# Balance, jumping, ball skills and feelings words

Health and physical education, grade K - by Claude Opus 5.5 - status: written (unreviewed)

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# Kindergarten Health and PE: Balance, Jumping, Ball Skills and Feelings Words (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical and wellbeing notes against your school's rules.

Kindergarten year plan · Term 1 unit: Moving safely, stop and go, and clean hands

## Big idea

Our bodies get steadier with practice: we can balance, jump and land, and send and catch a big ball. Our feelings change too, and having words for them helps us tell other people and ask for help.

This is the second health and PE unit of the kindergarten year (term 2). It builds on term 1 (own space, the stop signal, soft landings). Term 3 goes on to simple team games, food and sleep, and road safety.

## Outcomes

By the end of the unit a student can:

1. Hold a still balance for a count of five on a wide base (two feet, or two hands and two knees), and try a one-foot balance, holding on if needed.
2. Walk along a straight floor line, mostly keeping their feet on it.
3. Jump forward from two feet and land on two feet with bent knees, then freeze ("bend and freeze").
4. Roll a large ball to a partner, and send it with a two-handed underarm throw; catch or trap a large, soft ball thrown gently from close by.
5. Name at least four feelings (happy, sad, cross or angry, scared, and calm) and say one thing that can help when a feeling is big.

## Prior knowledge

- Term 1: "my bubble" space, the stop signal (sound plus something to see), two-foot jumps with soft landings, first hops.
- Balance, throwing and catching vary a great deal at five. Some children catch a big ball easily; many trap it against their chest; some do not catch yet. Praise watching the ball and having ready hands, not just catches.
- Children already have and show feelings; many know "happy" and "sad". The aim is more words and the idea that you can tell someone.

## Lessons

PE lessons are about 25 minutes; the feelings lesson is about 20 minutes and happens in the classroom. Leave a day or two between lessons. The term 1 stop signal is used in every PE lesson.

| Lesson | Title | Main activity |
|---|---|---|
| 1 | Statues and wobbles | Still balances on wide and narrow bases |
| 2 | Walk the line, bend and freeze | Line walking; jumping and landing on two feet |
| 3 | Roll it, throw it, catch it | Rolling, two-handed underarm throws, catching a big ball |
| 4 | How do I feel? | Feelings words, how feelings can show, what helps |
| 5 | Balance and ball show | Stations circuit and end-of-unit check |

## Materials (whole class unless noted)

- A hall, playground or cleared space, as in term 1; cones or floor spots for the edge; the stop signal (drum or tambourine plus a raised hand or red card).
- Floor lines: flat tape, or rope taped down so it cannot roll or slide, about 3 metres long, one for every 4-5 children. Floor lines only; no raised beams in this unit.
- Hoops or floor spots (one per child).
- Large, soft balls (about the size of a football or a little bigger; foam or soft playground balls), one per pair. A few softer or bigger balls, or balloons or beanbags, for children who find a ball hard to catch.
- Lesson 4: four or five large picture cards of made-up children showing feelings (drawn, not photos of real pupils), and a "feelings corner" or calm spot if your class has one.

## ⚠ Safety and access

- **Space and floor:** check for hazards; no running in socks on a slippery floor. Pairs throwing stand well apart from other pairs, all throwing the same way.
- **Medical:** follow each child's plan (asthma, joint, heart, epilepsy, balance or vision conditions). Water available.
- **Balls:** soft balls only; gentle throws from close by; nobody throws at faces. A child may always choose to roll instead of throw, or trap instead of catch.
- **Movement in each child's own way:** children who use a wheelchair, walker or crutches balance, "line walk" and jump in their own way (holding a still seated position while reaching; wheeling along the line; a push-up lift or arm swing for a jump). Any child may hold a wall, rail or partner's hand for one-foot balances. Children with low vision may use a rope they can feel with their feet, a brightly coloured line, or a bell ball or a ball that is rolled rather than thrown.
- **Feelings:** children are never asked to share their own feelings or family events. The lesson uses made-up characters, and any child can say "pass". If a child tells you something worrying, follow your school's safeguarding procedure.
- **Touch:** support by touch (steadying a child) only with the child's agreement.

