


Dereham Church Infant and Nursery School- PE

	<p>Year group: Year 2</p>	<p>Area/topic: Social Fundamental Skills- Coordination (Footwork) Static Balance (One Leg)</p>
	<p>(objectives from NC/ELG/Development matters)</p> <p>NC KS1: 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>	

Prior learning	Future learning
<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>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><u>Jumping and Landing</u></p> <p>I can jump from 2 feet to 2 feet with 180° turn in either direction.</p> <p>I can complete a tucked jump.</p> <p>I can complete a tucked jump with 180° turn in either direction.</p> <p>Swing arms to help gain height and use them to help balance on landing.</p>	<p>Do the children show a good take off and height?</p> <p>Do they show balance and control on landing?</p> <p>Can they complete with soft landings?</p>

<p>Keep head up on landing. Bend knees on landing.</p> <p><u>Seated balance:</u> Pick up a cone from one side and place it on the other side with same hand. Return it to the opposite side using the other hand. I can sit in a dish shape and hold it for 5 seconds.</p> <p>Keep tummy tight (core muscles) and back straight. Use arms to help maintain balance. Keep head up and breathe throughout.</p> <p><u>Exceeding:</u> I am happy to show and tell others about my ideas. I show patience and support others.</p> <p><u>Expected:</u> I can help, praise and encourage others in their learning.</p> <p><u>Emerging:</u> I can work sensibly with others, taking turns and sharing.</p>	<p>Can the children keep their feet and hands off the floor throughout? Do they show minimum wobble? Do they hold balance without strain?</p> <p>Do the children take turns, share space and equipment? Do they use positive words when others do well? Do they use positive gestures/words to keep others going?</p>
Key vocabulary	
Straight, dynamic, balls of feet, momentum, dish, straight, shape, hold	
Common misconceptions	Books linking to this area
	Lucia LaCorte Poor Sport You're so amazing by James and Lucy Catchpole
Memorable first hand experiences	Opportunities for communication
Pass the ball- Whole school challenge	Providing feedback to partners and peers. Emphasis on turn taking. Question carousel

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>