


Dereham Church Infant and Nursery School- PE

	Year group: Year One	Area/topic: Personal Fundamental skill- Coordination (Footwork) Static Balance (One Leg)
	(objectives from NC/ELG/Development matters) NC: 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.	

Prior learning	Future learning
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.	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

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><u>Footwork:</u> I can combine side-steps with 180° front pivots off either foot. I can combine side-steps with 180° reverse pivots off either foot. I can skip with knee and opposite elbow both at 90° angle. I can hopscotch forwards and backwards, hopping on the same leg (right and left).</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> Maintaining balance and on both legs:</p>	<p>Do the children show balance and control Throughout? Can they show fluent, smooth movements? Can the children perform the movements in both directions/on both sides?</p> <p>Do the children show minimum wobble (control)? Do they keep their standing foot still? Do they keep their non-standing foot off the floor?</p>

<p>I can stand still for 30 seconds. I can complete 5 mini-squats.</p> <p>Keep your head up and still. Keep your tummy tight. Keep your back straight.</p> <p><u>Exceeding:</u> I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p><u>Expected:</u> I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><u>Emerging:</u> I enjoy working on simple tasks with help.</p>	<p>Do the children listen carefully to instructions? Can the children keep their head up and stay within marked areas? Can they think about who they can ask for help?</p>
Key vocabulary	
<p>180°- half turn , combine, opposite, half turn, pivot, elbow, hopscotch, 90° - quarter turn</p> <p>core muscles, non-standing, balance, control, tight, mini-squat, freeze, dominant (non)</p>	
Common misconceptions	Books linking to this area
<p>Not looking in the direction you are travelling in. I can't do it first time so won't be able to do it.</p>	<p>Strong and Tough by Rico Hinson-King</p>
Memorable first hand experiences	Opportunities for communication
	<p>Emphasis on turn taking. Explaining how they achieved the challenge Listening to instructions</p>

DCINS Reasonable adjustments for pupils with SEND

<p style="text-align: center;">Communication and Interaction</p> <p>Use of pictures/videos/ visual aids Smaller groups or 1:1 support.</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Sensory and Physical</p> <p>Offering extra space. Adaptations of balance activities. Opportunities for burning off energy and physical overwhelm.</p>

