

	<p>Year group: Nursery - Spring 2</p>	<p>Area/topic: Clown (Coordination) Juggler (Coordination)</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>Ball Skills</u> Can you sit and roll a ball around your body using 2 hands? Now try one hand.</p>	<p>Maintaining control of the ball</p>

Can you sit and roll a ball up and down your legs and around your upper body using 2 hands?
 Can you stand and roll a ball up and down your legs and around your upper body using 2 hands?
 Can you keep your tummy tight and your weight through your bottom?
 Can you use your fingers to move the ball?
 Can you focus on moving the ball smoothly rather than on speed?

Able to move the ball in both directions
 Smooth movements with the ball

Sending and receiving

Can you roll a large ball and collect the rebound?
 Can you roll a small ball and collect the rebound?
 Can you throw a large ball and catch the rebound with 2 hands?
 Can you use backswing and follow through?
 Can you keep your eyes focused on the ball?
 Can you adopt a good 'ready position' (weight on balls of feet, wide base)?

Accuracy and weight when sending
 Getting in a good position to receive
 Collecting the ball safely

Key vocabulary

Challenge, Mindset, Achieve, numeral, figure of 8, Waist, sequence, circle, square, Triangle, rectangle, Under, over, around, up, down, behind, in front

Sender, receiver, goal, pass, strike, roll, kick, throw, around, through hit, float, air, force, over, net, force, float

Common misconceptions

We always kick balls
 That the further the ball goes the better the shot.

Books linking to this area

If I ran the circus by Dr Seuss
 Paddington Bear at the Circus by Michael Bond

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<i>Circus stories</i> <i>Circus songs</i> <i>Whole school challenges</i> <i>Circus dress up/ Clown face paints</i>	<i>Emphasis on turn taking.</i> <i>Explaining how they achieved the challenge</i> <i>Listening to instructions</i> <i>Singing</i>

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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>