



Rewarding Learning

Developing Fundamental Movement Skills



FOCUS: **Balance**

FOUNDATION STAGE • PHYSICAL DEVELOPMENT



GENERAL OVERVIEW OF THE 'BALANCE'

Balance is an integral, pre-requisite skill for all physical development. Balance can be sub-divided into two main categories:

1. STATIC balance – progressing from a wide base to a narrow base.
2. DYNAMIC balance – balance that is essential for movement eg, a balanced position when throwing or catching a ball.

This unit will focus on static balances, in particular, balancing on one foot. A static balance is when the body is still and firm over the base. The balance becomes more difficult if:

- the base is small
- parts of the body are stretched far away from the centre of gravity of the body.

For example, when balancing on one foot, the base will be regarded as small.

NB: A progressive route through large based balances must be followed to reach the balance on one foot.



Overview of Statutory Requirements



Key Experiences

From

Progress in Learning

Towards

Children should have opportunities to:

- Experiment with different ways of moving and exploring personal and general space;
- Develop confidence, imagination and some understanding of safety through participation in a range of movement activities;
- Develop body awareness through varying body movements, eg, shape, levels, direction;
- Explore, refine and improve simple movements;
- Create, practise, improve and perform simple movement sequences; and
- Talk about what they are doing.

Children should have opportunities to:

- Move with control and coordination;
- Move with some confidence, imagination and safety;
- Show an awareness of personal and general space;
- Travel, showing change of speed and direction;
- Create, remember and perform simple movement sequences;
- Use appropriate language to talk about their ideas, feelings and movements; and
- Be aware of the effects of exercise on the body.



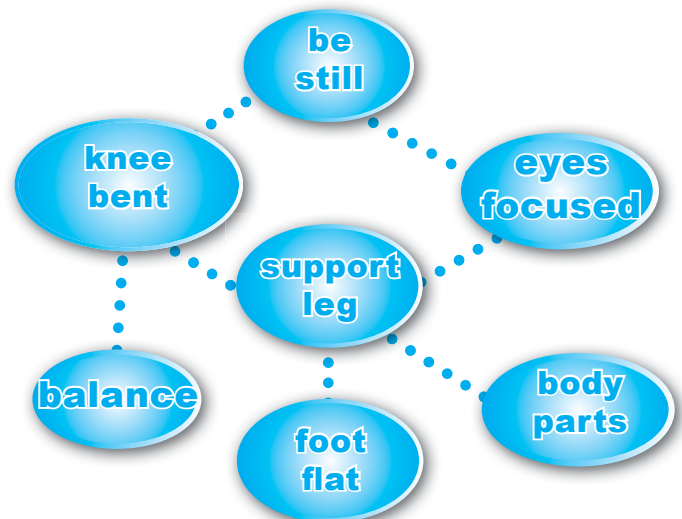
Can I? (Self Evaluation)

- keep my support leg still with my foot flat on the ground?
- balance on either leg?
- keep my eyes focused forwards as I balance?
- keep my whole body still while I balance?
- use my arms to help me balance?
- balance a beanbag on my head, the back of my hand or on my shoulder?
- close my eyes while I balance?

I am good at ...

I need to practise ...

Key Vocabulary





Focus: Balance on one foot

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

TEACHABLE POINTS

CUES

Non-support leg bent, not touching support leg.

Stand in a space. Start off standing on two feet and then lift one foot off the floor. Demonstrate a balance on one foot.

Head and trunk stable and upright.

Keep head still and focus eyes open. Long neck. Stand straight like a stork.

Arms still, may be extended to aid balance.

Use your arms to balance holding them out to the side "Aeroplane wings".

Eyes focused forward on a target.

Focus your eyes. Eyes focused straight ahead. Have a 'balance spot' in classroom. Look at clock.

Support leg still, foot flat on the ground.

Two knees beside each other. Bend non-support leg with foot. Bend with foot up behind foot flat on ground. No gripping with toes.

Balance on either leg.

Try balancing on other foot. Be still.

Balance on one foot with eyes shut.

