

	Lesson 1 Baseline Assessment	Lesson 2 Balancing with Equipment	Lesson 3 Balancing with Equipment	Lesson 4 Strength & Balance	Lesson 5 Control, Dexterity & Balance	Lesson 6 End of Term Assessment
Warm Up	Indoors: Play dance video Then: Follow the Leader is a floor-based assault course using cones, spots, ropes, and hurdles. Participants travel using different locomotive skills, maintaining balance. Working in pairs, one partner leads and the other follows closely.	Indoors: Play dance video Then: Follow the Leader 2 4 participants in 2 pairs working with shared equipment to complete an obstacle course set up as in Lesson 4, with the leader using a range of movements and the Followers challenged to do the course backwards.	Indoors: Play dance video Then: Follow the Leader 3 Working in pairs with a leader directing a blindfolded or closed-eyed follower using only their voice. Based on lessons 4 and 5, the activity can be done indoors or outdoors.	Indoors: Play Fitness video Working individually, in their own space – children complete either part or all of the Strength and Balance warm up video, particular focus should be on maintaining the positions and holding a tight core.	Indoors: Play Fitness video Working individually, in their own space – children complete either part or all of the Strength and Balance warm up video, then create a routine of 4 balances with transitions. Either done solo, paired or in a small group.	Indoors: Play Fitness video Working individually, in their own space – children complete either part or all of the Strength and Balance warm up video, then create a routine of 4 balances with transitions. Either done solo, paired or in a small group.
Activity	Baseline Assessment – Challenge Circuit Teams design a challenge circuit using equipment, focusing on balance, movement, floor and low-beam activities, with clear instructions. They try the other circuits, evaluate on ability to create rules, adapt, link movements and compare actions.	Balance on a Line Maintaining balance on a line: Work in partners, walk forwards and backwards with Fluidity, lift knees and heels, walk heel to toe, catch a ball as you walk. Repeat on a low beam.	Balance on a Line 2 Partners improve balance walking sideways L-R & R-L, batting a balloon & catching & returning a ball on a low beam.	Balloon Balance Trail: Collect cones while standing on one leg and keeping balloon in air. Timed, played solo/pairs/groups. Made accessible by picking cones from raised surface or challenging by playing on uneven surface.	Balloon Balance Trail 2: Teams stand on one leg, tap balloon while collecting cones around a short course. Cones at varying heights, distances. Player turns collecting cones, still keeping balloon up. Timed by teammates. Can be played individually, in pairs, or groups.	End of Term Assessment – Challenge Circuit Teams design a challenge circuit using equipment, focusing on balance, movement, floor and low-beam activities, with clear instructions. They try the other circuits, evaluate on ability to create rules, adapt, link movements and compare actions.
Skill	Use Assessment Snapshot Continue assessment. See lesson page and Assessment Snapshot for details. This activity assesses the children's footwork, balance and PB motivation.	Balance with Equipment: 1 - Maintaining balance on a line, with added equipment manipulation such as beanbag on head, bouncing ball, balancing ball on bat, or picking up cones. Repeat on a low beam. Work in pairs with a coach and trainee.	Balance with Equipment 2 1. Beanbag on head 2. Ball bounce while walking 3. Ball bounce on racket 4. Tennis ball balance on bat 5. Pick up cones while doing 1-4. Repeat on a low beam.	Cone Taps: Children stand on one leg, lean forward, and touch cones with alternate left hand/right hand, then left foot/right foot. Only gentle touch allowed, no stepping or squishing.	Target Wall: Teams create their own obstacle course by sticking targets at increasing heights, participants use dominant/non-dominant foot to touch them and record scores. Teams can change position or add obstacles for challenge.	Use Assessment Snapshot Continue assessment. See lesson page and Assessment Snapshot for details. This activity assesses the children's footwork, balance and PB motivation.
Activity with Skill	Balance Trail Participants design balance circuit to improve balance and move quickly and accurately, increasing difficulty after completion. Children analyse and give feedback, experimenting with movement and tactics.	Balance Trail Participants design balance circuit to improve balance and move quickly and accurately, increasing difficulty after completion. Children analyse and give feedback, experimenting with movement and tactics.	Balance Trail 2 Balancing Trail: Level 2 - Improve balance while moving through a circuit using hurdles, spots, benches, or hoops. Travel quickly, return to start if balance lost, increase difficulty, provide feedback, and alter activities using change the game cards.	SoccerJam Balance, footwork, coordination through football and dance. Kids create routine in pairs/groups, perform to music, using bean bags if needed. 5-minute performance to SoccerJam mix with emphasis on strong movements, good posture.	SoccerJam: Balance, footwork and coordination through dance and football. Recap last week's choreo. Build on it with 2 moves from the toolkit, adding a new football technique. Practice to music, then perform with big movements and good posture.	SoccerJam Circuit: Children review moves from SoccerJam videos, perform them in a challenge circuit to music, and add their own moves.
Review / Assess	Snapshot Assessment Sheet Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning	Peer Observation Cards Child observes another child in order to provide feedback, support and advice. Inspire children to interact with someone different than their usual go-to	Peer Observation Cards Child observes another child in order to provide feedback, support and advice. Inspire children to interact with someone different than their usual go-to	2 Stars, 1 Wish Promote self or peer evaluation depending on what you want the children to work on. Children to think of 2 positive things and one improvement.	2 Stars, 1 Wish Promote self or peer evaluation depending on what you want the children to work on. Children to think of 2 positive things and one improvement.	Snapshot Assessment Sheet Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning