


Dereham Church Infant and Nursery School- PE

	<p>Year group: Reception</p>	<p>Area/topic: Fitness Fundamental skill- Agility (Ball chasing) Static Balance (Floor Work)</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">• rolling• crawling• walking• jumping• running• hopping• skipping• climbing <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">• Negotiate space and obstacles safely, with consideration for themselves and others;• Demonstrate strength, balance and coordination when playing;• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	

Prior learning	Future learning
<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements.</p> <p>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>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><u>Agility</u></p> <p>I can start and stop quickly.</p> <p>I can arrive in the correct position to collect the ball (timing).</p> <p>I can collect the ball with balance/control.</p> <p>Over a distance of up to 10 metres and turning both ways:</p> <p>I can roll a ball, chase and collect it in a balanced position facing the opposite direction.</p> <p>I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.</p> <p><u>Static Balance</u></p> <p>I can maintain balance throughout.</p> <p>I can balance and hold the correct position.</p> <p>I can balance with control when changing balance/position.</p> <p>Maintaining balance throughout:</p> <p>I can hold a mini-front support position.</p> <p>I can reach round and point to the ceiling with either hand in a mini-front support.</p>	<p>Can they take up a good ready position and push off hard?</p> <p>Do they try rolling the ball at different speeds to get the right challenge?</p> <p>Can they keep their head steady and watch the ball?</p> <p>Do they keep their hands in line with their shoulders?</p> <p>Do they keep my knees in line with their hips?</p> <p>Can they keep their back straight and tummy tight?</p>

<p><u>Emerging-</u> I can explore ball chasing and floor work balance movements</p> <p><u>Expected-</u> I can complete some yellow challenges.</p> <p>I am aware of the changes to the way I feel when I exercise.</p> <p><u>Exceeding-</u> I can complete all yellow challenges.</p> <p>I am aware of why exercise is important for good health.</p>		<p>Recognises changes to the body after exercise include increased heart rate. Do they know that exercise, among other things, strengthens our heart? Can they identify changes to the body after exercise including our muscles feeling tired?</p> <p>Are they aware that developing stronger muscles helps us in everyday life, for example, climbing the stairs or pulling/lifting ourselves up?</p>
<p>Key vocabulary</p>		
<p>aware, exercise, chase, collect, hold, reach, straight</p>		
<p>Common misconceptions</p>		<p>Books linking to this area</p>
		<p>Busy Sports day Ready Steady Mo</p>
<p>Memorable first hand experiences</p>		<p>Opportunities for communication</p>
<p>Sports Day EYFS Tennis Festival</p>		<p>Emphasis on turn taking. Explaining how they achieved the challenge Listening to instructions Discussing Growth Mindset</p>

<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>