


Dereham Church Infant and Nursery School- PE

	<p>Year group: Reception</p>	<p>Area/topic: Creative Fundamental skill- Coordination (Ball Skills) Counter balance (with a partner)</p> <p>Could supplement with REAL DANCE as well to build up creative practise.</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</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>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>Coordination</u> I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.</p> <p>Maintaining control: I can sit and roll a ball along the floor around my body using 2 hands. I can sit and roll a ball along the floor around my body using 1 hand (right and left). I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands. I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands.</p> <p><u>Counter Balance:</u> I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.</p> <p>With a partner, maintaining balance throughout: I can sit holding hands with toes touching, lean in together then apart. I can sit holding 1 hand with toes touching, lean in together then apart. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p>	<p>Do they keep tummy tight and weight through their bottom? Can they use fingers to move the ball? Focus on moving the ball smoothly rather than on speed.</p> <p>Do they keep their tummy tight? Can they keep their back straight and head up? Can they hold on to their partner's forearms and communicate with them?</p>

<p><u>Emerging-</u> I can explore ball and counter balance with a partner movements</p> <p><u>Expected-</u> I can complete some Yellow Challenges.</p> <p>I can observe and copy others.</p> <p><u>Exceeding-</u> I can complete all Yellow Challenges.</p> <p>I can explore different movements.</p> <p>I can explore and describe different movements.</p>	<p>Do they watch carefully when others demonstrate?</p> <p>Can they try different ways to find what feels right?</p>
Key vocabulary	
copy, explore, sit, along, copy, explore, rock, lean in	
Common misconceptions	Books linking to this area
	<p>Katie Morag and the dancing class</p> <p>Dogs don't do ballet</p>
Memorable first hand experiences	Opportunities for communication
<p>Catching- Throwing ball or beanbag up and catching. How many times without dropping?</p>	<p>Emphasis on turn taking.</p> <p>Explaining how they achieved the challenge</p> <p>Listening to instructions</p> <p>Discussing Growth Mindset</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>