

Final Outcome: To produce a sequence involving individual balances and partner balances showing use of body weight.

Component 6: To further develop partner balances using apparatus and form judgements

What we will know after this sequence:

- Pupils will be able to receive body weight using apparatus showing control.
- They will hold a range of partner balances on different types of apparatus.
- They can give judgements against criteria, explaining their reasons.

Vocabulary:

Counter tension, counter balance, link and adapt

How will this feed into my next learning:

Pupils will use their knowledge of developing partner balances using apparatus to produce a sequence involving individual and partner balances showing use of body weight.

SEND: awareness of sensory sensitivities, use of smaller group sizes, work in mixed ability groups.



Component 4: To develop understanding of taking body weight when balancing

What we will know after this sequence:

- Children can create longer sequences including balances using body parts.
- They can incorporate changes of level and direction.
- They can use creative linking movements to join balances together.
- They can demonstrate a safe position to form a headstand.

Vocabulary:

Point balances, safe position, headstand, control, level, direction.

How will this feed into my next learning:

Pupils will use their knowledge of taking body weight when balancing using body parts to explore receiving body weight through partner balances.

SEND: awareness of sensory sensitivities, use of smaller group sizes, work in mixed ability groups, support when performing headstands.



Component 5: To explore receiving body weight through partner balances

What we will know after this sequence:

- Pupils will be able to transfer and receive body weight with a partner showing control, both on the floor and using apparatus.
- They can use a variety of body parts including leaning away or towards with control.
- They can link balances on different levels.

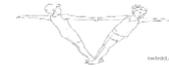
Vocabulary:

Counter tension, counter balance

How will this feed into my next learning:

Pupils will use their knowledge of receiving body weight through partner balances to develop partner balances using apparatus and form judgements.

SEND: awareness of sensory sensitivities, use of smaller group sizes, work in mixed ability groups.



Component 3: Take body weight when balancing using different body parts.

What we will know after this sequence:

- Children will copy and repeat simple balances in a sequence with control.
- They can perform balances with clarity of shape on different levels.
- They can show body tension in their balances.
- They will be able to link balances together.

Vocabulary:

Contact, tension, challenging balances.

How will this feed into my next learning:

They will develop their understanding of taking body weight when balancing using body parts.

SEND: awareness of sensory sensitivities, use of smaller group sizes, work in mixed ability groups, provide plenty of space.



Component 2: To take weight using apparatus

What we will know after this sequence:

- Pupils will be able to take weight on different body parts using apparatus.
- They will be able to devise and perform a sequence of 4 ways of travelling, taking weight on different parts.
- They will be able to travel with brief and prolonged contact with the floor and apparatus.
- They can travel using changes of speed and direction.

Vocabulary:

Sequence, across and along, prolonged contact, fluent movements.

How will this feed into my next learning:

Pupils will use their knowledge of how to take weight on different body parts using apparatus to take body weight when balancing using different body parts.

SEND: awareness of sensory sensitivities, use of smaller group sizes and separate apparatus if needed, work in mixed ability groups.

Component 1: How to take body weight when travelling

We should know:

Different ways of travelling.

What we will know after this sequence:

- Pupils will be able to take body weight in different ways when travelling.
- They can begin to show control and accuracy when taking weight when travelling and balancing.
- They can select a variety of body parts to take weight.

Vocabulary: Body weight safely, levels, control and accuracy

How will this feed into my next learning:

Pupils will use their knowledge of how to take body weight in different ways when travelling to take weight on different body parts using apparatus.

SEND: Pre-teach unit vocabulary, awareness of sensory sensitivities, work in mixed ability groups.

