


Dereham Church Infant and Nursery School- PE

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|  | <p>Year group: Year 2</p> | <p>Area/topic: Personal 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 |
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| <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 | |
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| Key knowledge and skills | Possible evidence |
| <p><u>Footwork:</u> I can hopscotch forwards and backwards, alternating hopping leg each time. I can move in a 3-step zigzag pattern forwards. I can move in a 3-step zigzag pattern backwards.</p> <p>Keep head up and back straight.</p> | <p>Do children show balance and control throughout. Are the children fluent and smooth with their movements?</p> |

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| <p>Work off balls of feet and increase speed when ready. Bend knees and use arms to help you balance.</p> <p><u>One leg balance:</u> With both legs: I can stand still for 30 seconds with eyes closed I can complete 5 squats. I can complete 5 ankle extensions.</p> <p>Look forward and imagine a focus point. Use your arms to help you balance. Keep your tummy (core muscles) tight and back straight</p> <p><u>Exceeding:</u> I have begun to challenge myself. I know where I am with my learning.</p> <p><u>Expected:</u> I try several times if at first I don't succeed and ask for help when appropriate.</p> <p><u>Emerging:</u> I can follow instructions, practise safely and work on simple tasks by myself.</p> | <p>Are the children movements performed in both directions/on both sides?</p> <p>Do the children show minimum wobble (control)? Do the children use smooth, controlled movements? Do the children keep their non-standing foot off the floor?</p> <p>Do the children listen carefully to instructions? Can they keep their head up and stay within marked areas? Do they keep going when things are hard?</p> |
| Key vocabulary | |
| Alternating, pattern, 3 step, speed, zigzag, increase | |
| Common misconceptions | Books linking to this area |
| Squats have to be all the way to the floor. | The mind blowing world of extraordinary competitions by Anna Goldfield |
| Memorable first hand experiences | Opportunities for communication |
| Speed bounce- Whole school competition One leg balance- Whole school competition | Providing feedback to partners and peers. Emphasis on turn taking. Question carousel |

DCINS Reasonable adjustments for pupils with SEND

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| <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> |