Hold your right ear with right thumb and fore finger. Hold your ear and balance. Change leg/ear and hand.

Look for good quality movement and look to see who is really concentrating



Focus: Balance on one foot

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

INTERVENE IF YOU SEE **CUES**

Arms waving erratically.

Focus eyes – look at something in room – try to keep arms still. Stand straight no wobbling. Hold the balance for a count of four. Use your arms to balance, holding them out to the side.

Tucking non-support foot onto or behind support leg.

Non-support foot up behind – not touching other leg.

Lifting the non-support leg too high.

Lift knee to front and then push knee gently back down to be beside other knee. Foot up towards bent knee.



Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Sample PE unit of work



This series of lessons is adapted from SELB gymnastics resource. It includes sample lessons and may be used as a guide.

SUGGESTED LEARNING INTENTIONS

The children will:

- Understand how to listen to and follow simple instructions/rules;
- Know how to move in a variety of ways to explore personal and general space;
- Understand and use the skills required to complete a simple task;
- Use a variety of skills to explore, refine and improve simple movements;
- Know how to move safely and confidently;
- Know how to use a variety of equipment and resources;
- Observe, describe and copy what others have done; and
- Talk about what they are doing using a range of appropriate movement vocabulary.

REMEMBER TO PLAN AND PROVIDE OPPORTUNITIES FOR **INCLUSION**



Some of the activities and graphics within the PE lessons have been adapted from the Youth Sport Trust 'Top Play' resource pack.





Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 1 Year 1

Activity: **Gymnastics** Unit of Work: **Travel/Balance**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Stop and start; and
- Hold a still position.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Musical Statures

Play the music and ask the children to jog, hop, skip, jump (change method of travel each time).

When music stops, children freeze. Once they start to develop a vocabulary of balances, they can make up their own balance when the music stops.

Eventually name specific balances, eg tummy, back, side.



Encourage good use of space.

Quiet feet.

Be still.

Change direction.

FLOORWORK

Large patches.

Be still on tummy, back, side, other side, shins.

Practise pushing and pulling along the ground on large patches. Use tambourine – travel to a new space – on signal, be still on a large body patch. Repeat. Be still on one foot.

Let a few children demonstrate being still on one foot.

Balance.

Be still/ hold steady.

Count to 'Three jellies'.

Soft feet.

Good spacing.

Use of 'BALANCE' cue card.

DEVELOPMENT

Skipping rope each – place on the ground like a 'worm'.

Walk along the 'worm' – head up – back straight.

Show different ways of moving along your 'worm' on your feet.

On signal be very still.

Begin at the head of your 'worm', travel to the tail, be still on a large body patch and travel back to the head. Be still on one foot.

"What parts of your body are holding your weight?"

Equipment away safely.

See equipment layout page.

Place skipping rope in a space – carry correctly (close to body).

Variety in ways of travelling.

Count to 'Three jellies'.

Use of 'BALANCE' cue card.

Look straight ahead.

Use arms to help you balance.

COOL DOWN

Lie on back and stretch out long.

Stand still, then shake one body part at a time until whole body is moving.

Stop body shaking and stand straight and tall in a space.

Fingers and toes.

Arms, hands, feet, legs, whole body.

EVALUATION

RESOURCES

Lively music, tambourine, skipping ropes.

'BALANCE' cue card.



Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 2 Year 1

Activity: **Gymnastics** Unit of Work: **Travel/Balance**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Hold different body parts still; and
- Perform a short sequence of travel, be still, travel, be still.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Play any appropriate lively music. Children run, hop, skip or jump through the spaces while the music plays. When music stops call a body part to 'be still on', eg seat, back, tummy, knees, hands and feet, one foot.

*Encourage good use of space.
Quiet feet as you move.*



FLOORWORK

Revise lesson one. Practise being still on one foot.
Link two or three balances together, eg, tummy, to side, to one foot.
Repeat.
Travel, and on signal, repeat your little balance sequence when you are in a good space.
Choose another way of travelling (not on your feet).
On signal be very still and hold the shape. What body parts are taking your weight?