## Assessment

- Lessons 1-3: the teacher watches for still balances, line walking, bend-and-freeze landings, ready hands and watching the ball, and notes them on a class list.
- Lesson 4: listen for feelings words during the card and story talk. No child has to talk about themselves.
- Lesson 5: a 5-part movement and talk check, about 3 minutes per child, with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks. Record "yes", "with help" or "not yet".

## Sources

- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Object control skills include throwing, catching and kicking.
- At about five, balance and running improve.
- Children with visual impairments often achieve still (static) balance later, and use objects such as furniture for balance for longer.
- Wikipedia, "Balance (ability)" (read 6 November 2026): https://en.wikipedia.org/wiki/Balance_(ability)
- Balance means keeping the body's centre of mass over the base of support. Some sway is normal even when standing still.
- Balance uses the inner ear, the feel of the body and the floor, and sight.
- Wikipedia, "Emotional literacy" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotional_literacy
- Claude Steiner's parts of emotional literacy begin with knowing your feelings and having a sense of empathy.
- Wikipedia, "Emotion classification" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotion_classification
- Ekman's 1992 study proposed six basic emotions (anger, disgust, fear, happiness, sadness, surprise); whether there are basic emotions, and how reliably faces show them, is debated.
- No health or PE standard was read for this unit.

## Known gaps

- No official standard was read. The choice and order of skills is mine, based on the kindergarten year plan.
- The feelings words are a small starting set, not a list of "the" basic emotions. Faces do not always show how someone feels, so the lesson teaches asking as well as looking. Feelings words and how feelings are shown differ between languages and cultures.
- One lesson on feelings is a start, not a wellbeing programme. Schools often have their own approach (a feelings check-in, a calm corner); use yours.
- Kicking is not included; many schools add it here or in term 3.
- Peer check: GPT-6.1 Terra did a bounded text check at fc872d5 (not an educator, safety or accessibility review); the four issues it raised were fixed in 688eddf. See PEERCHECKS.md.

CC0 1.0. Games in this unit were written for it and are also CC0.

# Lesson 1: Statues and wobbles

**Goal:** Children hold still balances on a wide base for a count of five, and try narrower balances, including one foot (holding on is fine).

**Length:** about 25 minutes.

## Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child.
- A wall, rail or bench to hold for one-foot balances.

## Steps

### ✎ Opening (3 min)

Standing in bubbles. "Stand very still. Are you completely still?" Let children notice tiny wobbles. "Everybody wobbles a little, even grown-ups. Today we find ways to be steadier."

### Warm-up (4 min)

Traffic lights from term 1 (jog, walk, freeze on the stop signal), then march on the spot and stretch up tall and curl small.

### ✎ Main activity: statues (12 min)

1. Wide statues (4 min): move around; on the stop signal, freeze as a statue with feet wide apart. Count to five together. Then try feet together. "Which was easier to keep still?" (Usually feet apart.)
2. Four-point and three-point statues (4 min): hands and knees on the floor (four points), then lift one hand (three points). Count to five. "Now you have fewer points on the floor. Is it wobblier?"
3. One-foot statues (4 min): next to a wall, rail or partner, lift one foot a little and count. Let go only if they want to. Try the other foot.

### ✓ Discussion questions (4 min)

- When was it easiest to keep still? With feet wide, or lots of points on the floor. (Accept what they noticed; some children find another position easier.)
- What helps you balance on one foot? Holding on, arms out, looking at one spot, going slowly. (Any reasonable idea.)
- Is wobbling bad? No. Everyone wobbles a little; practice makes it smaller.

### ✓ Closing check (2 min)

"Show me your steadiest statue and hold it while I count to five." Then: "Show me a wobblier one." Look for a wide base for the steady one and a narrower base (fewer points or one foot) for the wobbly one.

## Vocabulary

balance, still, wobble, steady, statue

## Differentiation

- **Support:** stay with wide statues; count to three; hold a partner's hands.
- **Stretch:** one-foot statue with arms out, then with eyes on a spot on the wall; a "make a bridge" statue on two hands and two feet.
- **Different ways to move:** a seated statue (sit tall, then lift one hand or reach out to one side and hold); wheel and freeze.

