

THE WILLOWS PRIMARY SCHOOL



PE POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author:	PE Co-ordinator
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Intent

The study of physical education is concerned with fitness, healthy lifestyles, and performing a range of sporting activities. Active participation in gymnastics, games, athletics, dance and swimming is essential to PE. It is a key part of children's broader wellbeing with PE supporting teaching and learning around healthy eating, hygiene and body image.

As a result of our PE curriculum, learners will gain knowledge of their bodies and the risks and benefits of exercise and physical activity. Gross motor skill development, spatial awareness, control, coordination and precision are developed through increasingly complex tasks, games and sports. Learners will develop an understanding of the responsibility they have for their own personal health and fitness, including the risks and benefits of a range of physical activities. They will understand the **connection between physical and mental health** through competitive and non-competitive activities.

Our aspiration is that children are inspired to lead healthy and active lives both in and out of school.

To be successful, learners must:

- be physically active and engage in competitive and non-competitive sports and activities for sustained periods of time;
- develop competence in a broad range of physical activities;
- use appropriate vocabulary and subject-specific terminology;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure;
- develop the ability to adapt and apply knowledge, skills and concepts through a variety of physical activities;
- develop positive attitudes to health, hygiene and fitness and learn how physical exercise affects the body;
- develop communication skills and the skills necessary for effective co-operation;
- understand the need for safe practice in physical education and how to achieve this;
- connect learning within aspects of PE and between PE and other subjects (e.g. science and RSHE).

Implementation

EYFS Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Toddlers and young children will be learning to:

- Enjoy moving when outdoors and inside.
- Pass things from one hand to the other. Let go of things and hand them to another person
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Walk, run, jump and climb
- Spin, roll and independently use ropes and swings (for example, tyre swings).

3 and 4-year-olds will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width

Children in reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

	Year 1 Autumn	Year 1 Spring	Year 1 Summer	Year 2 Autumn	Year 2 Spring		Year 2 Summer
Indoor PE	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics		Archery
	Simple indoor circuits	Boccia	Dance (Seasons)	Speed Stacking	Skipping	Dance (Great Fire of London)	Curling
Outdoor PE	Ball Skills and Ball Games	Invasion Games	Athletics	Cricket	Hockey Skills		Tennis
				Netball Skills	Touch Rugby		Athletics

	Year 3 Autumn	Year 3 Spring	Year 3 Summer	Year 4 Autumn	Year 4 Spring	Year 4 Summer
Indoor PE	Gymnastics	Wallball skills	Dodgeball	Gymnastics	Gymnastics	SWIMMING
	Line Dancing	Badminton skills	Boccia	Fencing	Archery	
Outdoor PE	Rounders	Basketball	Golf	Hockey	Orienteering	Tennis
	Football	Kwik Cricket	Athletics	Touch Rugby	Netball	Athletics

	Year 5 Autumn	Year 5 Spring	Year 5 Summer	Year 6 Autumn	Year 6 Spring	Year 6 Summer
Indoor PE	SWIMMING	Gymnastics	Gymnastics	Gymnastics	Fencing	Gymnastics
		Curling	Dance – Greek Battles/The Olympics	Badminton	Dodgeball	Line Dancing
Outdoor PE	Rounders	Netball	Disc Golf	Tennis OAA - Residential	Football	Cricket
	Football	Touch Rugby	Athletics	Basketball	Hockey	Athletics

Time and Organisation

Physical Education is the most firmly timetabled element of the curriculum because of the need to use hall or outdoor space. Physical Education is taught throughout the year, but not all areas of activity are covered each term.

Within this framework, each class:

- spends two hours per week on physical education covering games, gymnastics, dance and athletics;
- has a dedicated indoor PE slot and a dedicated outdoor PE slot every week
- Swimming is timetabled in KS2 every year across Year 4 and year 5
- participates in outdoor and adventurous activities in the school grounds and in other environments, e.g. competitions within the Sports Network and residential trips.

Physical Education is taught in class or year group with co-operative group work and individual work used where appropriate. Within this structure groups are usually of mixed ability and relevant discussion is encouraged.

Annually the school holds a Sports Day at which all children are actively encouraged to participate.

Pupil Voice

The school has created a Sports Crew which is made up of children across KS2 who apply to be a member of this group and work with the Sports Leader and HT to promote sport in school and help other children achieve well in PE.

Children who are appointed are expected to

- like PE and be interested in all types of sport
- participate well in PE lessons – correct kit, school values, good behaviour
- want to help adults that lead on PE in school – being fully engaged in lessons, modelling good skills and behaviour e.g. fair play, abiding by rules and the referee's decision
- promote sport in school and help other children achieve well in PE
- be willing and able to attend after school clubs
- help to lead school sporting events - Sports Day, competitions
- support physical activity at break and lunchtimes
- meet with HT and Sports Leader every half term to discuss PE in school

All pupils across the school are involved in giving their views and opinions about sport and PE through the following

- End of year clubs survey
- Sports day Feedback

Monitoring and Assessment

Assessment is used to guide the progress of individual pupils in Physical Education. This is carried out informally by the teachers in the course of their teaching. Children's skills, progress, understanding and attitude will be assessed and recorded against the National Curriculum PE outcomes for this subject.

Resources

General resources are the responsibility of the Sports Leader. These include gymnastics apparatus and equipment, sports, games and athletics equipment;

More specific resources such as the MUGA, playground and field space are maintained as part of the premises work overseen by the Caretaker and Sports Leader (in conjunction with the Grounds Maintenance contract) and the responsibility of the Headteacher and the Governing Body.