Use of 'BALANCE' cue card.
*Count to 'Three jellies' to hold balance.
Children may still need a signal from teacher.
Move on hands and knees, seat and feet, seat and hands.
Quiet feet.*

DEVELOPMENT

Collect a skipping rope and small hoop each.
Place rope on ground like a 'worm'.
Move along worm – on signal be still on a named body part eg tummy, one foot, back.
Low to floor – move along worm from head to tail. Show a balance.
Hop, skip or bounce to 'pond'. Show a different balance.
Finish back at head of worm – be still.

*See equipment layout page.
Use arms to help balance.
Different levels – high/low.
Use of different body parts.
Be still – count 'Three jellies'.
Create different shapes each time, eg stretched/curled.
Show good examples.*

Equipment away safely.

COOL DOWN

'Superman' – lie on tummy – straight body in an arched shape. Lift upper trunk and legs off floor – fly through the air – 'land'.

*Arms/legs straight.
Tighten all your muscles and stretch into a long shape.
Point toes – stretch your fingers.*

EVALUATION

RESOURCES

*Lively music, ropes, hoops,
'BALANCE' cue card.*



Activity: **Gymnastics** Unit of Work: **Travel/Balance**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Explore and perform simple movement sequences;
- Balance on hands and feet;
- Balance on one foot; and
- Talk about what they are doing.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Stand in a good space. Balance on one foot.
Balance on the other foot.
Walk through the spaces. Stop on command and stand on one foot.
Jog through the spaces and stop on tambourine beat.
Balance on one foot.

Use of 'BALANCE' cue card.
Look straight ahead.
Use arms to help you balance.
Quiet feet.
Encourage good use of space.

FLOORWORK

Talk about shapes of bridges. Show pictures. Put hands and feet on the floor – can you keep still?
Put two hands and two knees on the floor – can you keep still?
Can you put two elbows and one knee on the floor?
Collect a hoop each. Be still. Two body parts in/two body parts out, three body parts in/one body part out, one body part in/three body parts out.
Travel through all the spaces and when you come to a hoop use your four body points to hold a balance. Travel on to another hoop.
Encourage some children to demonstrate their sequences to others.

Tummy, seat, side high.
Keep hands flat on floor.
Use of different body parts.
Encourage changes of direction when travelling.
'One, two, three jellies!'
Be still on four body parts – different parts in/out of hoop.
Quiet feet.
Discuss the range of balances with the children.

DEVELOPMENT

Collect a skipping rope. Use rope as tail of tadpole and hoop as a head.
Travel along one side of tadpole in different ways using hands and feet. Freeze at the head.
Travel along other side of tadpole using feet in different ways and freeze in a different position to finish.
Change of level when travelling, eg, from high to low.
Equipment away safely.

See equipment layout page.
Place tadpole in a good space.
When 'freeze', keep still.
Travel from tail to head and back again.
Be still at the head/tail.
Variety of ideas/methods of travel.
Soft feet.
Demonstrate sequences to others.
Evaluate sequences using a range of movement vocabulary.

COOL DOWN

In a space, stand straight and tall. Lift one foot off the floor and balance.
Stand on one foot and count to five. Then stand on both feet.
Repeat by balancing on the other foot.

Use of 'BALANCE' cue card.
Use arms to help you balance.
Look straight ahead.
Keep non-support leg bent, not touching support leg.

EVALUATION

RESOURCES

Tambourine, hoops, ropes, pictures of bridges.
'BALANCE' cue card.