## ⚠ Safety

- Keep statues low and on the floor; no balancing on equipment in this lesson.
- Children with balance or vision conditions may hold on throughout. Do not ask children to close their eyes when balancing.

## Teacher notes

- "Wide base is steadier" is what most children will feel, and it matches the idea of keeping the body over what it stands on. Do not insist; if a child says a narrow position felt easier, accept it.

# Lesson 2: Walk the line, bend and freeze

**Goal:** Children walk along a straight floor line, and jump forward from two feet, landing on two feet with bent knees and freezing ("bend and freeze").

**Length:** about 25 minutes.

## Materials

- The cleared space, edge cones and stop signal.
- Floor lines (flat tape, or rope taped down along its whole length so it cannot roll or slide; about 3 metres long), one for every 4-5 children.
- One hoop or floor spot per child.

## Steps

### ✎ Opening (3 min)

Show a floor line. "This is a tightrope, but it's on the floor, so it is low and safe to step off. Can you walk all the way along it?"

### Warm-up (4 min)

Traffic lights (jog, walk, freeze), then wide statues from lesson 1 on the stop signal.

### ✎ Main activity: lines and landings (12 min)

1. Line walking (5 min): in small groups at each line, walk slowly along it, one child at a time. Arms out like wings. Try heel to toe if they want. Then sideways steps along the line.
2. Bend and freeze (7 min): standing behind a floor spot, jump forward with two feet onto or past it. Land on two feet, knees bend, freeze. "Bend and freeze!" Then jump over a floor line, side to side, three times, freezing after each.

### ✓ Discussion questions (4 min)

- What helped you stay on the line? Going slowly, arms out, looking ahead. (Any reasonable idea.)
- Why do we bend our knees when we land? It makes landing soft and quiet and helps us stop. (Accept "so it doesn't hurt" or "so we don't fall".)
- What does "freeze" mean after a jump? Stay still on two feet before you move again.

### ✓ Closing check (2 min)

Each child does one jump to a spot and freezes. "Show me bend and freeze." Look for two feet, bent knees and a still finish.

## Vocabulary

line, slowly, land, bend, freeze

## Differentiation

- **Support:** a wider line (two lines side by side, each taped flat like the others; walk between them); hold an adult's hand; small jumps.
- **Stretch:** walk the line forwards then backwards slowly; jump and land in a hoop; three jumps in a row with a freeze after each.
- **Different ways to move:** wheel along the line; "jump" with a push-up lift or a big arm swing; children with low vision use a rope they can feel with their feet.

## ⚠ Safety

- Lines are secured flat on the floor: tape, or rope taped down so it cannot roll under a foot. Loose rope can trip children.
- Children can still wobble and fall over even on a floor line. Check the floor is dry, clear and non-slip, and keep lines away from walls, furniture and sharp edges.
- Leave space between groups so children do not jump into each other.
- One child on each line at a time; others wait behind.

## Teacher notes

- Many five-year-olds step off the line now and then. "Mostly on the line" is the aim.

# Lesson 3: Roll it, throw it, catch it

**Goal:** Children roll a large ball to a partner, send it with a two-handed underarm throw, and catch or trap a large, soft ball thrown gently from close by.

**Length:** about 25 minutes.

## Materials

- The cleared space, edge cones and stop signal.
- One large, soft ball per pair; a few softer or bigger balls, balloons or beanbags for children who want them.

## Steps

### ✎ Opening (3 min)

Hold up a ball. "When a ball is coming, what do you think your eyes should do?" (Watch it.) "And your hands?" (Get ready.) Show "ready hands": hands out in front, fingers spread, like a big bowl.

### Warm-up (4 min)

Traffic lights, then "bend and freeze" jumps from lesson 2 on the stop signal.

### ✎ Main activity: send and catch (12 min)

Pairs sit or stand about 2 big steps apart, all pairs facing the same way, with space between pairs. On the stop signal, everyone holds their ball still.

