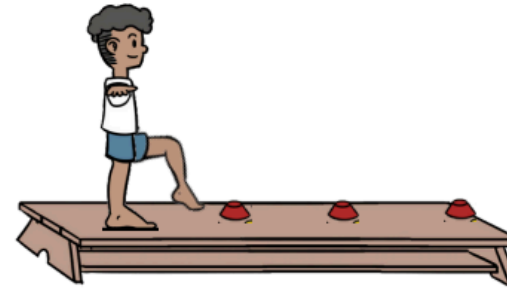


YEAR 1 FMS: BALANCE

THIS FMS IS SEEN IN ALL UNITS



CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Pupil stands on one leg with their arms stretched out like a star. Then place both feet on the floor and crouch down into a small ball shape, hugging their knees, and try to balance on their toes.
- (B) Pupil jumps forward with both feet and lands softly.
- (C) Place cones on a bench or line. Pupil walks along the bench, balancing whilst stepping over the cones.

What you are looking for:

- Pupil looks at something still to help them to balance.
- Pupil keeps their chest upright.
- Pupil focuses on keeping steady while walking, holding their arms out to help.
- Pupil looks forward and lands with their feet apart and knees slightly bent.
- Pupil takes off with a controlled action and shows stability and control in motion when jumping.

INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your **greater depth** pupils might be able to show and may know...

- Why is it important to squeeze your muscles when you're balancing? **To help me stay still and stop me from wobbling or losing balance.**
- Why is it important to focus on something still when you are balancing? **It makes it easier for your body to know how to stay still. If you look at something moving you're more likely to wobble.**
- What should you do to jump and land with balance? **I should land on both feet with my knees bent, look forward and use my arms to help me balance.**

CHECK WHAT YOUR PUPILS KNOW...

- How does using your arms help you balance, and why is it important when you're moving? **Using my arms helps me balance by keeping me steady. It's important when I'm moving because it stops me from wobbling or falling.**
- What should you look at to help you keep your balance? **I should focus on something still or look ahead.**
- What do you need to do with your feet when you land to help you balance? **I need to land on my feet to keep my balance.**

Your pupils might **already** be able to show and may know...

- What do you need to do with your body when you are holding a balance? **I need to stay still to keep my balance.**
- Why is it easier to balance when you use more parts of your body? **As more parts touch the floor help me to stay still.**
- What can you do with your arms to help you balance when you're moving? **I can hold my arms out to help me balance.**

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YEAR 1 FMS: CATCHING

UNITS THIS FMS IS SEEN IN:

Sending and Receiving

Striking and Fielding

Ball Skills

Invasion Games

Net and Wall Games



CHECK WHAT YOUR PUPILS CAN SHOW...

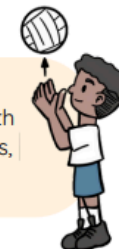
- (A) Partner rolls a playground ball towards the pupil. Pupil aims to collect it with two hands.
- (B) Pupil throws a playground ball up to themselves and they catch it with two hands after a bounce.
- (C) Partner underarm throws a playground ball from a few steps away, pupil aims to catch it with two hands after one bounce.

What you are looking for:

- Pupil stands in a ready position (feet shoulder width apart and knees bent), holds hands out and focuses on the object.
- Pupil displays readiness by watching the ball and moving hands towards it.
- Pupil attempts to move their feet to be in line with the ball if it is not coming directly to them.

INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.



Your **greater depth** pupils might be able to show and may know...

- What is the best way to catch a ball? **Begin in a ready position. Hold my hands out. Use wide fingers and bring the ball into my body.**
- Why should you move your body to the ball instead of just reaching out with your hands? **It helps me to get in to the best position to catch the ball easily.**

CHECK WHAT YOUR PUPILS KNOW...

- Why is it important to keep your eyes on the ball when catching? **It helps me to know where it's going.**
- What should you do with your body before the ball reaches you? **Stand in a ready position with hands out.**
- What do you need to do if the ball is not coming straight towards you? **Move my feet to get in line with it.**

Your pupils might **already** be able to show and may know...

- How many hands should you use to catch? **Two.**
- What should you do with your hands to catch? **Hold them out in front of me.**
- Where should you look when catching? **At the ball/beanbag.**

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CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Pupil jumps as high as they can and attempts to land on the same spot.
- (B) Pupil jumps forward as far as they can.
- (C) Pupil hops forward on their right foot and then on their left foot.
- (D) Pupil leaps as far as they can.

What you are looking for:

- Pupil takes off and lands with two feet when jumping.
- Pupil takes off on one foot and lands on the same foot when hopping.
- Pupil takes off one foot and lands on the other foot when leaping.
- Pupil jumps and lands with soft bent knees.
- Pupil lands on the balls of their feet.