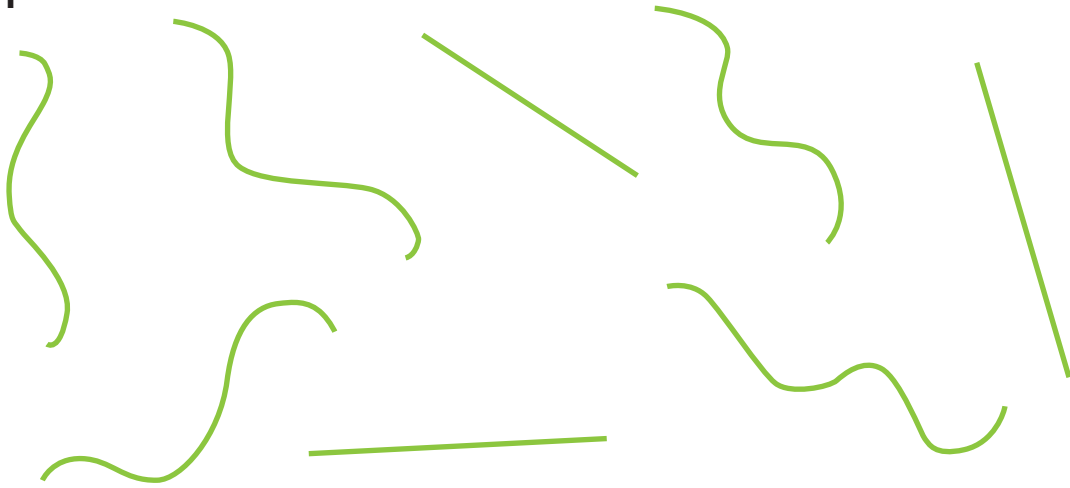


Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

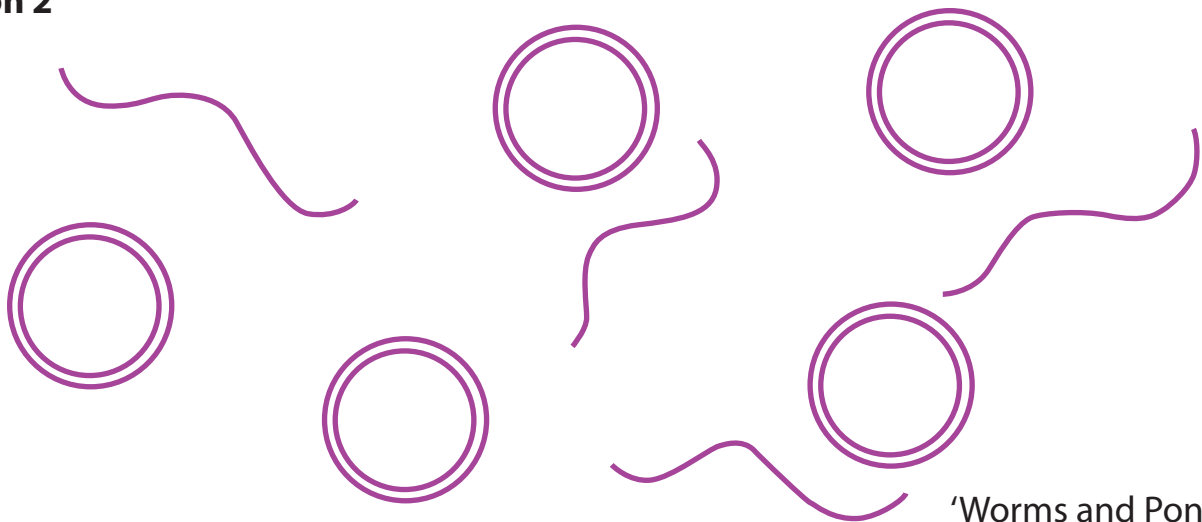
Development Section – Holding the body still on different bases