1. Roll (3 min): sitting with legs apart, roll the ball to your partner. They stop it with both hands. "Watch it all the way."
2. Two-handed underarm throw (4 min): standing, hold the ball low in two hands, swing it forward and let go so it goes up a little and over to your partner. Gentle. Count three good throws.
3. Catch or trap (5 min): partner makes ready hands. Throw gently. Catch with hands, or hug the ball in to your chest ("trap it"). Both count. If it is too hard, go back to rolling or use a softer ball, balloon or beanbag.

### ✓ Discussion questions (4 min)

- What helped you catch? Watching the ball, ready hands, a gentle throw, standing close. (Any reasonable idea.)
- If you miss, what can you do? Fetch it, try again, stand a bit closer, ask for a gentler throw.

- What makes a throw easy for your partner to catch? Gentle, to their tummy, not to their face, and when they are ready.

### ✓ Closing check (2 min)

Each pair shows one gentle throw and one catch or trap to the adult, who walks round and watches a few pairs. Look for watching the ball and hands ready; a trap counts. A catch from an adult throw for every child needs more time: do it later in small groups (or keep it for the lesson 5 check).

## Vocabulary

roll, throw, catch, ready hands, gentle

## Differentiation

- **Support:** keep rolling; a bigger, softer ball or a balloon (slower); sit closer.
- **Stretch:** take one step back after three good catches; clap once before catching; bounce the ball once to your partner.
- **Different ways to move:** throw and catch seated; roll down a ramp or along a table; a bell ball or bright ball, rolled, for children with low vision.

## ⚠ Safety

- Soft balls only; throws go to the tummy, never at faces. Pairs keep apart and face the same way so balls do not cross.
- On the stop signal, balls are held still.

## Teacher notes

- Trapping against the chest is a normal stage before catching with hands. Praise watching and ready hands first.

# Lesson 4: How do I feel?

**Goal:** Children name feelings (happy, sad, cross or angry, scared, calm), notice that feelings can show in faces and bodies but not always, and say one thing that can help when a feeling is big.

**Length:** about 20 minutes, in the classroom.

## Materials

- Four or five large picture cards of made-up children, each showing one feeling: happy, sad, cross, scared, calm. Drawn pictures, not photos of real pupils.
- A short made-up story (below).
- Your class calm spot, if you have one.

## Steps

### ✎ Opening (3 min)

"Feelings are what we feel inside. Everybody has them, grown-ups too. Today we learn some words for feelings." Show the happy card. "How do you think this child feels?" (Happy.)

### ✎ Main activity: feelings words (11 min)

1. Feelings cards (5 min): show each card. Children say the word and, if they want, make the face or body shape. Add the word to a class feelings display. Words: happy, sad, cross (or angry), scared, calm.
2. Story (4 min): tell it slowly and pause at each question.

> Sami was building a tall tower of blocks. (How might Sami feel? Maybe happy or proud; accept other ideas if the child can say why.) A ball rolled into it and the tower fell down. (How might Sami feel now? Maybe sad or cross; both are fine.) Then a dog barked very loudly outside. (Now? Maybe scared, or surprised.) Sami's friend helped build the tower again, and they sat together and took slow breaths. (Now? Maybe happy or calm.)

Accept any feeling a child can explain: we can only guess how someone else feels, so "might" is the right word. 3. What helps (2 min): "When a feeling is very big, what can help?" Tell a grown-up or a friend; take slow breaths; have a hug if you want one; go to the calm spot; have a drink of water. Try three slow breaths together.

### ✓ Discussion questions (4 min)

- Can you always tell how someone feels by looking at their face? Not always. Some people look calm when they are worried, or don't show feelings in their face. You can ask: "Are you OK?"
- Is it OK to feel cross? Yes, all feelings are OK. Hurting people or things is not OK, even when we are cross.

- Can you feel two things at once? Yes, sometimes, like excited and a bit scared on the first day somewhere new.

### ✓ Closing check (2 min)

Point to two cards in turn: "What's this feeling?" Then: "Tell me one thing that can help when a feeling is big." Any child may answer by pointing to a card or showing a breath.

