

# Dynamic Balance: On a Line Progression of skills, knowledge and vocabulary



# Skill progression

# **Declarative**

# **Procedural**

# Vocabulary

- 1. Walk forwards with fluidity and minimum wobble with...
- 2. Walk backwards with fluidity and minimum wobble with...
- smooth movements.
- balance maintained on the line.
- opposite arm and leg moving forwards.
- Keep back straight.
- Keep head up and still.
- Swing arms to help move and balance.
- minimum
- line
- wobble
- backwards

- 1. Walk fluidly, lifting knees to 90° with...
- 2. Walk fluidly, lifting heels to bottom with...
- smooth, controlled movements and minimum wobble.
- balance maintained on the
- opposite arm and leg moving forwards.
- Work off the balls of feet.
- Keep head still and look forward.
- Use arms to help you move and balance as you walk (opposite arm and leg).
- fluidity
- maintain heels
- forwards
- 90° lifting

# Expected - end of Key Stage 1

- 1. March, lifting knees and elbows up to a 90° angle with...
- 2. Walk fluidly with heel to toe landing with...
- 3. Walk fluidly, lifting knees and using heel to toe landing with...
- smooth, controlled movements and minimum wobble.
- balance maintained on the
- opposite arm and leg moving forwards smoothly.
- Keep tummy (core muscles) tight and back straight.
- Keep head still and look forward. Use arms to help you move
- and balance as you walk, bringing them from 'hips to lips'.
- marching action
- heel to toe landing
- hips to lips

# Expected - end of lower Key Stage 2

- 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing with...
- 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with...
- 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle with...
- 4. Complete all red challenges with eyes closed with...
- balance maintained on the
- opposite arm and leg driving forwards.
- fluidity and minimum wobble.
- Keep head still and back straight.
- Use arms to help you move and balance as you walk, bringing them from hips to
- Practise the movement slowly at first movements.
- heel to bottom
- extend
- lunge
- 90° angle
- sink hips driving

# Expected - end of upper Key Stage 2

- 1. Sidestep in both directions with...
- 2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots with...
- 3. Move sideways, stepping across body (lateral step-over) with...
- 4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). with...
- 5. Complete blue challenges then above challenges with eyes closed with...

- balance maintained on the
- opposite arm and leg driving forwards.
- fluidity and minimum wobble.
- Keep head still and back straight.
- Use smooth, controlled movements.
- Concentrate on keeping centre of gravity over base of support.
- sidestep
- stand
- front/reverse pivots
- continuous
- repeat
- lateral step-over
- lateral step-behind

- 1. Lunge walk backwards.
- 2. Lunge walk backwards with opposite elbow at 90° with...
- 3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90° with...
- 4. Perform above challenges with eyes closed with...
- balance maintained on the
- opposite arm and leg driving forwards.
- fluidity and minimum wobble.
- Keep head still, back straight and look forward.
- Use arms to help you balance as you walk.
- Concentrate on keeping centre of gravity over base of support.
- lunge walk
- curved pathway
- base of support



















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# Static Balance: Seated Progression of skills, knowledge and vocabulary



# Declarative

# **Procedural**

# Key Vocabulary

## In a seated position:

- 1. Balance with both hands/ feet down with...
- 2. Balance with 1 hand/ 2 feet down with...
- 3. Balance with 2 hands/ 1 foot down with...
- 4. Balance with 1 hand/ 1 foot down with..
- 5. Balance with 1 hand or 1 foot down with...
- 6. Balance with no hands or feet down with...
- hands/feet up for 10 seconds.
- minimum wobble (control).
- balance held without strain.
- Keep back straight.
- Keep head up and stil.
- Keep tummy tight.
- seated
- balance
- wobble
- position
- touching control

- In a seated position: 1. Pick up a cone from one side, swap hands and place it on the other side. with...
- 2. Return the cone to the opposite side with...
- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.
- Keep weight going through your bottom.
- Keep tummy tight (core muscles) and back straight.
- Keep head up and breathe throughout.
- cone
- return
- core swap
- opposite
- muscles

# Expected - end of Key Stage 1

## In a seated position:

- 1. Pick up a cone from one side and place it on the other side with same hand with...
- 2. Return it to the opposite side using the other hand with...
- 3. Sit in a dish shape and hold it for 5 seconds with...
- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.
- Keep tummy tight (core muscles) and back straight.
- Use arms to help maintain balance.
- Keep head up and breathe throughout.
- dish
- straight
- shape hold

# Expected - end of lower Key Stage 2

- 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with...
- 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with...

