


Dereham Church Infant and Nursery School- PE

	Year group: Nursery	Area/topic: Train (Dynamic Balance) Space (Balance to Agility)
	(objectives from NC/ELG/Development matters) 3-4 year olds: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements. Revise and refine the fundamental movement skills they have already acquired.	

Prior learning	Future learning
Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<u>Balance on a line</u> Can you walk forward fluidly with minimum wobble? Can you walk backwards fluidly with minimum wobble? Can you keep your head up and still? Can you keep your back straight? Can you swing your arms to help move and balance?	Smooth movements and minimum wobble Staying on the line with head up Opposite arm and leg moving forwards
<u>Jumping and landing</u> Can you jump forwards and backwards on two feet? Can you jump from side to side on two feet? Can you jump forwards and backwards, side to side, starting slowly then speeding up? Can you keep your feet shoulder width apart? Can you bend your knees on take-off and on landing?	Good take off and height Balance and control on landing Soft landings

Can you keep your head up?		
Key vocabulary		
<p>Challenge, Mindset, Achieve, pistons, reverse, trailer, tandem, carriage, dynamic, piston</p> <p>Tuck, stars, straight, spring, asteroid, crater, rocket, Quarter, half, meteor, balance, asteroido, link</p>		
Common misconceptions	Books linking to this area	
<p>Balancing has to be up high.</p> <p>Balancing has to be on one leg.</p>	<p>The little engine that could</p> <p>The man on the moon</p> <p>Star Friends by Stacey corderoy</p>	
Memorable first hand experiences	Opportunities for communication	
<p>Exploring the Trim trail</p> <p>Train/Space stories</p> <p>Train/Space songs</p>	<p>Emphasis on turn taking.</p> <p>Explaining how they achieved the challenge</p> <p>Listening to instructions</p> <p>Singing</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>