


Dereham Church Infant and Nursery School- PE

	Year group: Year 2	Area/topic: Creative Coordination (Ball Skills) Counter Balance (with a partner) Dance
	(objectives from NC/ELG/Development matters) NC KSI: 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	

Prior learning	Future learning
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	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<u>Coordination (Ball skills)</u> I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently. With both right and left hand, maintaining control:	Do they keep their tummy tight and weight through my bottom? Do they focus on moving the ball smoothly rather than on speed?

1. I can sit and roll a ball up and down my legs and round my upper body using 1 hand.
2. I can stand and roll a ball up and down my legs and round my upper body using 1 hand.

Counter Balance (with a partner)

I can maintain balance throughout.

I can move smoothly and with control.

I can coordinate movements with my partner.

With a partner, maintaining balance throughout:

1. I can hold on and, with a long base, lean back, hold our balance and move back together again.
2. I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.

Emerging- I can complete some green challenges.

- I can explore and describe different movements.

Expected- I can complete all green challenges.

- I can begin to compare my movements and skills with those of others.
- I can select and link movements together to fit a theme.

Exceeding- I can complete some red challenges.

- I can respond differently to a variety of tasks or music.
- I can make up my own rules and versions of activities.

Dance

I can perform with balance and control when holding a shape and when moving between shapes / landing.

I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength.

I can perform a variety of smooth, fluent movements when moving between shapes.

Can they use their fingers to move the ball?

Do they keep their tummy tight?

Do they keep their back straight and head up?

Can they hold on to their partner's forearms and communicate with them?

Can they try lots of different movements and think about how they are using their body and the equipment?

Do they think about different parts of the body and how they move when comparing movements and skills?

Can they change or adapt their movements according to the task?

Do they keep their tummy tight and extend my arms to help find strong, still positions in my shapes?

Can they use as many different ways of moving as possible, including different ways of

<p>Emerging- I can perform tricky 2 challenges.</p> <ul style="list-style-type: none"> I can explore and describe different movements. <p>Expected- I can perform a sequence of tricky 2 challenges.</p> <ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others and I can select and link movements together to fit a theme. <p>Exceeding- I can perform trickier 1 challenges.</p> <ul style="list-style-type: none"> I can respond differently to a variety of tasks or music and I can make up my own versions of activities. 	<p>travelling, floor movements, jumping and turning?</p> <p>When jumping, do they land through the balls of their feet and bend my knees to absorb impact?</p> <p>Don't rush and find the simplest way to go from turning to jumping before moving to the floor?</p>
<p>Key vocabulary</p>	<p>Do they try lots of different ways to find what feels right, including observing and copying others' ideas?</p> <p>Do they think about shapes and movements that go with the theme?</p> <p>Can they try to come up with ideas to make the activities more fun, challenging or different?</p>
<p>compare, select, link, gradually, increase, compare, select, link, partner, long base</p>	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<p>Turning slowly so they don't get dizzy. That partner work doesn't mean they pull at each other.</p>	<p>Josephine Baker</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<p>Catching- Throwing ball or beanbag up and catching. How many times without dropping?</p>	<p>Providing feedback to partners and peers. Emphasis on turn taking. Supporting sensitive feedback. Teaching each other their sequences. Showing and discussing their favourite moves so far.</p>

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Uses of pictures/ videos</p>	<p>Cognition and Learning</p>
<p>Social, Emotional and Mental health</p> <p>Appropriate and sensitive competition Support taking turns/ timers/ awareness of everyone's differences</p>	<p>Sensory and Physical</p>

