


Dereham Church Infant and Nursery School- PE

	Year group: Year 1	Area/topic: Physical Fundamental Skills- Coordination (sending and receiving) Agility (reaction/response)
	(objectives from NC/ELG/Development matters)  NC KS1: NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.	Bat and ball games

Prior learning	Future learning
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.	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

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<u>Coordination (sending and receiving)</u> I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.  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.	Can they use backswing and follow through when sending? Do the children adopt a good 'ready position' (weight on balls of feet, wide base)? Do they keep their eyes focused on the ball?

<p>I can throw a large ball and catch the rebound with 2 hands.</p> <p><u>Agility (reaction/response)</u></p> <p>I can react and move quickly.</p> <p>I can catch the ball consistently.</p> <p>I can slow down with control after catching.</p> <p>From a distance of 1, 2 and 3 metres:</p> <p>I can react and catch a large ball dropped from shoulder height after 2 bounces.</p> <p>I can react and catch a large ball dropped from shoulder height after 1 bounce.</p> <p><b>Emerging- I can complete some of the Yellow challenges.</b></p> <ul style="list-style-type: none"> <li>• I can move confidently in different ways.</li> </ul> <p><b>Expected- I can complete all of the Yellow challenges.</b></p> <ul style="list-style-type: none"> <li>• I can perform a single skill or movement with some control.</li> <li>• I can perform a small range of skills and link two movements together.</li> </ul> <p><b>Exceeding- I can complete some of the Green Challenges.</b></p> <ul style="list-style-type: none"> <li>• I can perform a range of skills with some control and consistency.</li> <li>• I can perform a sequence of movements with some changes in level, direction or speed.</li> </ul> <p><u>Bat and Ball skill games</u></p> <p>I can copy the correct grip for a racket.</p> <p>I can watch a partner and give feedback with support.</p> <p>I can cooperate with a partner to play a target game.</p> <p>I can use a bat to hit a ball towards a target.</p> <p>I can use a ball to hit a ball along the ground.</p> <p>I can use a bat to hit a ball that has been rolled to them from a short distance;</p> <p>I can roll a ball accurately over a short distance and stop a rolled ball.</p>	<p>Does the child push off hard with their feet?</p> <p>Do they keep their head steady and watch the ball?</p> <p>Do they move their feet to get to the ball (rather than stretching)?</p> <p>Can the children extend their front leg when rolling to help balance and aim?</p> <p>Can they keep their eyes focused on ball?</p> <p>When rolling/receiving, do they bend their knees to get low to the ground?</p> <p>Do the children lean forward to help move quickly?</p> <p>Do they move their feet, rather than stretch, to get to the ball?</p> <p>Can they balance a beanbag on their racket?</p> <p>Can they hit a beanbag forwards towards a target?</p> <p>Can they show some control when hitting a ball in a modified activity?</p> <p>Can they follow instructions to take on different roles within a game?</p>
<p>Key vocabulary</p>	
<p>single, range, backswing, ready position, follow through, single, range, steady, dropped</p>	

<b>Common misconceptions</b>	<b>Books linking to this area</b>
Hitting the ball hard/fast is the best technique.	My book of gymnastics (DK)
<b>Memorable first hand experiences</b>	<b>Opportunities for communication</b>
Skipping rope- How many skips in 30 seconds? Basketball shots- overarm shots in 30 seconds	Providing feedback to partners and peers. Emphasis on turn taking. Question carousel

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>