments: |