Activities Beyond the Classroom

We are part of the West Berkshire Schools Sport Network and we work with other schools to raise the quality of sports and games activities offered as part of our curriculum. The Network organises competitions between schools in the local area/ across Berkshire. We therefore aim to provide opportunities for children to take part in these competitions, when possible.

We encourage involvement from the wider community and the School Sports Network in helping us run a wide variety of after school clubs. If a pupil demonstrates an aptitude for a specific area of PE, we encourage them to join a club, which will help them to develop their skills and interests further. School staff will inform parents and children of clubs and activities available in the local community that can help them to develop their sporting skills and attributes.

Health and Safety

Staff and children will use equipment, apparatus and techniques in accordance with health and safety requirements. Staff and children will also ensure that equipment and apparatus is maintained and stored appropriately (see Health and Safety Policy).

The guidance from the Association of PE (AfPE) is that ear piercings should not be worn at all during a PE or sports lesson. This is for health and safety reasons and to prevent accidental ripping of the ear during PE.

Guidance given to parents

- If your child wears earrings, they will be required to take them out for every PE lesson. This is not negotiable so please prepare your child for this to happen.
- Children are required to take out their own earrings and are then responsible for keeping them safe in their school bag during lessons.
- If they are newly pierced and cannot be removed, the guidance states that they can be taped to ensure that the sharp end of the stud is covered.
- The guidance is very clear that teachers should not be required to remove or tape ear piercings and children should attend the lesson preferably with the stud removed, or at least adequately taped.
- This means that children need to be able to do this themselves or parents need to do this before school on PE days
- The school cannot fund/buy micropore tape for every child who has earrings so this needs to be provided by parents please.
- Children who do not come with tape will be instructed to take them out unless we have notification from parents that they are newly pierced.
- In the event that no tape is provided, the children will not be able to fully participate in the PE lesson

Thank you for your support in this matter

Miss MacArthur

Gifted and Talented

Pupils who are talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

They may

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions;
- be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance;
- be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership;
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them;
- Have a high degree of control and co-ordination of their bodies;
- Show strong special awareness;
- Combine movements fluently, precisely and accurately in a range of contexts and activities.

The curriculum for pupils who are talented in PE is enriched and extended by:

- putting different conditions on them as they work with others on the core tasks in the schemes of work. This could mean limiting the range of skills they can use, making them work in bigger or smaller spaces to put pressure on them, or adapting the core tasks;
- broadening the range of pupils' experiences by providing a wider range of activities than required by the national curriculum for PE;
- valuing pupils who are talented in PE – making use of them as role models can enhance their own progress and the aspirations of other pupils.

Gifted pupils will benefit from involvement in activities that extend them. For this group of pupils the types of activities they access should be designed to support their learning. These include activities that secure techniques, enhance fitness or body condition, or develop critical thinking skills.

Government PE and Sports Grant

Schools are allocated specific Sports funding that must be used on improving the provision of PE and sport for the benefit of pupils so that they develop healthy lifestyle.

All maintained schools and academies must publish information about their use of the PE and Sport Grant allocation on their website. Schools should publish the amount of grant received; how it has been spent (or will be spent) and what impact the school has seen on pupils' PE and sport participation and attainment as a result, to help to ensure that all pupils develop healthy lifestyles.

The PE co-ordinator and H/T work together to produce PE and Sports spending plans and funding reports. Spending plans indicate how the school intends to spend the allocated PE and Sports funding. At the end of each funding cycle, the school produces reports, which identify how the funding was spent and the impact it had on pupils' PE and sport participation and attainment. This will be shared with staff and reported on at Governing Body Meetings. These documents will also be put onto the school's website.



THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand

Appendix 1 – National Curriculum Requirements for PE

Physical Education is a foundation subject in the National Curriculum.

The Programme of Study for Key Stage 1 states that pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

The Programme of Study for Key Stage 2 states that pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination,
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending,
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics],
- perform dances using a range of movement patterns,
- take part in outdoor and adventurous activity challenges both individually and within a team,
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Appendix 2 – Gym Planning Progression

Why Gymnastics?

Gymnastics is one of the most important sports for children to take part in. It provides endless benefits that will serve them well in their futures.

First gymnastics serves as a fantastic foundation for other sports. The core skills that children can develop in gymnastics, things like strength, flexibility, balance and co-ordination are the building blocks for success in almost any other sport. Whether they go on to play football, rugby, netball or swimming, the abilities they build here will help them excel.

Another big benefit is how gymnastics helps boost confidence and resilience. There's something incredibly rewarding for young children when they master a new skill, especially like a forward roll or handstand. It gives them a real sense of accomplishment and teaches them that perseverance pays off, even when things get tough.

Gymnastics also encourages focus and discipline. As you know, precise movements and careful attention to technique are key in gymnastics. By learning to focus on the details, children develop skills that help them in the classroom and in other areas of life.

Gymnastics accommodates all abilities. Each skill is broken down into stages, enabling every child to progress at their own pace while working towards the same goal. This creates a constant sense of personal achievement.

Lastly, gymnastics promotes teamwork and social skills. Even though gymnastics is often seen as an individual sport, it actually provides great opportunities for pupils to support and encourage each other. This builds a sense of community and helps them develop valuable social skills.

Health and Safety

Safety is paramount when it comes to teaching gymnastics.

Gymnastics should be done barefoot. Long hair should be tied back and no jewellery should be worn.