Lesson 1



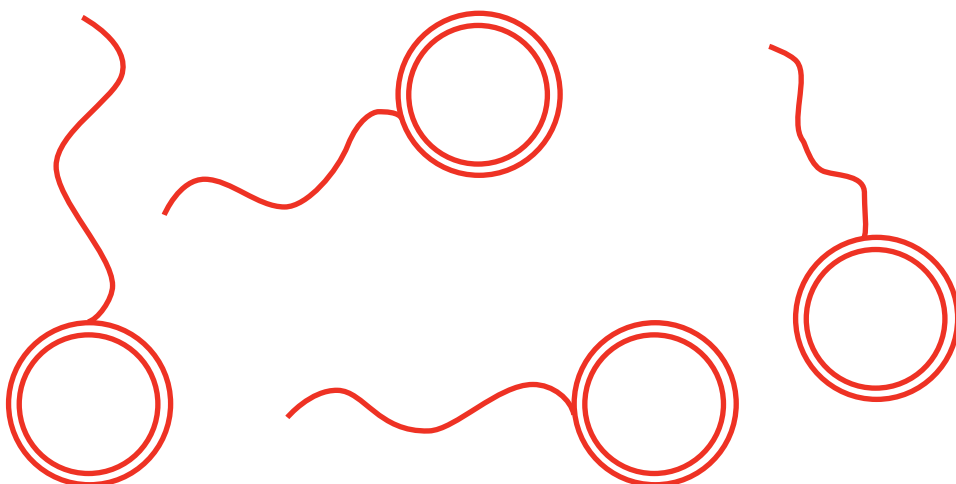
'Worms'

Lesson 2



'Worms and Ponds'

Lesson 3



'Tadpoles'



Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 4 Year 1

Activity: **Gymnastics** Unit of Work: **Travel/Balance**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Explore and perform a variety of balances and methods of travel;
- Practise and perform simple movement sequences;
- Talk about their own and others' movements; and
- Balance on one foot using correct technique.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Stand in a good space. Balance on one foot.
 Balance on the other foot.
 Walk through the spaces. Stop on command and stand on one foot.
 Jog through the spaces and stop on tambourine beat.
 Balance on one foot.

Use of 'BALANCE' cue card.
 Look straight ahead.
 Use arms to help you balance.
 Quiet feet.
 Encourage good use of space.

FLOORWORK

Collect a beanbag each.
 Place beanbag about 1m away and stand sideways on to it. Try to reach and touch beanbag with the nearest foot.
 Travel with beanbag on head. On signal, 'freeze'. Move from standing to sitting.
 Travel with beanbag on different body parts. Be still on signal.
 Choose your favourite balances on any part or parts of your body.
 Travel > Balance > Travel > Balance.



Listen for signal.
 Balance beanbag.
 Encourage use of different body parts.
 Different levels.
 Show good examples.
 Half of class perform, others watch and comment. Swap over.

DEVELOPMENT

Place equipment in a space.
 Travel along 'rivers', through/under skittle and hoop. On signal move to a free piece of small apparatus and balance – across 'islands' (individual mats). Show different ways of travelling.
 "Where can you be still and balance?"
 Start and finish away from apparatus.

See equipment layout page.
 Variety of travelling methods.
 Use of different body parts to balance.
 Change of direction and level.
 Quiet feet.
 Good spacing.

Apparatus away safely.

COOL DOWN

In a space stand straight and tall.
 Lift one foot off the floor and balance.
 Stand on one foot and count to five. Then stand on both feet.
 Repeat by balancing on the other foot.

Use of 'BALANCE' cue card.
 Use arms to help you balance.
 Look straight ahead.
 Keep non-support leg bent, not touching support leg.

EVALUATION

RESOURCES

Tambourine, hoops, ropes, skittles,
 pictures of bridges.
 'BALANCE' cue card.

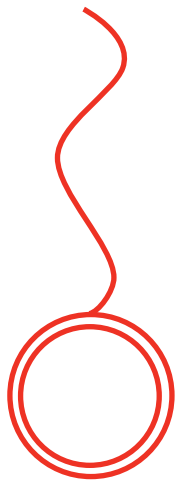


Focus: Balance

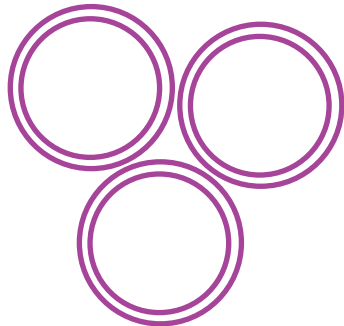
DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Development Section – Balancing using different pieces of apparatus

