

	<p>Year group: Nursery - Autumn 2</p>	<p>Area/topic: Cats (Static Balance Floor Work)</p> <p>Tightrope (Static balance: stance)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>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.</p>	

Prior learning	Future learning
<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p>	<p>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</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><u>Hold balance on hands and knees:</u> Keep your hands in line with your shoulders. Keep your knees in line with your hips. Keep your back straight and tummy tight.</p>	<p>Maintaining balance throughout Holding correct position</p>

Challenge the children to see if they can stay as still as they can while holding their cat pose on their front and back, see if they can move a cone/object on and off their back and front while maintaining balance. Encourage the children to move around different obstacles in their cat pose.

Ext: challenge the children to move on their hands and feet but with their tummy facing upwards. Encouraging the children to place items on their back and balance them while they move.

Balance on a line for 10 seconds

Keep your feet a shoulder width apart.

Bend your knees.

Keep your back straight and head up.

Encourage the children to try balancing on their tightrope in different ways at different heights.

Challenge the children to see if they can throw and catch a ball while balancing on their tightrope.

Encourage the children to try balancing at different heights with a variety of shapes.

Challenge the children to make different shaped 1 foot balances.

Discuss with the children and get ideas for how they can make different shapes using parts of their body then encourage them to explore and come up with as many different shapes as they can.

Challenge the children to balance on a line or bench without wobbling, reminding them of what they need to do with their body to help them.

Control when changing balance/position

Can children make different shapes with their body?

Can the children balance on a line or a beam without wobbling?

challenge, achieve, mindset, control, coordination, around, through, under, over, behind, next to, inside, on top of, cautious, silent, sneaky, stealthy, create, reflect, adapt, wide, narrow, curved, straight, long, short

persist, pride, proud, tightrope, magician, acrobat, instrument, mirror, wide, narrow, tall, short, opposite

Common misconceptions

Balancing has to be up high.
Balancing has to be on one leg.
That they can't do it!

Books linking to this area

Clutz the cat learns to do hard things by Misty Black
Fearless Mirabelle By Nila Aye

Memorable first hand experiences

Using low apparatus!

Opportunities for communication

Emphasis on turn taking.
Explaining how they achieved the challenge
Listening to instructions
Singing

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>