The main equipment used within a gymnastics lesson are mats and benches, as well as hand apparatus, such as hoops and bean bags

Mats

Mats are used for most activities in a gymnastics lesson, it makes the surface softer for skills such as rolls, jumps and landings.

- When putting mats out, it is essential that they are pushed up against each other and there are no gaps. Please remind the children to push the mats back together if any gaps do appear during the lesson.
- Ensure the mats are fit for purpose and are non-slip. Always allow enough space between each station set up and use enough mats for the activity

Benches

Benches are a great piece of equipment and can really help build the children's skills such as a balance.

Benches can also be used for skill preparations and progressions.

- We advise putting mats either side of the bench and if they are jumping off, then mats can be placed at the end too.
- Avoid putting benches on top of mat as this can make them unstable
- Do not use benches if they are damaged and ensure there is sufficient space surrounding the bench
- Do not use benches upside down or any other orientation other than their intended upright position.

Understanding Basic Shapes: 7 Key Shapes

There are 7 key shapes in gymnastics: straight, star, tuck, pike, straddle, front support, and back support.

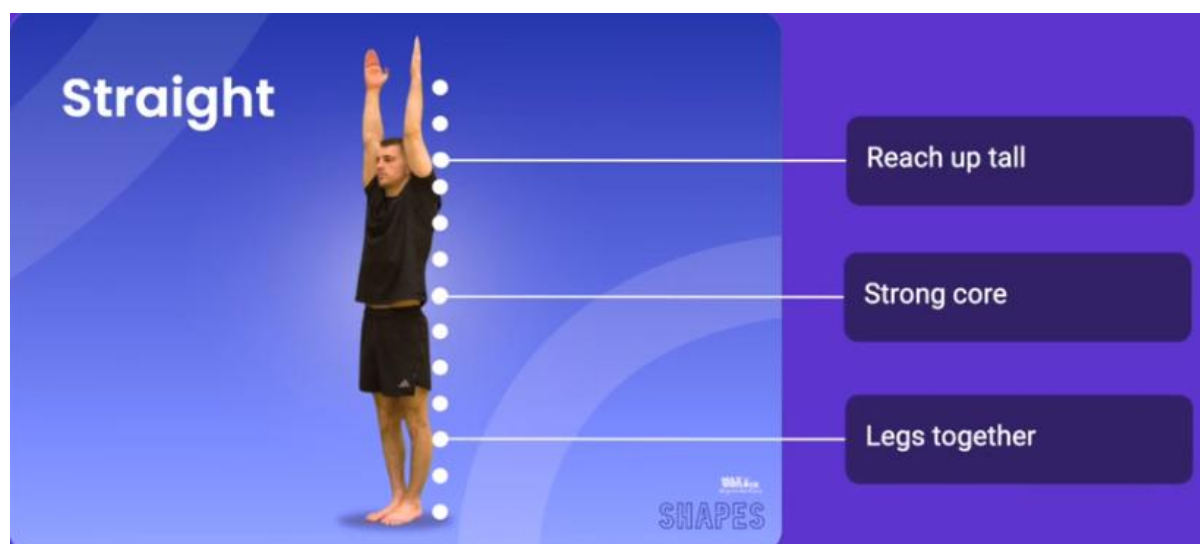
These positions form the basis for nearly every skill in the sport. They are the building blocks of gymnastics, and understanding them allows children to develop better control and body awareness. Mastering these shapes provides the foundation upon which more challenging skills are built.

For example, a strong straight shape is not just about standing tall; it's the position gymnasts aim to feel and hold when performing skills like handstands. Developing strength and alignment in the straight shape helps children achieve stability and control in these more challenging movements.

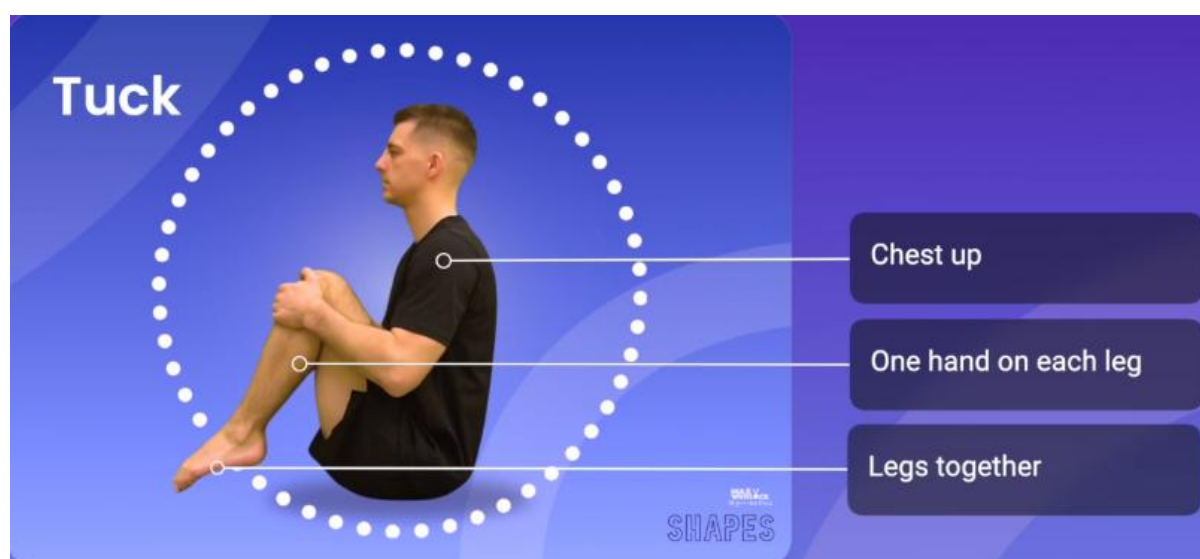
Similarly, the tuck shape is crucial for skills like forward rolls, helping gymnasts stay compact and move efficiently. The star shape, plays a key role in understanding the body positioning required for skills like cartwheels, where the body needs to move in a wide, open position.