Skill progression

- 3. Hold a V-shape with straight arms and legs for 10 seconds with...
- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.
- Keep legs, back and arms straight.
- Use smooth, controlled movements.
- Keep core muscles tight.
- arm's distance
- stability
- performance
- V-shape
- repeatable strain

# Expected - end of upper Key Stage 2

# In a seated position:

- 1. Reach and pick up cones from in front, to the side and from behind with...
- 2. Reach and pick up cones from in front, to the side and from behind with eyes closed with...
- 3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force with...
- 4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force with...
- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.
- Keep weight going through your bottom.
- Use smooth, controlled movements.
- Use legs and arms to help keep centre of gravity steady and breathe smoothly.
- reach
- force
- apply steady

# In a seated position:

- 1. Reach and pick up cones on the floor whilst on a bench, without losing balance with...
- 2. Turn 360° in either direction, first on the floor then on a bench with...
- 3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds with...
- 4. Reach and pick up cones on the floor whilst on an uneven surface with...
- feet and hands off the
- floor throughout.
- minimum wobble. balance held without strain.
- Lifting legs and arms just off the floor will help keep
- centre of gravity steady. Focus on one point to keep your head still
- Keep core muscles tight while breathing at the same time.
- 360°
- losing balance
- uneven surface



















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# Static Balance: Stance Progression of skills, knowledge and vocabulary



# Declarative

# **Procedural**

# Key Vocabulary

- 1. Stand on line with good stance for 10 seconds with...
- both feet facing forwards.
- feet still.
- minimum wobble (control).
- Keep feet a shoulder width apart.
- Keep balls of feet on the line.
- Keep back straight and head up.
- stance
- balance
- ball
- line
- heel

- Stand on low beam with good stance for
   seconds with...
- both feet facing forwards.
- feet still.
- minimum wobble (control).
- Keep feet a shoulder width apart and knees bent.
- Keep weight on balls of feet.
- Keep back straight, head up and look forward.
- low beam
- stand

# Expected - End of Key Stage 1

#### On a line/low beam:

- 1. Receive a small force from various angles with...
- 2. Raise alternate feet 5 times with...
- 3. Raise alternate knees 5 times with...
- Catch ball at chest height and throw it back with...
- both feet facing forwards.
- balance maintained throughout.
- minimum wobble (control).
- Keep feet a shoulder width apart and knees bent.
- Keep weight on balls of feet.
- Keep back straight, head up and look forward at a focus point.
- maintain
- angles
- force
- raising

# Expected - end of lower Key Stage 2

## On a line/low beam:

- 1. Raise alternate knees to opposite elbow 5 times with...
- 2. Catch large ball thrown at knee height and above head with...
- 3. Catch large ball thrown away from body with...
- 4. Catch small ball thrown close to and away from body with...
- balance maintained throughout.
- minimum wobble (control).
- good posture (head up/back straight).
- Keep feet a shoulder width apart and bend knees.
- Keep head up looking forward.
- Use smooth, controlled movements by twisting body to catch the ball.
- opposite
- thrown
- knee height
- posture

# Expected - end of upper Key Stage 2

## On a line/low beam:

- 1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body with...
- 2. Strike small ball back to a partner with a racket with...
- 3. Strike a small ball back to a partner from across body with a racket with...
- balance maintained throughout.
- minimum wobble (maintaining control of body).
- good posture (head up/back straight).
- Keep feet a shoulder width apart and bend knees.
- Keep head up looking forward.
- Bend knees and maintain a 'ready' position.
- alternately
- racket
- partner
- across body

## On a line/low beam:

- 1. Throw and catch small ball, catching across body with either hand with...
- 2. Throw and catch 2 balls alternately, catching across body with either hand with...
- 3. Volley large ball back to a partner with either foot with...
- balance maintained throughout.
- minimum wobble (control).
- good posture (head up/back straight).
- Always try to keep centre of gravity over base of support.
- Hold and adjust position when you have received or hit the ball.
- Lower centre of gravity and widen base of support.
- either hand
- gravity
- evolley
- widen



















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# Agility: Ball Chasing Progression of skills, knowledge and vocabulary



1. Roll a ball, chase

direction with...

with...

