

Key Step Inclusion Floor Routine

Children and Young people are working towards the Key Step level 1 routines. The sequence of skills is below, with possible alternatives for each skill. Ideally, the performer will be aiming at the highest within their ability for each skill section of the routine, also aiming at the routine flowing without stops. However, it is accepted that the routine may be disjointed to allow alternative skills to be performed.

Stand	Crouch	$\frac{3}{4}$ roll	Teddy Bear roll	Back Support	Rock & roll	Half turn to feet	Balance on one leg	Straight jump
Walk to starting position on the mat and stand still with feet together and arms by the side. From standing position, lift arms above the head to show straight position with good posture.	From standing position, bend knees and lower to crouch position.	From crouch, place hands on the floor and perform a controlled $\frac{3}{4}$ forward roll to finish in piked sitting position (long sit.)	Widen legs and arms into a Straddle sit Teddy Roll to face opposite direction	Bring legs back together into piked sit. Place hands on floor just behind the bottom. Lift into a Back support position (body in straight line from shoulders to toes) (Hold for count of 3) Lower back into long sit	Bring knees to a tucked position (hands free) Rock forwards and backwards twice, exiting the second roll forwards without the hands touching the floor and feet remaining together	Step one foot back, rise onto toes and pivot turn to face opposite direction	Arms to side horizontal and perform a one-foot balance – base leg straight, free leg optional. Hold for 3 secs	Stand with feet together, swing arms backwards and bend knees. Swing arms forwards and upwards and at the same time straighten legs dynamically to push upwards into stretch jump, land safely and securely.
Alternatives and Adaptations								
From standing position lift arms towards the overhead position until there is a loss of correct posture; then return arms to lowered position where correct posture can once again be achieved.	With assistance using a hoop or stick to help to control lowering to crouch.	Consider a different roll: Log roll, using hands to action the roll. Egg roll, half of the difficulty is keeping the tucked shape.	Show each phase as separate elements: Straddle sit Lie in straddle on one side Lie in straddle on the back, Lie in straddle on the other side Sit back in straddle. Progression is shown through improved shape and less bent legs and arms.	Sitting on the floor in tucked shape and with hand support. Lift hips off the floor. Progress to reduce the amount of tucked shape towards straight.	The rock back and forward twice, and stand can be performed with use of the hands to hold the tuck shape and/or to help the gymnast to achieve the standing position.	Half a turn using the wall bars for support. Starting position with the side of the body to the wall bars, one hand for support, gymnast turns towards the wall bars using both hands in the middle of the turn, then completing the half turn to finish facing the opposite way, side to the wall and one hand for support.	Balance on one foot less than 3 seconds, showing correct position	From a stable standing position, swing arms backwards and bend knees. Swing arms forwards and upwards and at the same time straighten legs to push upwards into stretched position, immediately return to a bent leg position with arms lowered to a position in front of the body for stability.

Walk to the starting position, but stand with wider position of feet for stability. Over time reduce width between feet towards feet together.	Lowering with control to sit on a raised surface like a box top or foam wedge. Height of wedge can be reduced to follow progression.	From the crouch position, rock backwards on a foam wedge and then rock forward to a piked sitting position. Progressions would be to rock back without holding legs or reduce steepness of the slope.	In straddle sit, leaning one side, take the weight on one hand attempt to lift the alternate leg off the floor. Rock to opposite side transferring the weight to the opposite hand and lifting the opposite leg.	From lying on the back on a slope, with head at the higher end, hips at the bottom of the slope. Using hands for support and assistance, lift hips to get body as straight as possible. (Shoulders remain on the slope.)	Perform the rock and stand using a slope to assist the gymnast with the rock forwards and stand. Again hands can be used to hold the tuck position.	Perform the turn with the assistance of two stable supporting surfaces, for example two vaulting blocks/boxes.	Balance on one foot with the other foot lifted off the floor with assistance from wall bars, walking frame or other stable support. Work towards letting go of the support and then building up the unsupported time to 2 seconds.	From a sitting position with arms lowered. Swing arms forwards and upwards and at the same time straighten legs to push upwards into standing stretched position, immediately return to a sitting position with arms lowered in front of the body for stability.
Walk towards the start position with two people supporting (teacher/coach/buddy.) Continuation of support throughout stretch arms overhead with good posture. This can be with a stick or hoop.	Lowering with control to place hands and /or knees on a foam wedge placed in front.	Lying forwards on the front of the body on a foam cylinder or Swiss ball and teacher assistance, rock forwards pushing off the feet until the hands meet the floor. Push back off the hands to roll back to starting position.	Lying on the back in straddle position, rock from side to side without losing the straddle shape.	Lying on the back with legs pointing upwards on a slope, lift the hips off the floor towards straight shape. (Shoulders remain in contact with the floor.)	Perform the double rock with or without the slope, but with a reach forwards to grasp the teacher's hands or a hoop for assistance with the rise to stand.	Chris – can this be done in sitting position at all?	Use a raised surface (e.g. a bench) to rest the raised foot upon for support. Work towards reducing time raised foot is in support, or reduce the height of the support.	An attempt at a jump with or without arm swing. Also feet need not be coordinated to leave the floor and/or land together. (What do you think Chris.)
Walk to the start position using a walking frame (or other walking aid), using light contact on the frame. Using wall bars for support stand still with good posture (either facing or side on). Use tape,	From standing in front of a raised surface or foam wedge, with another raised surface in front for hand support. Using hands to increase support and control for the lower to crouch or raised surface.			It may help a gymnast to have their lower legs raised on a bench. Progression can be shown by improving the straightness of the body or by putting less of the weight (i.e. legs) on the	Instead of using a slope, use a Swiss ball or foam cylinder. With the teacher's assistance perform two rocks to finish in a standing position.		Lean or rest hips against a raised surface, lift one leg off the floor and hold the balance. Increase difficulty by using a higher surface, working towards leaning against the wall or wall	

<p>ribbon or visual mark on the wall bars to record progress. Work towards light contact with the wall bars. (Are they reaching towards arms overhead?)</p>	<p>Increase amount of time without hand assistance.</p>			<p>bench.</p>			<p>bars. These can be performed with or without hand support.</p>	
<p>Step up onto box or bench. Does the gymnast always lead with the same leg? (Have I got this right - Not sure this is necessary, or fits in with working towards the KS1 routine.)</p>	<p>Crouch as low as possible increasing the lower over time, record progress.</p>			<p>From sitting on a raised surface (stool, wheelchair, box top), show back support with body as straight as possible.</p>	<p>To assist with the rise to stand, gymnasts may place one knee on the floor to help by stepping up to stand.</p>		<p>From a stable standing position transfer weight from one foot to the other, either side to side or front to back. Progress by increasing the amount of time balancing in best position.</p>	
<p>From sitting position on a raised surface (stool, wheelchair, box top etc.), raise straight arms overhead showing good posture. Lower arms back to the surface and using the hands press forwards to stand and take the weight on the feet. This can also be done with assistance of wall bars, walking frame or coach/teacher/buddy.</p>	<p>Using assistance from a teacher/coach/buddy or wall bars.</p>			<p>From standing with the back against a wall and feet a little way from the wall, lift hips away from the wall so that support against the wall is by hand support and the shoulder contact with the wall.</p>			<p>In sitting or lying position, lift one leg and hold the balance.</p>	

				Back support can be replaced by front support. See additional sheet.				