


Dereham Church Infant and Nursery School- PE

	Year group: Year One	Area/topic: Social REAL GYM (Flight and rotation)
	(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>Jumps (floor, low apparatus and large apparatus):</u>                      I can decide before jumping which technique/footwork pattern to use.                      I can squeeze body muscles during flight to make clear shape.                      I can land through balls of feet with soft knees to absorb impact.                      I can, when landing on apparatus, focus on landing spot.</p> <p><u>Rotation Skills (floor, low apparatus and large apparatus):</u>                      Patter Turn – I can stand on my toes and take multiple small steps to turn body around vertical axis.                      Spin on Bottom – I can whilst sitting, use hands to start rotation and lift legs and arms.</p> <p>I can use spotting to maintain my balance.                      I can hold my body tight and extended.                      I can choose the type of rotation before starting.</p>	<p>Do the children use accurate footwork patterns, take-off and landing?                      Do the children show a clear shape during flight?                      Can the children land balanced and quiet?</p> <p>Do the children remain balanced throughout?                      Can the children achieve rotation with control?                      Do the children keep the accuracy of shape throughout?</p>

<p><u>Exceeding:</u> I can help, praise and encourage others.</p> <p><u>Expected:</u> I can work sensibly with others, taking turns and sharing.</p> <p><u>Emerging:</u> I can play with others and take turns and share with help.</p>	<p>Can the children take turns? Do the children share space and equipment? Do the children use positive words to praise?</p>
Key vocabulary	
Jump, rotate, patten turn, spin, praise, encourage	
<b>Common misconceptions</b>	<b>Books linking to this area</b>
<p>Unable to land safely Not being aware of surroundings when using large apparatus.</p>	<p>Milo's Monster by Tom Percival</p>
<b>Memorable first hand experiences</b>	<b>Opportunities for communication</b>
<p>Using the gymnastic apparatus. Pass the ball (whole school challenge)</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>