2. Chase a ball rolled by

in balanced position

and collect it in balanced

position facing opposite

a partner and collect it

facing opposite direction

# **Declarative**

- control when starting and stopping quickly.
- timing to get in the right position.
- balance/control when collecting the ball.
- Take up a good ready position and push off hard.

**Procedural** 

- Keep head steady and watch the ball.
- Try rolling the ball at different speeds to get the right challenge.
- roll
- collect chase

- 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction with...
- 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction with...
- control when starting and stopping quickly.
- timing and movement to get in the right position.
- balance/control when collecting the ball.
- Start quickly and accelerate by pushing hard with feet.
- Drive arms from 'hips to lips' to help you accelerate.
- Keep watching the ball and concentrate on timing so you arrive at the right time.
- seated
- position
- accelerate
- lying
- bouncing

# Expected - end of Key Stage 1

- 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
- 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
- 3. Complete above challenges with tennis ball with...

Skill progression

- control when starting and stopping quickly.
- timing and movement to get in the right position.
- balance/control when collecting the ball.
- Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs.
- Keep watching the ball and concentrate on timing so you arrive at the right time.
- Move feet quickly to get in the collecting position in good time.
- hips to lips
- driving arms

# Expected - end of lower Key Stage 2

- 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with...
- 2. Perform above challenge with tennis ball with...
- 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction with...
- ability to turn over either shoulder.
- timing to get in the right position.
- balance/control when collecting the ball.
- Start quickly by pushing off hard with feet and by driving arms ('hips to lips') Slow down to get into position.
- Run well past the ball to give you more time.
- Get into a stable position as early as you can. Move feet quickly to get into the collecting position.
- long barrier
- topping
- knee sideways

# Expected - end of upper Key Stage 2

- 1. Stand facing partner, who feeds ball over head. then turn and catch it after 1 bounce with...
- 2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce with...
- ability to turn over either shoulder andn catch the
- timing to get in the right position.
- balance/control when collecting the ball.
- When facing partner, turn with a reverse pivot, bend knees and push off.
- When facing away from partner, use peripheral vision to spot the ball and react quickly.
- Move feet quickly to get into the collecting position.
- react
- peripheral vision
- pivot

- 1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce with...
- 2. Perform above challenge but catch ball on instep of foot and lower it to the ground with...
- ability to turn over either shoulder and catch the ball between the knees.
- timing to get in the right position.
- balance/control when collecting the ball.
- Move quickly by bending
- knees and pushing off. Try to spot the ball and react
- as quickly as possible. Move feet quickly to get into

collecting position.

challenge spot

instep



















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# Counter Balance: In Pairs Progression of skills, knowledge and vocabulary



1. Sit holding hands with

together then apart

2. Sit holding 1 hand with

toes touching, lean in together then apart

3. Sit holding hands with toes touching and rock forwards, backwards and

side-to-side with...

with...

with...

toes touching, lean in

Vocabulary

# Skill progression

# Declarative

- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements with partner.
- Keep tummy tight. Keep back straight and head up.

