

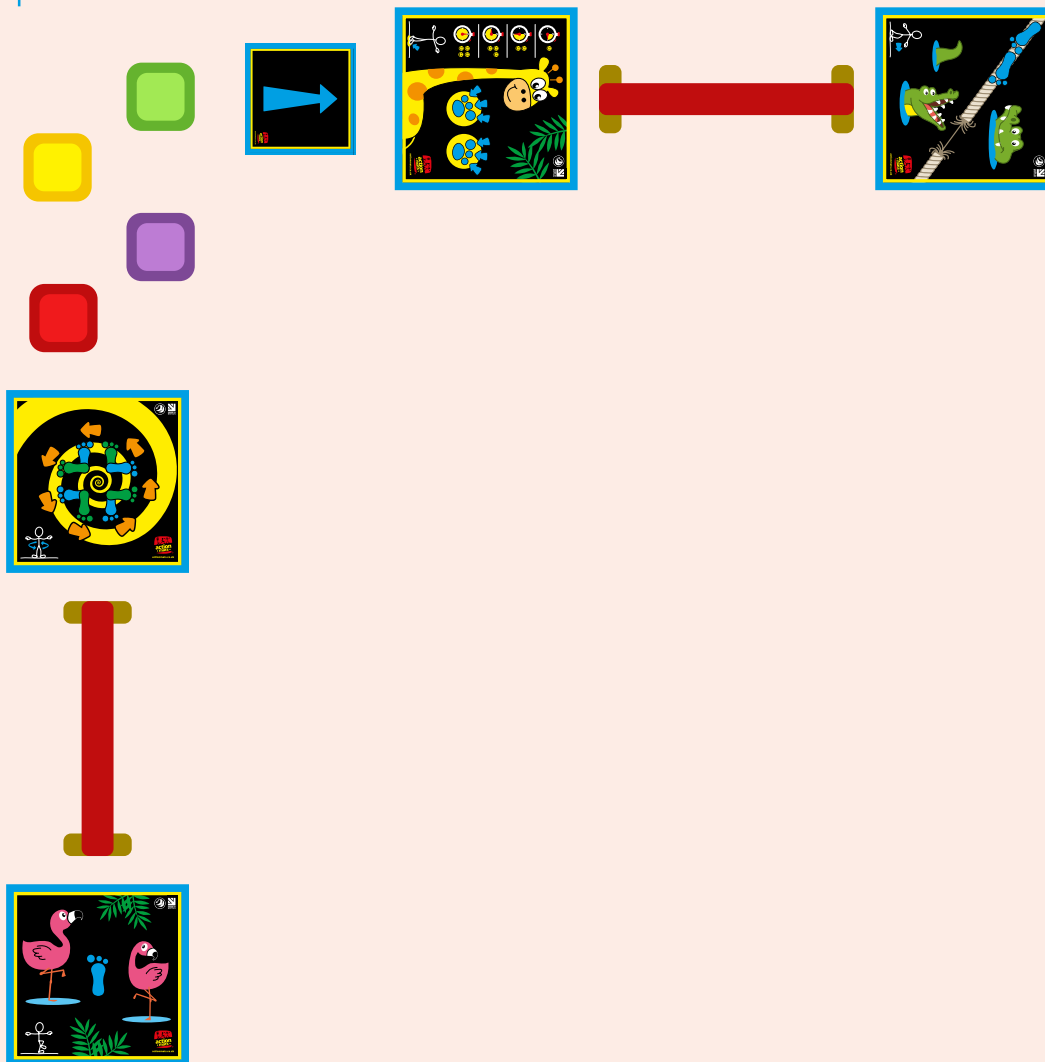


# Sequence – movement and balance 1

## What's needed

- x2 Balance beams
- x1 set of stepping stones
- x4 Mini Mats
- (Balancing on one leg, Whirlwind spin, Tip toes, Tightrope walk)
- x1 Arrow mat

## The Setup





**This is a sequence activity designed to develop movement and coordination skills by focusing on the repetition and fluency of movement combinations. They work particularly well as part of a 'carousel' (where small groups of students complete different activities for a set amount of time and then move round to the next one) This means less time waiting between turns.**

Sequences are not to be completed competitively; they are to be completed carefully and meticulously in order to develop mastery and avoid accidents.

## Learning objectives

This learning activity is designed to develop children's fluidity through movement and muscle memory, and support their cognitive focus through repetitive sequencing.

## Early Years Statutory Framework England

### Physical Development

#### ELG: Gross Motor Skills

- Develop strength balance and coordination activities such as climbing dancing running and jumping
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Develop agility and control over their bodies

### Personal, Social and Emotional Development

#### ELG: Building Relationships

Work and play cooperatively and take turns with others.

#### ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

#### ELG: Self-Regulation

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## Instructions

Students should line up at the beginning of the sequence and only one student should go at a time.

First, students should complete 3 -5 second on the Flamingo Mat.

Next, students should carefully move across the balance beam using principles of balance (slow movement, straight bodies, arms out).

Students should then complete 3 - 5 repetitions on the Spring Mat.

Next, student should move carefully across the stepping stones using principles of balance.

Students should then complete 3 – 5 seconds on the Giraffe Mat.

Next, students should carefully move across the balance beam using principles of balance (slow movement, straight bodies, arms out)

Finally, student should finish the sequence demonstrating their balance over the Crocodile mat.

Students should then walk to the back of the line and wait to repeat the sequence.