


Dereham Church Infant and Nursery School- PE

	<b>Year group:</b> Nursery	<b>Area/topic:</b> Fairytale (agility) Squirrel (agility)
	(objectives from NC/ELG/Development matters) 3-4 year olds: 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.	

Prior learning	Future learning
Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<u>Reaction and response</u> Can you take turns with a partner to drop a ball, react and try and catch it? Can you start off catching after two bounces? Then after 1? Can you start off close together then challenge yourself to move further away? Can you push off hard with your feet? Can you keep your head steady and watch the ball? Can you move your feet to get to the ball (rather than stretching)?  <u>Ball chasing</u> Can you roll a large ball and chase and collect it in a balanced position? Can you chase a large ball rolled by a partner and collect in a balanced position? Can you take up a good ready position and push off hard? Can you keep your head steady and watch the ball? Can you try rolling the ball at different speeds to get the right challenge?	Reacting and moving quickly Catching the ball Slowing down with control after catch  Starting and stopping quickly Timing to get in the right position Balance/control when collecting the ball

Key vocabulary		
<p>Challenge, Mindset, Achieve, float, liquid, Gas, react, high, low, left, right, congratulate, encourage, shape, letter, round, straight</p> <p>Gallop, spring, scamper, drey, scamper, behind, in front of, away, towards, around, tunnel, shape, through</p>		
<b>Common misconceptions</b>		<b>Books linking to this area</b>
<p>We always kick balls That the further the ball goes the better the shot. That it's a race</p>		<p>Traditional tales like goldilocks, little red riding hood, 3 little pigs Princess titles.</p>
<b>Memorable first hand experiences</b>		<b>Opportunities for communication</b>
<p>Fairytale stories Fairytale songs Whole school challenges</p>		<p>Emphasis on turn taking. Explaining how they achieved the challenge Listening to instructions Singing</p>

DCINS Reasonable adjustments for pupils with SEND

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