

	<p>Year group: Nursery - Summer 2</p>	<p>Area/topic: Bike (coordination) Seaside (Counter balance)</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>Footwork</u> Can you side step in both directions? Can you gallop, leading with either foot? Can you hop on either leg?</p>	<p>Good control Good balance Smooth movements</p>

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?

### Partner work

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?  
Can you keep your back straight and head up?  
Can you hold on to your partner's forearms?

Staying in balance

Smooth, controlled movements

Coordinated movements with partner

### Key vocabulary

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

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

### Common misconceptions

Not keeping a partner safe

### Books linking to this area

Could a penguin ride a bike?  
Frank and Bert (The one where Bert learns to ride a bike)

	<p>If you give a girl a bike</p> <p>Sully the seahorse</p> <p>Sharing a shell</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<p>Seaside/bike stories</p> <p>Seaside/bike songs</p> <p>Whole school challenges</p> <p>Sports Day</p>	<p>Emphasis on turn taking.</p> <p>Explaining how they achieved the challenge</p> <p>Listening to instructions</p> <p>Singing</p>

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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>