By working on these shapes consistently, gymnasts will find it easier to learn more difficult skills. Each shape is a stepping stone to mastering more advanced techniques, making them an integral part of any gymnastics journey.

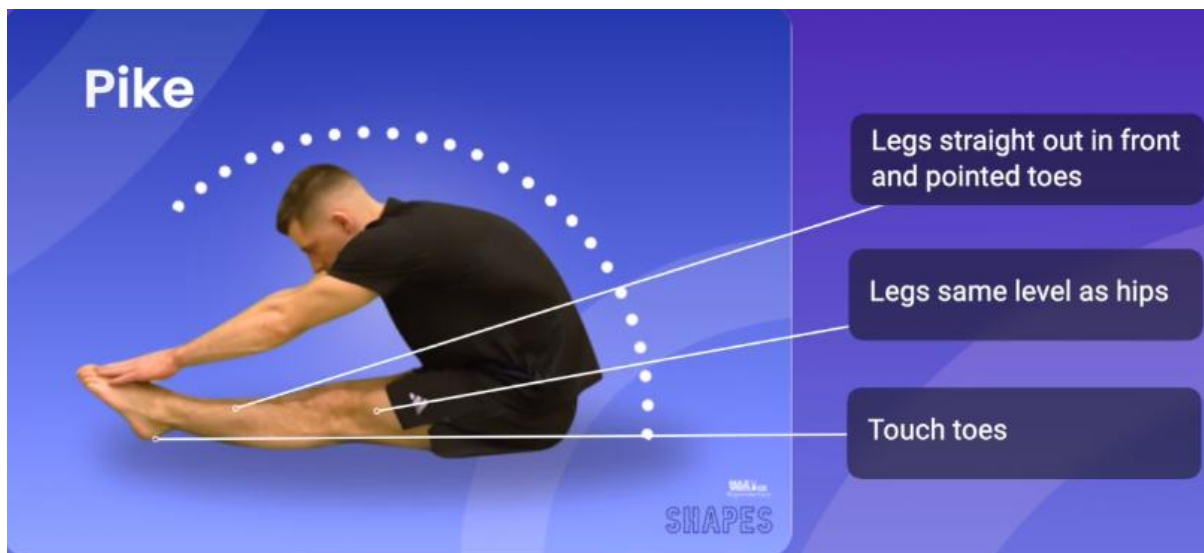
Straight shape



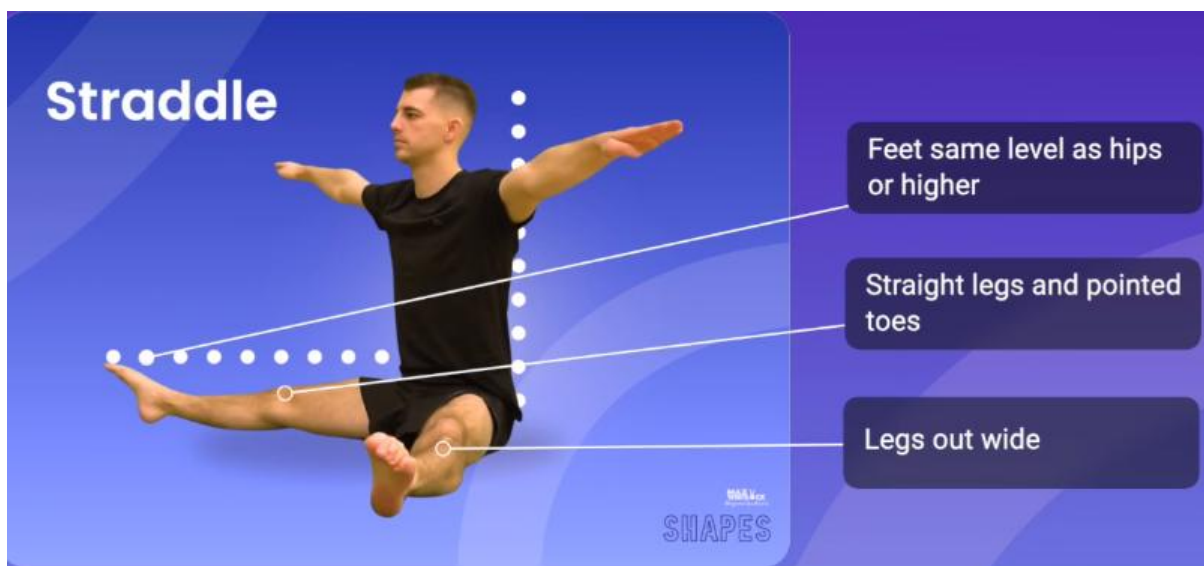
Tuck Shape



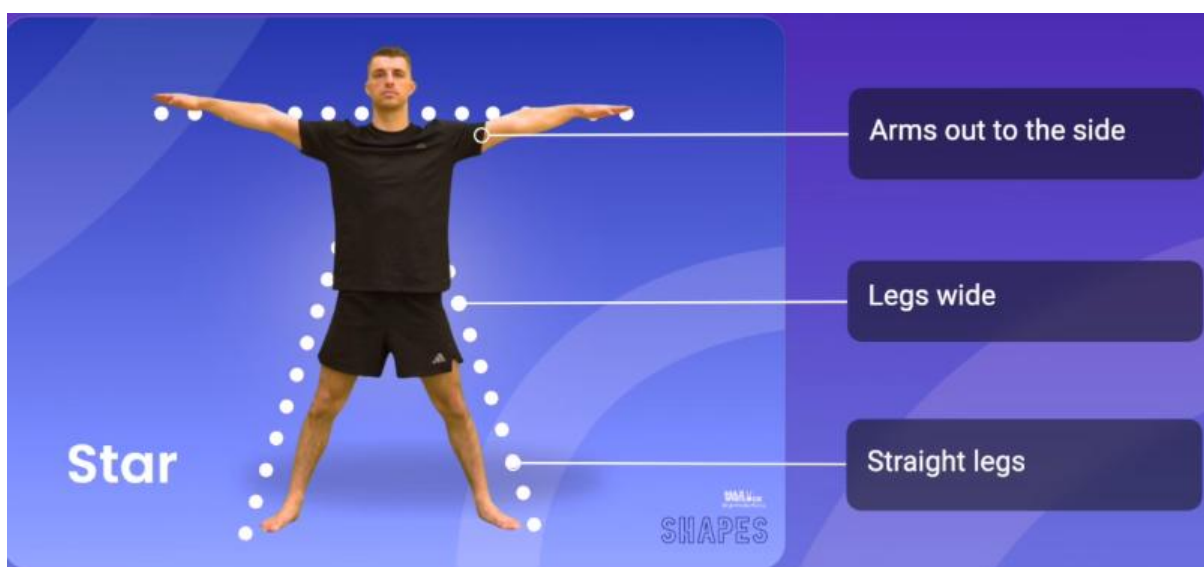
Pike Shape



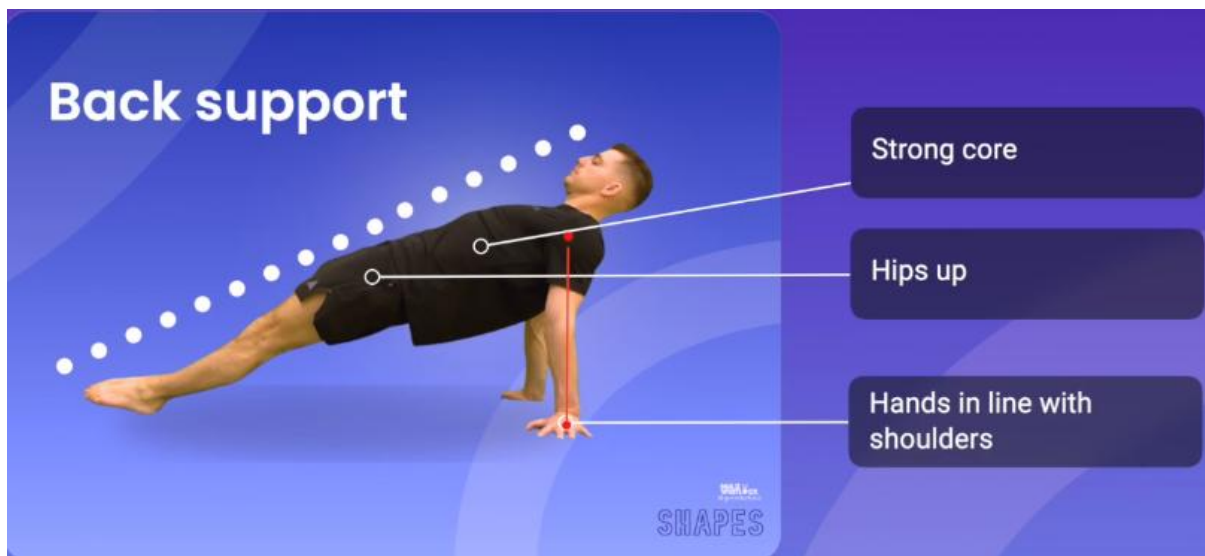
Straddle Shape



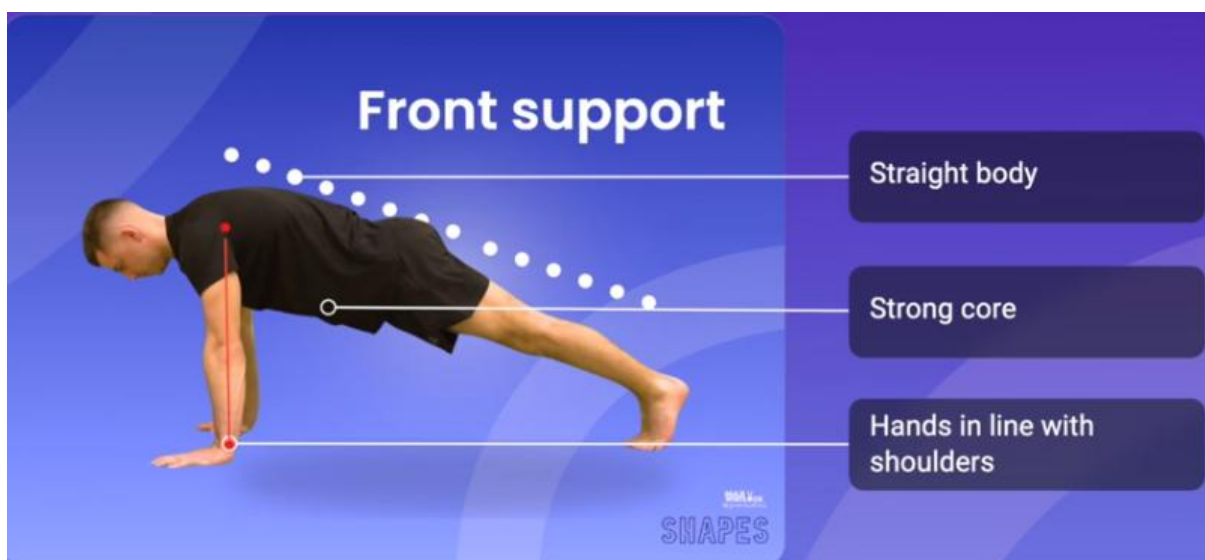
Star Shape



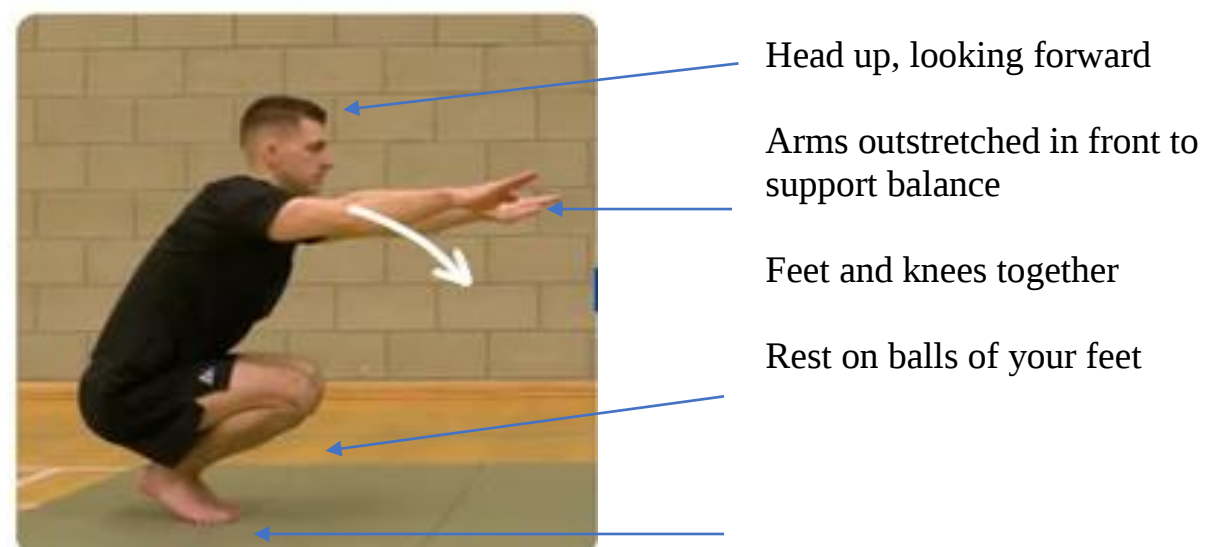
Back Support Shape



Front Support Shape



Additional Shape – crouch position



Understanding the gymnastics fundamental skills

These fundamental gymnastics skills form the very **foundation of gymnastics** as a sport. Not only do these skills provide the core building blocks for gymnastics, but they also significantly enhance children's fundamental movement skills, improving strength, coordination, flexibility, and confidence.

Gymnastics should focus on helping children learn the key vocabulary associated with these skills, understanding their importance, and mastering the basics step by step. By building this foundation, children develop a strong base to progress further in gymnastics while also benefiting from skills that transfer across other sports and physical activities.