**Procedural** 

- Hold on to your partner's forearms.
- toes
- rock
- lean
- side-to-side

- 1. Hold on and, with a long base, lean back, hold balance and then move back together with...
- 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together with...
- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements with partner.
- Keep tummy (core muscles) tight and body straight throughout.
- Hold with straight arms when leaning back.
- Hold on to partner's forearms and maintain a long base.
- long base
- hold balance

core muscles

- long base

Expected - end of Key Stage 1

- 1. Hold on and, with a short base, lean back, hold balance and then move back together with...
- 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with...
- 3. Perform above challenges with eyes closed with...
- balance maintained throughout.
- smooth, controlled movements.
- coordinated and controlled movements with partner.
- Keep tummy (core muscles) tight and body straight throughout.
- Hold with straight arms when leaning back.
- Hold on to partner's forearms and keep a short base.
- short base
- forearm
- perform
- coordinated

# Expected - end of lower Key Stage 2

- 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with...
- 2. Stand on 1 leg while holding on to partner's opposite foot with...
- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements with partner.
- Keep core muscles tight.
- Keep body straight, looking at partner throughout, and hold balance.
- Start by leaning in and then slowly lean back using smooth, controlled movements.
- controlled
- counterbalance movements

# Expected - end of upper Key Stage 2

- 1. Complete all blue challenges with eyes closed with...
- 2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together
- 3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms with...
- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements.
- Keep core muscles tight and
- focus on partner.
- Keep body straight and maintain balance throughout.
- Start by leaning in and then slowly lean back using smooth, controlled movements.
- maintain
- taut
- trust smooth

- 1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position with...
- 2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position with...
- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements.
- Make sure core muscles are
- tight. Keep body straight throughout.

movements.

- Start by leaning in and then slowly lean back using smooth, controlled
- facing
- position
- swap
- communication



















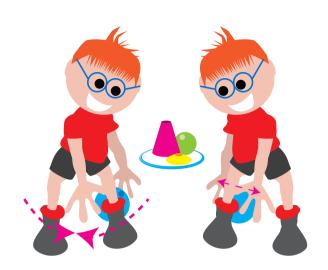
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# Coordination: Ball Skills Progression of skills, knowledge and vocabulary



Vocabulary

# 1. Sit and roll a ball along

Declarative

- the floor around body using 2 hands with... 2. Sit and roll a ball along the floor around body
- left) with... 3. Sit and roll a ball down legs and around upper body using 2 hands with...

using 1 hand (right and

- 4. Stand and roll a ball up and down legs and round upper body using 2 hands with...
- ability to move the ball in both directions.
- control of the ball maintained throughout.
- smooth movements with the
- Use fingers to move the ball.

**Procedural** 

- Keep tummy tight and weight through your bottom.
- Focus on moving the ball smoothly rather than on speed.
- sit
- along
- hand
- roll around
- right

- 1. Sit and roll a ball up and down legs and round upper body using 1 hand with...
- 2. Stand and roll a ball up and down legs and round upper body using 1 hand with...
- ability to move the ball in both directions.
- control of the ball maintained throughout.
- smooth movements with the ball.
- Move the ball with fingertips.
- Focus on maintaining good balance throughout.
- Perform movements smoothly and then gradually increase speed.
- upper body
- legs
- down stand
- up

# Expected - end of Key Stage 1

### In 20 seconds or less:

- 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with...
- 2. Move a ball round waist 17 times with...
- 3. Stand with legs apart and move a ball around alternate legs 16 times with...
- control of the ball maintained throughout.
- ability to complete challenges in both directions consistently and smoothly.
- smooth movements with the ball.
- Move the ball with fingers, avoiding it touching body.
- Focus on maintaining good balance and looking straight ahead throughout.
- Perform movements smoothly and then gradually increase speed.
- tummy
- around alternate
- apart
- height

# Expected - end of lower Key Stage 2

# In 20 seconds or less:

1. Stand with legs apart and move ball in figure of 8 around both legs 12 times with...

Skill progression

- 2. Move ball around waist into figure of 8 around both legs 10 times with...
- 3. Move ball around waist and then around alternate legs 12 times with...
- 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce with...
- smooth movements with the
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.
- Keep ball moving and away from body.
- Keep head up, looking forward.
- Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.
- waist
- oriss-cross catches
- bounce
- direction
- figure of 8
- complete fluidity

