


Dereham Church Infant and Nursery School- PE

	<p>Year group: Reception</p>	<p>Area/topic: Cognitive Fundamental skill- Dynamic Balance (On a line) Static Balance (Stance)</p>
	<p>(objectives from NC/ELG/Development matters) Reception: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none">• rolling• crawling• walking• jumping• running• hopping• skipping• climbing <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.	

Prior learning

Future learning

<p>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.</p>	<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>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><u>Dynamic Balance</u> I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can move with opposite arm and leg moving forwards.</p> <p>Maintaining balance on a line: I can walk forwards with fluidity and minimum wobble. I can walk backwards with fluidity and minimum wobble.</p> <p><u>Static Balance</u> I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).</p> <p>Maintaining balance throughout: I can stand on a line with a good stance for 10 seconds.</p> <p><u>Emerging-</u> I can explore the dynamic balance on a line and stance movements. <u>Expected-</u> I can complete some Yellow Challenges. I can follow simple instructions. <u>Exceeding-</u> I can complete ALL yellow challenges. I can understand and follow simple rules. I can name some things I am good at.</p>	<p>Can they keep their head up and still? Do they keep their back straight and tummy tight? Can they swing their arms to help move and balance?</p> <p>Do they keep their feet a shoulder width apart? Do they bend their knees? Can they keep their back straight and head up?</p> <p>Do they listen carefully? Do they follow the rules for each activity? Do they think about what they have improved at since the start of term?</p>

Key vocabulary		
follow, rules, line, forwards, stance, still		
Common misconceptions	Books linking to this area	
	From Head to Toe	
Memorable first hand experiences	Opportunities for communication	
Target Throwing- under arm, 3 shots each. Relay- Race in teams of 4/5.	Emphasis on turn taking. Explaining how they achieved the challenge Listening to instructions Discussing Growth Mindset	

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>