There are 6 fundamental skills in gymnastics: forward roll, backward roll, cartwheel, handstand, vault preparation, landing position.

1) Forward roll

Watch video tutorial - highlighting key points such as placing hands flat on the floor, keeping the chin tucked to the chest throughout the roll, and using arms to push forward and stand up at the end.

Preparation stages to help children build up to performing a forward roll with confidence

- Hoop in the centre of the mat – start in a crouch position, tuck your chin into your chest and place a beanbag on the back of your neck, place hands flat in the hoop, bend your arms as you move down and straighten your legs and drop the beanbag from your neck into the hoop
- Sit in a tuck position on a mat and rock back and forth – to develop an understanding of the roll movement and momentum
- Repeat the above movement on a bench
- Repeat the above movement on a bench but on the forward motion, put legs either side of the bench and stand up into the straight position
- Repeat the rock back and forth into a standing straight position without the bench and just on a mat

Key points for a forward roll:

- Make sure your hands are flat
- Put chin on chest throughout the roll
- Bring arms forward to stand up at the end



Teaching Sequence

- Adopt a straight shape
- Lower to a crouch position with your arms stretched out in front
- As you bring your arms to the floor, make sure your hands are flat as this helps to keep a strong support position
- Going into the roll, you will bend your arms as you move down and straighten your legs so they can push you forward into the roll
- Keep your chin tucked into your chest – throughout the whole skill
- As you progress through the roll, make sure you push your arms forward as this will help you to roll into a standing position at the end
- Adopting the straight shape as the final position to complete the skill

Progressions for those who have secured a correct forward roll

- Roll into straddle shape and then stand
- Roll into a pike shape and then stand

2) Backward roll

Watch video tutorial - highlighting key points and essential technique, including bending the arms with thumbs by the ears, placing hands flat on the floor, and rolling feet over the head to complete the movement.

