


Dereham Church Infant and Nursery School- PE

	<b>Year group:</b> Nursery	<b>Area/topic:</b> Bike (coordination) Seaside (Counter balance)
	(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>Footwork</u> Can you side step in both directions? Can you gallop, leading with either foot? Can you hop on either leg? Can you skip? Can you keep your head up? Can you bend your knees to help balance? Can you work off the balls of your feet?	Good control Good balance Smooth movements  Staying in balance
<u>Partner work</u> Can you sit holding hands, toes touching, lean in together then apart? Now try with one hand. Can you sit holding hands, toes touching, rock forwards, backwards, side to side? Can you keep your tummy tight?	Smooth, controlled movements  Coordinated movements with partner

<p>Can you keep your back straight and head up?          Can you hold on to your partner's forearms?</p>		
<p>Key vocabulary</p>		
<p>Challenge, Mindset, Achieve, jog, gallop, hop, jump, run, side-step, puncture, round, narrow, frenzy, bunny hop (the bmx trick), gear, swerve, pivot, skipping, hopscotching, side, corner, angle, larger, smaller</p> <p>Surf, water-ski, pedalo, jet-ski, canoe, swimming, octopus, seahorse, crab, sardine, jelly fish, dolphin, star fish, shark, dodgems, carousel, coconut shy, pier, attraction, closer, further, shorter, longer, round, tall, straight, towards, away, next to, opposite, seconds, steps</p>		
<p><b>Common misconceptions</b></p>		<p><b>Books linking to this area</b></p>
<p>Not keeping a partner safe</p>		<p>Could a penguin ride a bike?          Frank and Bert (The one where Bert learns to ride a bike)          If you give a girl a bike</p> <p>Sully the seahorse          Sharing a shell</p>
<p><b>Memorable first hand experiences</b></p>		<p><b>Opportunities for communication</b></p>
<p>Seaside/bike stories          Seaside/bike songs          Whole school challenges          Sports Day</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;">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>