


Dereham Church Infant and Nursery School- PE

	<p>Year group: Reception</p>	<p>Area/topic: Physical Fundamental skill- Coordination (Sending/receiving) Agility (Reaction/Response)</p>
	<p>(objectives from NC/ELG/Development matters)</p> <p>Reception: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul> <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</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	

<p>Prior learning</p>	<p>Future learning</p>
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<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 send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.</p> <p>Roll a large ball to your partner or against a wall With right and left hand against a wall or with a partner (3 to 5 metre distance): I can roll a large ball and collect the rebound. I can roll a small ball and collect the rebound. I can throw a large ball and catch the rebound with 2 hands.</p> <p><u>Agility- Reaction/Response</u> I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.</p> <p>From a distance of 1, 2 and 3 metres: I can react and catch a large ball dropped from shoulder height after 2 bounces. I can react and catch a large ball dropped from shoulder height after 1 bounce.</p> <p><u>Emerging-</u> I can explore sending and receiving and reaction and response movements <u>Expected-</u> I can complete some Yellow challenges I can move confidently in different ways.</p>	<p>Can they use backswing and follow through when sending? Do they keep their eyes focused on the ball? Can they adopt a good 'ready position' (weight on balls of feet, wide base)?</p> <p>Do they push off hard with their feet? Can they keep their head steady and watch the ball? Do they move their feet to get to the ball (rather than stretching)?</p> <p>Do they maintain a good 'ready position'? Do they lean forward to help move quickly?</p>

<p><b>Exceeding- I can complete ALL Yellow challenges</b>  I can perform a single skill or movement with some control.  I can perform a small range of skills and link two movements together.</p>		<p>Can they move feet, rather than stretch, to get to the ball?</p>
<p>Key vocabulary</p>		
<p>confidently, travel, receive, roll, throw,, react, quick</p>		
<p><b>Common misconceptions</b></p>	<p><b>Books linking to this area</b></p>	
	<p>The Way champs play</p>	
<p><b>Memorable first hand experiences</b></p>	<p><b>Opportunities for communication</b></p>	
<p>Skipping rope- How many skips in 30 seconds?  Basketball shots- overarm shots in 30 seconds</p>	<p>Emphasis on turn taking.  Explaining how they achieved the challenge  Listening to instructions  Discussing Growth Mindset</p>	

DCINS Reasonable adjustments for pupils with SEND

<p style="text-align: center;">Communication and Interaction</p> <p>Use of pictures/videos/ visual aids Smaller groups or 1:1 support.</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Sensory and Physical</p> <p>Offering extra space. Adaptations of balance activities. Opportunities for burning off energy and physical overwhelm.</p>