## Vocabulary

feeling, happy, sad, cross, angry, scared, calm

## Differentiation

- **Support:** fewer cards (happy, sad, scared); point instead of saying the word; use the class's home-language words alongside.
- **Stretch:** add "excited", "worried" and "surprised"; "What might make Sami feel that way?"
- **Communication:** children can sign, point to a card or use a device. Autistic children and others may show or read feelings differently; never require eye contact or making faces.

## ⚠ Safety

- Children are not asked about their own feelings or what happens at home. The story and cards are made up. Any child can say "pass".
- If a child tells you something worrying, follow your school's safeguarding procedure.

## Teacher notes

- The five words are a starting set, not "the" basic emotions; researchers disagree about whether there are basic emotions and how reliably faces show them (see Sources). The aim is having some words and knowing you can ask and tell.
- Feelings words and how feelings are shown differ between languages and cultures. Welcome words from children's home languages.

# Lesson 5: Balance and ball show

**Goal:** Children use the unit's skills at stations, and the teacher checks each child's balance, landing, catching and feelings words.

**Length:** about 25 minutes, plus extra time in the week for one-to-one checks (about 3 minutes per child).

## Materials

- The cleared space, edge cones and stop signal.
- Four stations: floor lines; floor spots for jumping; soft balls (one per pair); a statue spot next to a wall or rail.
- The feelings cards from lesson 4.
- A class list for recording "yes", "with help" or "not yet".

## Steps

### ✎ Opening (3 min)

"Today we show what our bodies have learned to do. There are four stations. When you hear and see the stop signal, freeze, then move to the next one."

### Warm-up (4 min)

Traffic lights, then wide statues on the stop signal.

### ✎ Main activity: four stations (14 min)

Small groups, about 3 minutes per station, then the stop signal and move on (about 2 minutes in total for changing over).

1. **Statues:** wide statue, then one-foot statue (holding on is fine), count to five.
2. **Line walk:** walk the floor line, then sideways steps.
3. **Bend and freeze:** jump to a spot, land on two feet, freeze.
4. **Catch:** roll, then throw and catch or trap with a partner.

The teacher or another adult stays at one station and starts the checks below.

### Closing (4 min)

Back in bubbles. Three slow breaths together. "Which station was your favourite? Which was trickiest?" (Any answer.)

## ✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child. Any child may show in their own way (seated, holding on, wheeling, pointing to a card, signing or using a device).

| Part | Ask or watch | Looking for |
|---|---|---|
| 1 | "Show me your steadiest statue while I count to five." | A still hold on a wide base (two feet, or hands and knees). |
| 2 | "Now try standing on one foot. Holding on is fine." | Tries; lifts a foot briefly (a few seconds is good at this age). |
| 3 | "Jump to that spot and show me bend and freeze." | Two-foot take-off, two-foot landing, bent knees, still finish. |
| 4 | Adult throws a large, soft ball gently from about two steps. | Watches the ball, ready hands; catches or traps it. |
| 5 | Point to two feelings cards: "What's this feeling?" Then: "What can help when a feeling is very big?" | Names two feelings (e.g. sad, scared); one helpful idea (tell a grown-up, slow breaths, calm spot, a hug if wanted). |

Record "yes", "with help" or "not yet" for each part. Part 2 is a "tried it" part: lifting a foot while holding on counts as "yes". Part 5 is about the cards, never about the child's own feelings. The "Looking for" column describes the usual way; a child who shows the skill in their own way (a seated or supported hold, wheeling to the spot, trapping the ball with arms or body, tracking it by sound, pointing or signing) is recorded "yes", with a note of how. "With help" means an adult helped with the skill itself, not that the child used an accessible way of doing it.

## Vocabulary

Review: balance, steady, line, land, bend, freeze, catch, ready hands, feelings words.

## Differentiation

- **Support:** stations with fewer steps (wide statue only; rolling only).
- **Stretch:** one-foot statue without holding on; catch after one step back.
- **Different ways to move:** as in lessons 1-3.

## ⚠ Safety

- Same space, ball and touch rules as lessons 1-3. Pairs at the catch station keep apart and face the same way.

## Teacher notes

- Use the check to plan term 3, where team games need stopping, sending and catching. Children marked "not yet" for catching can keep using a bigger, softer ball.