


Dereham Church Infant and Nursery School- PE

	Year group: Nursery	Area/topic: Clown (Coordination) Juggler (Coordination)
	(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
<p><u>Ball Skills</u></p> <p>Can you sit and roll a ball around your body using 2 hands? Now try one hand.</p> <p>Can you sit and roll a ball up and down your legs and around your upper body using 2 hands?</p> <p>Can you stand and roll a ball up and down your legs and around your upper body using 2 hands?</p> <p>Can you keep your tummy tight and your weight through your bottom?</p> <p>Can you use your fingers to move the ball?</p> <p>Can you focus on moving the ball smoothly rather than on speed?</p> <p><u>Sending and receiving</u></p> <p>Can you roll a large ball and collect the rebound?</p> <p>Can you roll a small ball and collect the rebound?</p> <p>Can you throw a large ball and catch the rebound with 2 hands?</p> <p>Can you use backswing and follow through?</p> <p>Can you keep your eyes focused on the ball?</p> <p>Can you adopt a good 'ready position' (weight on balls of feet, wide base)?</p>	<p>Maintaining control of the ball</p> <p>Able to move the ball in both directions</p> <p>Smooth movements with the ball</p> <p>Accuracy and weight when sending</p> <p>Getting in a good position to receive</p> <p>Collecting the ball safely</p>

Key vocabulary		
<p>Challenge, Mindset, Achieve, numeral, figure of 8, Waist, sequence, circle, square, Triangle, rectangle, Under, over, around, up, down, behind, in front</p> <p>Sender, receiver, goal, pass, strike, roll, kick, throw, around, through hit, float, air, force, over, net, force, float</p>		
Common misconceptions	Books linking to this area	
<p>We always kick balls</p> <p>That the further the ball goes the better the shot.</p>	<p>If I ran the circus by Dr Seuss</p> <p>Paddington Bear at the Circus by Michael Bond</p>	
Memorable first hand experiences	Opportunities for communication	
<p>Circus stories</p> <p>Circus songs</p> <p>Whole school challenges</p> <p>Circus dress up/ Clown face paints</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>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>