Preparation stages to help children build up to performing a backward roll with confidence

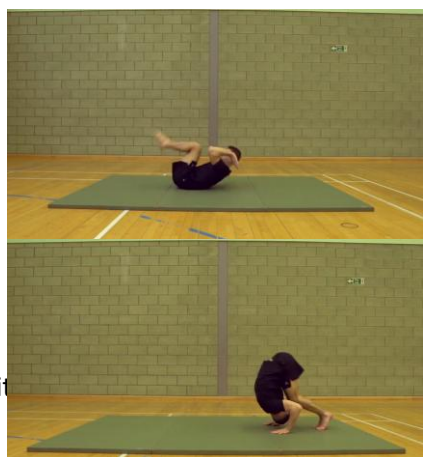
- Sit in a tuck position on a mat and rock back and forth – to develop an understanding of the roll movement and momentum
- Sit in a tuck position on a mat and rock back and take your legs (in a tuck position) over your head and place your hands flat on the floor by your ears, then rock forward back into a tuck position
- Repeat the above movement but take it further to extend legs over your head and touch your toes to the mat before rocking forward back into the tuck position
- Start from a straight shape position, lower to a crouch and into a tuck position and repeat the above movement where your toes touch the mat over your head
- Repeat the above but end the movement by rocking forward into a tuck and then stand up into a straight position

Key points for a backward roll:

- Bend arms and put thumbs by ears
- Hands flat on floor during the roll
- Feet over head

Teaching Sequence

- Adopt a straight shape
- Lower to a crouch position
- Bend your arms and put your thumbs by your ears with your hands flat on the floor. Your hands will be in the correct position
- Going into the roll backwards, fall back and bring your legs and bottom up and over your head
- As your legs go over, place your hands flat on the floor
- At the same time as your feet touch the floor, push up on your hands and into a squat position
- Then stand up and complete the backward roll
- Adopting the straight shape as the final position to complete the skill



Progressions for those who have secured a correct backward roll

- Backwards roll into straddle shape and then stand
- Backwards roll into a pike shape and then stand
- Backwards roll into a front support shape

3) Cartwheel

Watch video tutorial - highlighting key points and essential technique, including stepping into the movement with the same arm and leg, keeping wide legs throughout, and maintaining straight arms for balance and stability.

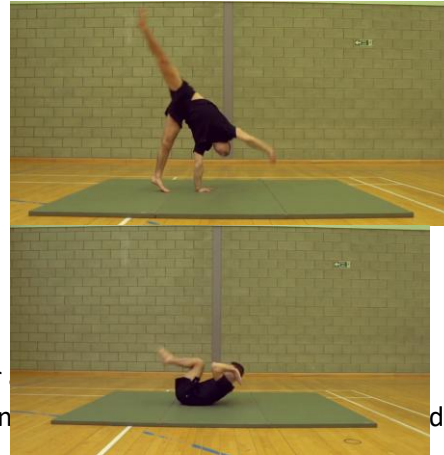
Preparation stages to help children build up to performing a cartwheel with confidence

- If you are starting the cartwheel with your left hand, stand with the bench to your left side.
- If you are starting the cartwheel with your right hand, stand with the bench to your right side.
- Adopt the star position

- Reach down with your chosen hand to place it on the bench while keeping the star position by lifting the opposite leg so it is horizontal before placing the leg back down and lifting the hand up back into a standing star position
- Place a hoop in the centre of the mat in front of you, place your hands flat in the hoop in front of you aiming to support your weight as you bunny hop with 2 feet together from side to side
- Repeat the above movement but with a bench instead of a hoop. Start on one side of the bench, place hands onto the bench aiming to support your weight as you bunny hop with 2 feet together from side to side up and over the bench
- Repeat the above movement but with legs in a star position – wide and straight throughout
- Repeat the above movement using a hoop, placing hands in the hoop and moving side to side but with legs in a star position – wide and straight throughout

Key points for a cartwheel:

- Use the same arms and leg to start the cartwheel
- Wide legs throughout
- Keep arms straight



Teaching Sequence

- Adopt a straight shape – sideways on
- Move into a star shape with your legs apart and your arms straight
- As you move into the cartwheel, if you are starting on the right side, place your right hand down on the floor first with your right leg on the floor
- As you move into the cartwheel, if you are starting on the left side, place your left hand down on the floor first with your left leg on the floor
- Push off with the remaining leg so that both legs go over your head remaining in the star shape position – wide and straight throughout
- Keep your arms straight as you pass through the cartwheel – this will help maintain a strong support position and help you complete the second half of the cartwheel
- Finish the movement and end back standing in a star position

Progressions for those who have secured a correct cartwheel

- Cartwheel into 2 feet together side position
- Cartwheel into 2 feet together side position and then jump into a straight shape and land on 2 feet

4) Handstand

Watch video tutorial - highlighting key points with a focus on key points, including keeping arms straight throughout the skill, maintaining control and going slowly, looking at the hands for balance, and engaging the core for stability.