Lesson 4



Tadpole



Ponds



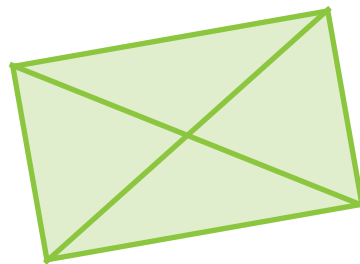
Tunnels



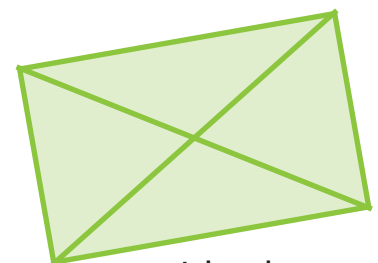
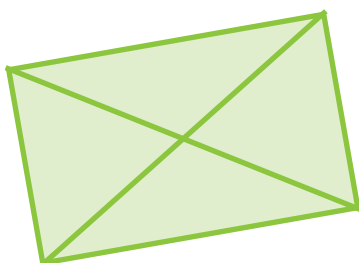
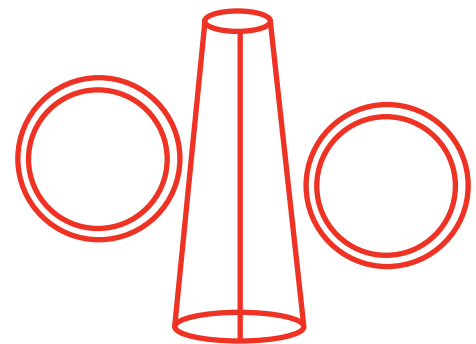
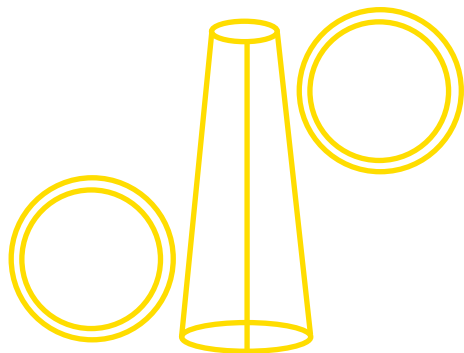
Worm



River



Individual Mat



Island



Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Additional Activities

TEACHER LED Learning Experiences

Obstacle Course

Using hand and feet markers, lines, ropes, canes, etc, to create a journey where children must travel along pathways and hold static balances.

Circuits

Plan and lay out a series of stations for one or more FMS.

Task Sheets

A list of progressively challenging activities, including child-designed activities, which children complete individually or with others. See attached example.

Movement to music

Creative Dance – listen to music and stop/start when music stops/starts.

Play music that evokes feelings – when music stops balance with that expression/feeling/emotion on your face.

Circus music – ‘Barnum’.

‘Wind beneath my wings’ B. Midler.

‘Memory’ A. Lloyd Weber.

‘Music Box’ tune from Chitty Chitty Bang Bang.

Play stations

Beginning

Statues – teacher plays instrument, when they stop, children become statues.

Developing

Stepping stones card of a balance beside spot.

Consolidating

Stand on sticky spot – balance on one foot.

CHILD LED Learning Experiences

Playground Play

Using playground markings/activity trails – tightrope walking.

Stepping stones – kerbs, etc.

What’s the time Mr Wolf?

Invented Games

As above where children make up own games/ rules.

Provide a ‘Balance Box’ containing beanbags, quoits, big feet, sticky spots, egg timer, etc, for children to use during play.

Problem solving

Examples of problem solving questions:

1. How many ways can you balance on two hands and one foot?
2. Can you balance on one hand and one foot?
3. Can you balance on just one foot?
4. Can you balance like Sam?
5. What is Sam doing to help him balance?
6. Can you balance like Sam and count to five?
7. How many ways can you balance on four body parts?

Dramatic Play

Circus prop box – clown nose, shoes, hat, ropes, balls, beanbags, ballet shoes, small umbrella, etc. Children use their imagination to explore ideas.



Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Task Sheet

Task sheets are a list of progressively more difficult activities, including child-designed activities, which children complete individually or with others. It is important to keep language very simple in order to cater for all children.

EXAMPLE OF A TASK SHEET

TASK SHEET FOR BALANCE		
Name:		
Date done (1)	Date done (2)	Challenge
		I can walk forwards along the length of a line marked on the playground, keeping my feet on the line.
		I can walk backwards the length of a line marked on the playground, keeping my feet on the line.
		I can walk heel-toe forwards the length of a line marked on the playground, keeping my feet on the line.
		I can walk heel-toe backwards the length of a line marked on the playground, keeping my feet on the line.
		I can walk heel-toe forwards, with my hands on my hips, the length of a line marked on the playground while keeping my feet on the line.
		I can walk heel-toe backwards, with my hands on my hips, the length of a line marked on the playground while keeping my feet on the line.
		I can walk forwards on my tip-toes the length of a line marked on the playground while keeping my feet on the line.
		I can walk backwards on my tip-toes the length of a line marked on the playground while keeping my feet on the line.
		I can walk forwards the length of a line marked on the playground with a beanbag on my head while keeping my feet on the line.
		I can walk backwards the length of a line marked on the playground with a beanbag on my head while keeping my feet on the line.
		I can walk forwards on a bench or beam without falling off.
		I can walk backwards on a bench or beam without falling off.
		I can walk forwards on a bench or beam with a beanbag on my head without falling off.
		I can walk backwards on a bench or beam with a beanbag on my head without falling off.

Ref: *Fundamental Movement Skills Teacher Resource, Book 2, page 128, W. Australia Minister for Education, 2004*



Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Rhymes and Action Songs

A Puppet Said To Me

(tune of Princess Long Ago)

Chorus

I went to see a puppet show
Puppet show, puppet show
I went to see a puppet show
And the puppet said to me.

Can you balance on one foot,
On one foot, on one foot?
Can you balance on one foot?
That's what he said to me.

Chorus

Can you balance on your knees? ...

Chorus

Can you balance on your bottom? ...

Chorus

Balance on one foot and hand ...

What Am I?

(tune of Wheels on the Bus)

And I balance all day
Balance all day
Balance all day
I'm a stork
And I balance all day
All the day.

Can You Balance?

(tune of London's Bridge)

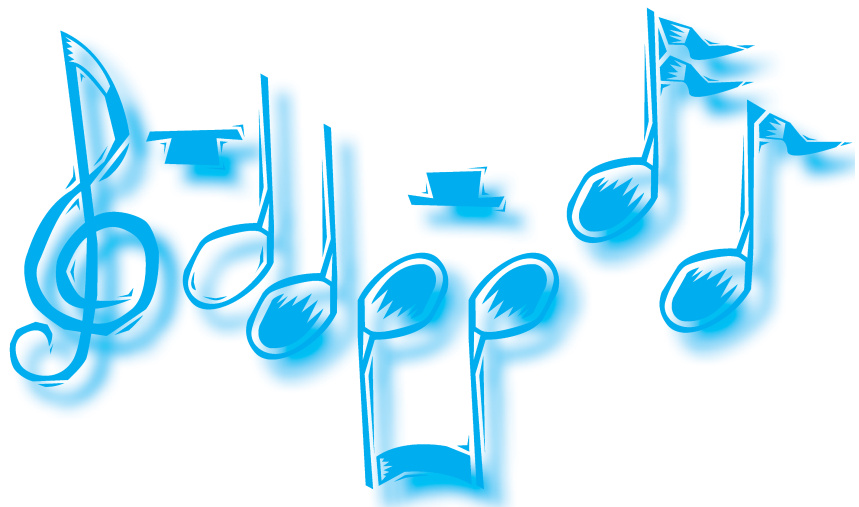
Can you balance on one leg
On one leg, on one leg?
Can you balance on one leg?
Can you try it?

Yes I can balance on one leg
On one leg, on one leg
Yes I can balance on one leg
I can do it!

Can you balance on your knees
On your knees, on your knees?
Can you balance on your knees?
Can you try it?

