

	<p>Year group: Year 1 - Autumn 2</p>	<p>Area/topic: Social Fundamental Skills- Dynamic Balance (Jumping and Landing)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>NC: 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>	

Prior learning	Future learning
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</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>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Jumping and landing:</p>	

I can jump from 2 feet to 2 feet with quarter turn in both directions.
 I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).

Swing arms to help gain height and use them to help balance on landing.

Bend knees on take-off and landing.

Try to land softly without noise.

Exceeding:

I can help, praise and encourage others.

Expected:

I can work sensibly with others, taking turns and sharing.

Emerging:

I can play with others and take turns and share with help.

Can the children demonstrate good take off and height?

Do the children show balance and control on landing?

Can the children manage soft landings?

Can the children take turns?

Do the children share space and equipment?

Do the children use positive words to praise?

Key vocabulary

Swing, height, control, landing (soft)

Common misconceptions

Unable to land safely

Memorable first hand experiences

Giant game of hide and seek to match the linked text

Books linking to this area

Frank and Bert by Chris Naylor-Ballesteros

Opportunities for communication

Emphasis on turn taking.

Explaining how they achieved the challenge

Pass the ball (whole school challenge)

Listening to instructions

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <p><i>Use of pictures/videos/ visual aids</i> <i>Smaller groups or 1:1 support.</i></p>	<p><i>Cognition and Learning</i></p> <p><i>Marking out clear boundaries for activities.</i> <i>Activities adapted for safety.</i> <i>Using posters and/or modelling to recap previous learning.</i></p>
<p><i>Social, Emotional and Mental health</i></p> <p><i>Awareness of individual needs, any potential triggers within the curriculum or child's background.</i> <i>Preparing children for activities they may find overwhelming.</i></p>	<p><i>Sensory and Physical</i></p> <p><i>Offering extra space.</i> <i>Adaptations of balance activities.</i> <i>Opportunities for burning off energy and physical overwhelm.</i></p>