# Expected - end of upper Key Stage 2

# In 20 seconds or less:

- 1. Stand with legs apart and complete 20 front to back catches with a bounce in between with...
- 2. Perform above 30 times without ball bouncing in between. with...
- 3. Complete above tasks with head up throughout with...
- 4. Complete 11 overhead throw and catches with...
- smooth movements with the
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.
- Concentrate on performing movements smoothly and with control.
- Keep back straight throughout.
- Focus on using 'soft hands' throughout.
- front to back catches
- overhead throws
- soft hands

# In 20 seconds or less:

- 1. Complete 12 long circles (forwards and then backwards) with...
- 2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions) with...
- smooth movements with the ball.
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.
- Perform movements smoothly and with control.
- Try to develop a good rhythm when completing the challenges.
- Concentrate on weight of throws, avoiding throwing the ball too hard, and move your hands into position. support.
- long circles
- opposite combine



















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# Dynamic Balance: Jumping and Landing Progression of skills, knowledge and vocabulary



# **Declarative**

- 1. Jump from 2 feet to 2 feet forwards, backwards and side- to-side with...
- good take off and height.
- balance and control on landing.
- soft landings.
- Bend knees on take-off and landing.

**Procedural** 

- Keep feet a shoulder width apart.
- Keep head up and land on balls of feet.
- width
- take-off
- balance
- jump

- 1. Jump from 2 feet to 2 feet with quarter turn in both directions with...
- 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with...
- good take off and height.
- balance and control on landing.
- soft landings.
- Swing arms to help gain height and use them to help balance on landing.
- Bend knees on take-off and landing.
- Try to land softly without noise.
- swing
- height control
- landing (soft)

# Expected - end of Key Stage 1

- 1. Jump from 2 feet to 2 feet with 180° turn in either direction with...
- 2. Complete a tucked jump.
- 3. Complete a tucked jump with 180° turn in either direction with...
- good take off and height.
- balance and control on landing.
- soft landings.
- Swing arms to help gain height and use them to help balance on landing.
- Keep head up on landing.
- Bend knees on landing.
- straight
- dynamic balls of feet
- momentum

# Expected - end of lower Key Stage 2

- 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side with...
- 2. Hop forward and backwards, freezing on landing with...
- 3. Jump 1 foot to other forwards and backwards, freezing on landing with...
- 4. Hop sideways, raising knee and freezing on landing with...
- 5. Jump 1 foot to other sideways, raising knee and freeze on landing with...

Skill progression

- good take off and height.
- balance and control on landing.
- soft and controlled landings.
- Swing arms to help gain height and use them to help balance on landing.
- Bend knees on take-off and landing.
- Land softly on balls of feet without noise, facing forward.
- maintain
- forwards
- freeze
- backwards side-to-side

maintain

- Expected end of upper Key Stage 2
- 1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions) with...
- 2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions) with...
- 3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides) with...
- good take off and height.
- balance and control on landing.
- soft and controlled landings.
- Swing arms to help gain height and use them to help balance on landing.
- Bend knees on take-off and landing and use arms to help you balance.
- Keep centre of gravity over base of support on landing.
- vertical
- stance
- turn
- tuck
- lunge beam
- directions
- raising
- 180° half turn
- gravity

- 1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides) with...
- 2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides) with...
- 3. Jump 2 feet to 2 feet with 360° turn (in both directions) with...
- good take off and height.
- balance and control on landing. soft and controlled landings.
- Swing arms to help gain height and use them to help balance on landing.
- Pick a spot to focus on when you jump and turn.
- Adjust centre of gravity to keep it over base of support when using the ball.
- position
- 360° full turn adjust
- centre
- spot



















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# Coordination: Sending and Receiving Progression of skills, knowledge and vocabulary



1. Roll large ball and collect

2. Roll small ball and collect

catch the rebound with 2

the rebound with...

the rebound with...

3. Throw large ball and

hands with...

Vocabulary

# Declarative

accuracy when sending.

appropriate power/weight

when sending.

receiving.

a good position when

- Look at partner. Use backswing and follow
- through.Adopt a good 'ready position' (weight on balls of feet, wide base).

