


Dereham Church Infant and Nursery School- PE

	<p>Year group: Reception</p>	<p>Area/topic: Personal Fundamental skill- Coordination (footwork) Static Balance (one leg)</p>
	<p>(objectives from NC/ELG/Development matters) Reception: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	

Prior learning	Future learning
<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements. Revise and refine the fundamental movement skills they have already acquired.</p>	<p>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</p>

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p><u>Footwork:</u> I can side-step in both directions. I can gallop, leading with either foot. I can hop on either foot. I can skip.</p> <p>Keep your head up. Bend your knees to help balance. Work off the balls of your feet.</p> <p><u>One leg balance:</u> I can stand still and balance on either leg for 10 seconds</p> <p>Keep your head up and still. Keep your tummy tight. Keep your back straight.</p> <p><u>Exceeding:</u> I can work on simple tasks by myself I can follow instructions and practise safely</p> <p><u>Expected:</u> I enjoy working on simple tasks with help</p>	<p>Do the children show good control? – Is there minimal wobble? Do the children show good balance? – Is their standing foot still. Can the children use smooth movements? - Does their non-standing foot stay off the floor?</p> <p>Can children stay on task as long as they can? Can children concentrate hard on what they are doing? Do children keep trying when things are hard?</p>
Key vocabulary	
<p>back (body), challenging, wobble, muscles, straight</p> <p>fluency, gallop, side-step, control, hop, skip, directions, forwards, backward</p>	

Common misconceptions	Books linking to this area
<p>We only move one direction. People will automatically move out of your way. Balancing has to be up high. Balancing has to be on one leg.</p>	<p>I really want to win by Simon Philip The Koala who could by Rachel Bright</p>
Memorable first hand experiences	Opportunities for communication
	<p>Emphasis on turn taking. Explaining how they achieved the challenge Listening to instructions Discussing Growth Mindset</p>

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Use of pictures/videos/ visual aids Smaller groups or 1:1 support.</p>	<p>Cognition and Learning</p> <p>Marking out clear boundaries for activities. Activities adapted for safety. Using posters and/or modelling to recap previous learning.</p>
<p>Social, Emotional and Mental health</p> <p>Awareness of individual needs, any potential triggers within the curriculum or child's background. Preparing children for activities they may find overwhelming.</p>	<p>Sensory and Physical</p> <p>Offering extra space. Adaptations of balance activities. Opportunities for burning off energy and physical overwhelm.</p>

