



Pinner Wood School



Year Group	1	Term	Spring 1	Subject	Real PE	Topic	Unit 3: Cognitive skills (Balance & Dynamic Balance to Agility)
						Key Question	How can I walk forwards and backwards in a line without wobbling?
Prior Learning and other Curriculum Links	<p>EYFS - I can go up steps and stairs, or climb up apparatus, using alternate feet I can match developing physical skills to tasks and activities in the setting. For example, decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Year 1 - I can jump from 2 feet to 2 feet forwards, backwards and side to side</p>				Target Tracker statements (Skills)	<p>I can walk forwards with fluidity and minimum wobble.</p> <ul style="list-style-type: none"> - I can walk backwards with fluidity and minimum wobble. - I can stand on a line with a good stance for 10 seconds. 	
Fundamentals	<p>Jump from 2 feet to 2 feet forwards, backwards and side to side, including moving along a line keeping balance on both legs.</p>				Key Facts/Sticky Knowledge	<p>Walking forwards an backwards in a line without wobbling</p> <p>Using their heels and toes to walk and place feet</p> <p>Walk using opposite arm to leg</p> <p>Gaining your balance by stopping and preparing before moving again</p>	
Our Curriculum Journey	<p>Stunning Start: The children will demonstrate how they walk from one place to another. They will begin to emphasise walking using opposite feet and arms, exploring speed fast and slow, follow a range of instructions, walking in a variety of ways e.g. knees up heels up and in time with a partner.</p> <p>Journey: The children will use the walking techniques previously learnt and move forwards and backwards in a line with minimal wobble. As they become confident the children will begin to make bigger strides on the line. They will explore walking by lifting heels to bottom, knees at 90 degree angle and finally linking them all together. When the children feel like they are wobbling they will learn how to keep their balance. The children will work with a partner to see how many strides they can take without losing balance. Once their good stance and maintained balance has been established on the floor, the children will move to low equipment for example benches, both right way up and upside down.</p>						

	<p>Show stopper: The children will work in pairs, facing your partner as if they are on a tightrope. They will take turns to be tightrope walker and mirror what their partner is doing. As the tightrope walker changes their balance, the mirror has to copy. Remembering to demonstrate everything they learnt from walking and keeping their balance.</p>		
<p>Key Vocabulary (revisited)</p>	<p>Direction</p>	<p>Key Vocabulary (new)</p>	<p>Travel Stillness Body parts Own space</p>