**Procedural** 

- Keep eyes focused on the ball.
- roll
- partner
- ready position
- rebound
- backswing
- powerweight

- 1. Throw tennis ball, catch rebound with same hand after 1 bounce with...
- 2. Throw tennis ball, catch rebound with same hand without a bounce with...
- 3. Throw tennis ball, catch rebound with other hand after 1 bounce with...
- 4. Throw tennis ball, catch rebound with other hand without a bounce with...
- 5. Strike large, soft ball along ground with hand5 times in a rally with...

- accuracy when sending.
- appropriate power/weight when sending.
- a good position when receiving.
- Exolore and experiment with the speed you send the ball.
- Move feet to get in line with the ball when receiving.
   Try to have 'soft hands' when catching.
- Keep eyes focused on the ball.
- strike
- along the ground
- catch
- rally
- bouncethrow
- soft hands

# Expected - End of Key Stage 1

- 1. Strike a ball with alternate hands in a rally with...
- 2. Kick a ball with the same foot with...
- 3. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning with...
- accuracy and weight when sending.
- a good position when receiving.
- fluency/rhythm throughout.
- Vary the speed you send the ball to find which is most effective.
- Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball.
- Use backswing and follow through when striking/ kicking.
- alternately
- same foot
- position
- kickreturn
- accuracy

# Expected - end of lower Key Stage 2

1. Alternately throw and catch 2 tennis balls against a wall with...

progression

- 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over) with...
- 3. Throw 2 tennis balls against a wall in a circuit, in both directions with...
- accuracy and weight of throws.
- fluency/rhythm throughout.
- a good position when receiving.
- Explore the strength of your throw to work out how much force is needed.
- Take up a balanced position, making sure hands are in a good ready position.
- Try repeating several times. movements.
- cross-over
- opposite
- consistency
- circuitfluency
- fluencyrepeatable

# Expected - end of upper Key Stage 2

- 1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes with...
- 2. With a partner, keep
  3 tennis balls going in
  a throwing circuit for
  30 seconds with...
- movement and timing to get in a good position.
- accuracy and weight of throws.
- fluency/rhythm throughout.
- Adopt a 'ready position' and communicate with partner so you know when they are
- ready.Focus on accuracy and speed of passes/throws.
- Keep this going in a circuit for 30 seconds.
- communicate
- speedpass
- movement

- 1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously with...
- 2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously with...
- movement and timing to get in good position.
- accuracy and weight of throws.
- fluency/rhythm throughout.
- Think about whether you need to control the ball with your feet first/let the tennis ball bounce.
- Focus on accuracy and speed of passes/volleys.
- With a partner, simultaneously volley a tennis ball with a racket and pass a ball along the ground for 30 seconds maintaining the quality of each movement.
- timingfocus
- balls of feet



















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# Coordination: Footwork Progression of skills, knowledge and vocabulary



# Declarative

# **Procedural**

# Vocabulary

- 1. Side-step in both directions with...
- 2. Gallop, leading with either foot with...
- 3. Hop on either foot with...
- 4. Skip with...
- good control.
- good balance.
- smooth movements.
- Keep head up.
- Bend knees to help you balance.
- Work off balls of feet.
- fluency
- directions gallop
- side-step forwards

skip

- control
- hop
- backwards

- 1. Combine side-steps with 180° front pivots off either foot with...
- 2. Combine side-steps with 180° reverse pivots off either foot with...
- 3. Skip with knee and opposite elbow at 90° angle with...
- 4. Hopscotch forwards and backwards, hopping on the same leg (right and left) with...
- balance and control throughout.
- fluent, smooth movements.
- movements performed in both directions/on both sides.
- Keep head up and back straight.
- Work off balls of feet looking straight ahead.
- Bend knees to push off and land.
- 180°- half turn
- combine
- opposite
- half turn
- pivot elbow
- hopscotch
- 90° quarter turn

# Expected - end of Key Stage 1

- 1. Hopscotch forwards and backwards, alternating hopping leg each time with...
- 2. Move in a 3-step zigzag pattern forwards with...
- 3. Move in a 3-step zigzag pattern backwards with...
- balance and control throughout.
- fluent and smooth movements.
- movements performed in both directions/on both sides.
- Keep head up and back straight.
- Work off balls of feet and increase speed when ready.
- Bend knees and use arms to help you balance.
- alternating
- pattern 3 step
- speed
- zigzag
- increase