Yes I can balance on my knees
On my knees, on my knees
Yes I can balance on my knees
I can do it!

Balance on one foot and hand ... etc





Focus: Balance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Home Learning Links

In PE I have been learning how to balance on one foot.

I can show you what I have learnt.

You can help – check me when I balance.

1. Support foot is flat on the floor.
2. Other leg – knee bent and not touching support leg.
3. Body and head are straight and stable.
4. Eyes are focused forward.
5. Arms can be used to maintain balance (aeroplane wings).



Count while I balance. Can you count to five or even ten?

**Let me try with my other leg, or even with my eyes closed
(this is much harder!)**



Connecting Learning

The purpose of this section is to highlight and reinforce the FMS in a range of contexts

THE ARTS

Art & Design

- Build, balance and join materials to make sculptures, eg, stork, tin soldier, ballerina to interact with. Look at the work of artist Andy Goldsworthy to see how he works with nature and uses balance in his work to create sculptures in the environment.

Music

- Focus: Steady Beat. Develop a sense of steady beat by performing rhymes, simple songs and singing games, eg,
 - 'I'm a stork';
 - 'Can you balance on one foot?';
 - 'Jelly on a plate';
 - 'A puppet said to me';
 - 'Hokey Cokey'.
- Use of very slow controlled music when balancing parts of the body and talk about the sounds they hear and movements they make.

Drama

- Participate in and enjoy a range of drama games.
- Adopt or assume a role during dramatic play, eg, a circus act.

MATHEMATICS AND NUMERACY

- Count orally in 1s forwards or backwards to/from 10 or 20 whilst balancing on different parts of the body.
- Count in the context of number rhymes, songs and stories related to balancing, eg, 'Can you balance on one foot?'
- Balancing on number of body parts, eg, two hands and one foot
- Devise, practise and perform a repeating pattern using two/ three balances.
- Using time (sand timer while balancing).
- Use scales during play activities to explore the concept of balancing.
- Explore spacial awareness through different types of movements and balances.

PHYSICAL DEVELOPMENT

- Use a range of small and large equipment to balance on, eg, benches, balance boards/stilts/hopscotch/scooters and balance small equipment (beanbags/quoits) on different body parts.
- Create, remember and perform simple movement sequences using the theme of travel and balance.
- Develop body and spacial awareness through body movements and balances.

LANGUAGE AND LITERACY

- Listen to and respond to a range of stories, rhymes and media texts.
- Recall a story and repeat a rhyme, eg,
 - Mr Magnolia, 'The Tin Soldier', 'Mr Jelly', 'Jelly on a plate', 'I'm a little teapot', 'See-saw Margery Daw', 'I'm a Dingle Dangle Scarecrow'.
- Understand and use new vocabulary related to balancing.
- Recall events or experiences in a range of oral and written forms, eg, discuss ways of balancing, video children balancing, shared and guided writing related to balancing.
- Listen to, respond to and recall oral instructions.

PERSONAL DEVELOPMENT

- Recognise and talk about what they can do, eg, the different types of balances.
- Make choices and decisions.
- Cooperate with others, share equipment and explore what they can do together, eg balance with the help of a partner, balance together, side by side, back to back.
- Be aware of how to take care of the body in order to keep it healthy and well, eg, talk about the importance of playing outside and being active in lots of ways and the importance of a balanced and healthy diet.
- Develop a positive attitude to learning, being enthusiastic and show self-confidence when presented with a new challenge.

WORLD AROUND US

- Awareness of body parts – balance game – touching body parts, eg, foot, head, elbow, knee.
- Sort and classify animals:
 - that can/cannot balance on 1, 2 or 3 legs;
 - tall and small animals and how they balance, eg, giraffes and mice.
- Compare how different toys work, eg, simple see-saws.
- Design and make a simple see-saw/a structure that can balance using a range of materials.
- Find out about things in our environment that balance.

HOME LEARNING

- Complete home learning activities.
- Take home a marker and/or beanbag to practise balancing.