CHECK WHAT YOUR PUPILS KNOW...

- What part of your feet should you land on for control?
The balls of my feet.
- What can you do to jump higher or further?
Bend my knees before taking off.
- What do you need to do to leap?
Take off one foot and land on the other foot.



INTERVENTION ACTIVITIES...

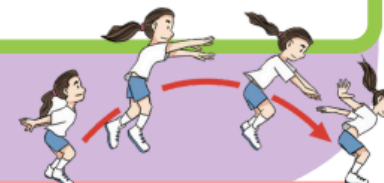
Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your greater depth pupils might be able to show and may know...

- Where should you be looking to help you to land with control? **Look forwards.**
- What can you do with your arms to help you to jump further? **Swing them forwards.**

Your pupils might already be able to show and may know...

- What can you do to jump and land safely? **Bend my knees.**
- How many feet do you use to jump? **Two.**
- How many feet do you use to hop? **One.**



CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Pupil slowly jogs 15m and stops.
- (B) Pupil quickly runs 15m and stops.
- (C) Create a small area for pupils to run in. Ask them to jog around the space changing direction to avoid others.

What you are looking for:

- Pupil runs with big steps, moving their opposite arm to leg.
- Pupil moves their arms faster to help to increase speed.
- Pupil uses small steps to stop.
- Pupil changes direction to move into space away from others.
- Pupil bends their knees to change direction.

CHECK WHAT YOUR PUPILS KNOW...

- How do we use our arms and legs when running? **Move the opposite arm to leg.**
- What can you do with your arms to help you to run faster? **Move them faster.**
- What can you do with your legs to help you to change direction? **Bend my knees and push off one foot.**

INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your greater depth pupils might be able to show and may know...

- What can you do to stop safely? **Bending my knees will help me to stop in a balanced position.**
- What can you do with your body to run faster? **Run on the balls of my feet, take big steps and have my elbows bent.**
- What can you do to help you to change direction? **Use small steps.**

Your pupils might already be able to show and may know...

- Which body parts do we use to run? **Arms and legs.**
- Should you use big or small steps to run? **Big steps.**
- Should you use big or small steps to stop? **Small steps.**
- Why is it important to move into space away from others? **To stay safe.**

YEAR 1 FMS: THROWING

UNITS THIS FMS IS SEEN IN:

Athletics

Ball Skills

Fitness

Invasion
Games

Net and Wall
Games

Sending and
Receiving

Striking and
Fielding

Target
Games



CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Stand 4m away from a hoop placed on the floor. Pupil uses an underarm throw to throw a beanbag into the hoop.
- (B) Pupil throws a beanbag as far as they can using an overarm throw.
- (C) Partner stands about 3-4m away. Pupil uses a two handed throw to pass a playground ball.



What you are looking for:

- Pupil looks at their target.
- Pupil throws from a balanced position with opposite foot to throwing hand forward.
- Pupil underarm throws by swinging their throwing arm by their side and pointing their throwing hand at their target as they release.
- Pupil overarm throws by holding the object high and moving their throwing arm past their ear, pointing their throwing hand at their target as they release.
- To throw a playground ball from the chest, pupil uses two hands and wide fingers, pointing their fingers at their target after they throw.

CHECK WHAT YOUR PUPILS KNOW...

- What can you do with your feet to help you to throw further? **Step forward with my opposite foot to throwing hand.**
- Where should your body be facing when sending the ball? **Face my body towards my target.**
- Why should you look at your partner before sending them the ball? **To see where they are and check they are ready to receive it.**
- What type of throw would you use for a long distance? **Overarm.**
- What type of throw would you use for a short distance? **Underarm.**

INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your greater depth pupils might be able to show and may know...

- What does stepping forward with your opposite foot to throwing hand help you to do? **Balance and throw further.**
- Why is it important to look at your target before throwing? **If your target is a partner, to see where they are and check they are ready to catch. If a stationary target, to check the distance and direction to throw.**
- How can you throw overarm? **Feet apart, opposite foot to throwing arm forward. Hold the ball up by ear and point my throwing hand at the target as I throw.**
- How can you throw underarm? **Feet apart, opposite foot to throwing arm forward. Hold the ball low and swing my arm backwards. Point my throwing hand at the target as I throw.**

Your pupils might already be able to show and may know...

- Where should you point your throwing hand when throwing to a target? **At the target.**
- Where should you look when throwing? **At the target.**
- Are bigger or smaller targets easier to throw to? **Bigger.**

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