# Expected - end of lower Key Stage 2

- 1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg with...
- 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with...
- 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with...
- smooth, controlled movements.
- fluency and rhythm.
- movements performed in both directions/on both sides.
- Keep head up and back straight throughout.
- Keep feet close to the ground as you move.
- Bend knees and use arms to help you balance.
- knee raise
- fluent
- consistent
- maximum speed
- rhythm perform
- across

# Expected - end of upper Key Stage 2

- 1. Move in 3-step zigzag pattern while alternating knee raise and foot behind with...
- 2. Move backwards in 3-step zigzag pattern with cross-over (swerve) with...
- 3. Move backwards in 3-step zigzag pattern with knee raise across body with...
- smooth, controlled movements.
- fluency and rhythm.
- movements performed in both directions/on both sides.
- Keep head up and back straight throughout.
- Try to develop a good rhythm and perform the movements smoothly and with control.
- Bend knees and use arms to help you balance.
- alternative
- controlled
- smooth swerve

- 1. Move backwards in 3-step zigzag pattern with foot behind with...
- 2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind with...
- smooth, controlled movements.
- fluency and rhythm.
- movements performed in both directions/on both sides.
- Keep head up and back
- straight throughout.
- Try to develop a good rhythm and perform the movements smoothly and with control.
- Focus on keeping feet close to the ground as you move.
- practice (noun)
- encouragement



















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# Agility: Reaction and Response Progression of skills, knowledge and vocabulary



# Declarative

## **Procedural**

# Key Vocabulary

## From 1, 2 and 3 metres:

- 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...
- quick reaction.
- quick, controlled movement.
- contol when slowing down after catch.
- Push off hard with feet.
- Keep head steady and watch the ball.
- Move feet to get to the ball, rather than stretching, and bend knees.
- react
- shoulder height
- catch

### From 1, 2 and 3 metres:

- 1. React and catch tennis ball dropped from shoulder height after 1 bounce with...
- quick reaction.
- quick, controlled movement.
- contol when slowing down after catch.
- Start quickly and accelerate by pushing off hard with feet.
- Take up ready position with knees bent and feet apart (front to back).
- Bend knees to help you slow down.
- bounce
- quickly
- ready position dropped
- accelerate

# Expected - end of Key Stage 1

## From 1, 2 and 3 metres:

- 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...
- quick reaction.
- quick, controlled movement.
- contol when slowing down after catch.
- Start quickly and accelerate by pushing off hard with feet and looking forwards.
- Take up a ready position with knees bent and feet apart (front to back).
- Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight.
- weight
- catching leg
- feet apart

# Expected - end of lower Key Stage 2

# From 1, 2 and 3 metres:

- 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce with...
- quick reaction and good acceleration.
- quick, controlled movement.
- balance and contol after catch.
- In the ready position, start quickly and accelerate by pushing off hard with feet.
- React and move early to give you time to get balanced.
- Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.
- pushing off hard
- extend react

# Expected - end of upper Key Stage 2

## From 1, 2 and 3 metres:

- 1. React to call from partner when they drop a ball, turn and catch it after 1 bounce with...
- 2. Perform above challenge but react to sound of the bounce rather than call with...
- quick reaction and good acceleration.
- quick, controlled movement.
- balance and contol after catch.
- Reverse pivot, bend knees and push off to turn and move quickly.
- Move feet quickly to get into the catching position.
- Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.
- sound
- reverse pivot
- challenge

# From 1, 2 and 3 metres:

- 1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg with...
- 2. Perform above challenge but react to sound of bounce rather than call. with...
- 3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand with...
- quick reaction and good acceleration.
- quick, controlled movement.
- balance and contol after each catch.
- Reverse pivot, bend knees and push off to turn and move quickly.
- Bend knees to help you stop quickly and get into balanced position when catching.
- Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.
- front leg across
- enable
- contralateral



















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