Preparation stages to help children build up to performing a handstand with confidence

- Adopt a crouch position and place hands down flat on the floor. Bunny hop pushing up using both legs and feet so that your weight is supported on your hands and arms
- Adopt a crouch position and place hands down flat on the floor. Raise legs up into a straight position
- Repeat the above by adopting a crouch position with hands placed down flat on the floor but with feet on a bench. Raise legs up into a straight position on the bench, supporting your weight on your hands and arms

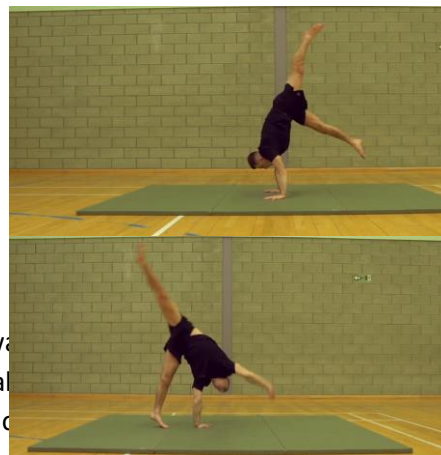
- Repeat the above but progress by lifting one leg up above your head as far as possible whilst the other one remains on the bench
- Start in a one leg kneeling position, place hands on the floor and try to get both legs into a straight position above your head and then bring them back down.

Key points for a handstand:

- Keep arms straight
- Look at hands
- Strong core

Teaching Sequence

- Adopt a straight shape and then move one foot forward
- As you start to lunge into the handstand position, make sure your arms are straight and they stay straight throughout the position
- Raise legs into the handstand position in a slow controlled way (fast or fling movements will lead to instability and over balancing)
- One leg at a time with the aim that as one leg is straight in the handstand position, the remaining leg is at right angles, then moving to being straight above to match the first one
- Keep looking straight down at your hands – head/eye position straight down
- Try not to tuck your head in or stick your head out
- Keep eyes looking straight down to help keep balance
- Keep a strong core whilst holding the handstand
- Try to maintain a straight line from your hands to the tip of your toes
- Move one leg down towards the floor, when that leg is at right angles, start to move the other down too.
- Both legs will go back to the floor, feet together
- Then adopt the straight shape to finish in the standing position



5) Vault Preparation

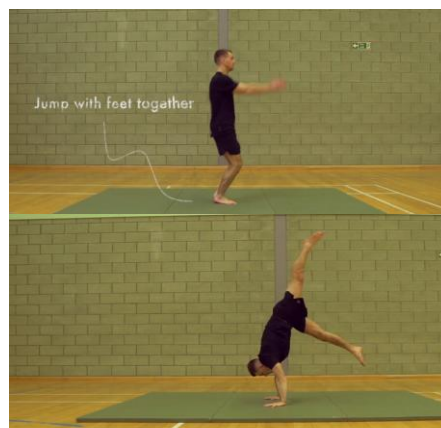
Watch video tutorial - highlighting key points for a strong vault approach, including taking off from one foot, transitioning to a two-footed jump, and swinging the arms up to generate momentum for the jump.

Preparation stages to help children build up to performing a vault preparation with confidence

- Place a hoop on the floor, start on one foot in a straight shape and jump into the hoop and as you lift off from the floor, prepare to land on two feet with your feet together and your arms stretched out straight in front of you
- Repeat the above movement but with a short run up
- Repeat the movement above but when you land with 2 feet in the hoop, make another jump from two feet to the space in front of the hoop (replicating the springboard action)

Key points for a vault preparation:

- Take off from one foot
- Then jump with feet together
- Swing arms up into the jump



Teaching Sequence

- Take off from one foot
- As you lift off from the floor, prepare to land on two feet with your feet together
- Swing your arms up into the jump to help build height and control whilst in the air

Progressions for those who have secured a correct vault preparation

- Vault preparation into a tuck jump
- Vault preparation into a straddle jump
- Vault preparation into a jump onto a bench

6) Landing Position

Watch video tutorial - highlighting key points with a focus on key elements of a strong landing, including bending the knees with knees facing forward, keeping feet slightly apart for stability, and positioning the arms forward for balance.

Preparation stages to help children build up to performing a landing position with confidence

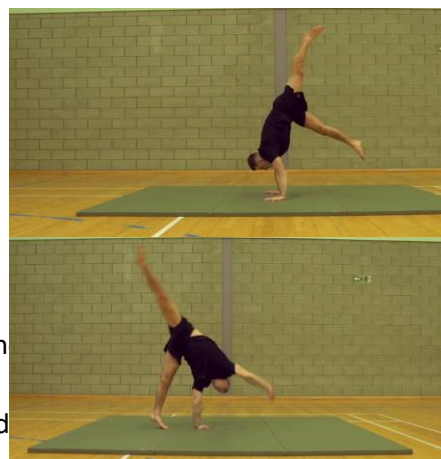
- Stand in a straight shape and bend your knees and move your arms in front of you on the spot as if you were landing. Then straighten up into a straight shape in a standing position
- Jump and land on the spot using the correct landing position

Key points for a landing position:

- Bend knees
- Feet slightly apart
- Arms forwards

Teaching Sequence

- Adopt a straight shape
- As you prepare to land from any kind of jump (from height or low) with your knees facing forwards at all times
- Landing on bent knees softens the impact as you land into a correct landing position
- Make sure the feet are slightly apart with our arms forward to support a strong landing position
- Then adopt a straight shape in a standing position to complete the skill



Progressions for those who have secured a correct landing position

- Standing tuck jump into a correct landing position
- Standing star jump into a correct landing position
- Standing twist jump into a correct landing position
- Standing jump on a bench into a correct landing position
- Standing jump from a bench onto the floor and into a correct landing position
- Standing tuck jump from a bench onto the floor and into a correct landing position
- Standing tuck jump with a twist from a bench onto the floor and into a correct landing position