


Dereham Church Infant and Nursery School- PE

	<p>Year group: Reception</p>	<p>Area/topic: Personal Fundamental Skills- Dynamic Balance to Agility (Jumping and Landing) Static Balance (Seated)</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>Jumping and landing:</u> I can jump from 2 feet to 2 feet forwards. I can jump from 2 feet to 2 feet backwards. I can jump from 2 feet to 2 feet side to side.</p> <p>Bend knees on take-off and landing. Keep feet a shoulder width apart. Keep head up and land on balls of feet.</p> <p><u>Seated Balance:</u> I can balance with both hands/ feet down. I can balance with 1 hand/ 2 feet down. I can balance with 2 hands/ 1 foot down. I can balance with 1 hand/ 1 foot down. I can balance with 1 hand or 1 foot down. I can balance with no hands or feet down.</p> <p>Keep back straight. Keep head up and still. Keep tummy tight.</p> <p><u>Exceeding:</u> I can work sensibly with others, taking turns and sharing. I can work sensibly with others.</p> <p><u>Expected:</u> I can play with others and take turns and share with help.</p>	<p>Do the children have good take off and height? Can the children show balance and control on landing? Do the children complete with soft landings?</p> <p>Can the children keep their hands/feet up for 10 seconds? Do the children show minimum wobble (control)? Can the children hold their balance without strain?</p>
Key vocabulary	
<p>Width, take-off , balance , jump</p> <p>seated, balance, wobble, position, touching, control</p>	

Common misconceptions	Books linking to this area
Balancing has to be up high. Balancing has to be one leg. Landing dangerously with jumps.	Harry and the Dinosaurs United by Ian Whybrow The frog Olympics by Brian Moses
Memorable first hand experiences	Opportunities for communication
	Emphasis on turn taking. Explaining how they achieved the challenge Listening to instructions Singing

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>

