


Dereham Church Infant and Nursery School- PE

	Year group: Year 1	Area/topic: Cognitive Fundamental Skills- Dynamic Balance (on a line)  Developing partner work
	(objectives from NC/ELG/Development matters)  NC KSI: NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.	

Prior learning	Future learning
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.	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

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence

### Dynamic Balance

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. Maintaining balance on a line:

I can walk forwards with fluidity and minimum wobble.

I can walk backwards with fluidity and minimum wobble.

### Static Balance

I can balance with both feet facing forwards.

I can balance with feet still.

I can balance with minimum wobble (control).

I can stand on a line with a good stance for 10 seconds.

### Emerging- I can complete some Yellow challenges.

- I can follow simple instructions.

### Expected- I can complete all yellow challenges.

- I can understand and follow simple rules.
- I can name some things I am good at.

### Exceeding- I can complete some Green challenges.

- I can begin to order instructions, movements and skills.
- With help, I can recognise similarities and differences in performance.

### Developing partner work

I can move to a free space in a team game

I can begin to follow an attacker's movements.

I can begin to pass a ball to another player.

I can begin to use simple attacking and defending skills in a team game;

Do 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?

Do they keep their feet a shoulder width apart?

Do they bend their knees?

Do they keep their back straight and head up?

Do they listen carefully and follow the rules for each activity?

Do they think about what you have done well in the lesson?

Do they start with simple movements and gradually add more difficult ones?

Do they look at different parts of the body to help recognise similarities and differences?

Do the children begin to identify a skill they can improve on and use resources to work on this.

Do they begin to look for other players to pass to in useful spaces?

Do they begin to look for a space to move into?

Do they begin to intercept players?

Key vocabulary		
understand, simple, backwards, heels, understand, simple, shoulder, width		
Common misconceptions		Books linking to this area
Balancing has to be up high		Every bunny is a yoga bunny Olympig
Memorable first hand experiences		Opportunities for communication
Target Throwing- under arm, 3 shots each. Relay- Race in teams of 4/5.		Providing feedback to partners and peers. Emphasis on turn taking. Question carousel

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>