


Dereham Church Infant and Nursery School- PE

	Year group: Year One	Area/topic: Personal Real Gym (Shape and Travel)
	(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
<u>Learn tuck, star and straight (dish and arch) shapes:</u> Straight I can keep a straight line from feet to head. I can keep my stomach and bottom squeezed tight. I can keep my legs and feet together. <u>Learn pike and straddle shapes and explore tuck, star and straight shapes using low apparatus.</u> I can use my whole body to create the shape. I can tighten my body to hold the shape. <u>Explore the 5 key gymnastic shapes using large apparatus.</u> Extend body as much as possible. Tighten core muscles to maintain shape.	Can the children make an accurate shape? Can the children use good body tension to maintain shape? Can they form repeatable shapes? Do children keep good posture? Are their movements smooth and fluent? Do the children show an accurate movement pattern?

<p>Grip apparatus with hands.</p> <p><u>Learn travelling movements using different parts of the body.</u> I can maintain good body tension and extension. I can concentrate on the coordination of body parts. I can change speeds to develop fluency.</p> <p><u>Exceeding:</u> I try several times if at first I don't succeed.</p> <p><u>Expected:</u> I can follow instructions, practise safely and work on simple tasks by myself.</p> <p><u>Emerging:</u> I enjoy working on simple tasks with help.</p>		<p>Can the children listen carefully to instructions and safety tips? Can the children ask if their unsure about safety? Do they keep trying when they find things hard?</p>
Key vocabulary		
Tuck, star, straight, dish, arch, apparatus		
Common misconceptions	Books linking to this area	
<p>Not knowing how to ask for help/being too shy Not understanding moving safely/appropriately Thinking faster is better.</p>	<p>Tilda tries again- Tom Percival</p>	
Memorable first hand experiences	Opportunities for communication	
<p>Using the gymnastic apparatus</p>	<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>