

	<p>Year group: Reception - Autumn 1</p>	<p>Area/topic: Personal Fundamental skill- Coordination (footwork) Static Balance (one leg)</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>Footwork:</u></p> <p>I can side-step in both directions.</p> <p>I can gallop, leading with either foot.</p> <p>I can hop on either foot.</p> <p>I can skip.</p> <p>Keep your head up.</p> <p>Bend your knees to help balance.</p> <p>Work off the balls of your feet.</p> <p><u>One leg balance:</u></p> <p>I can stand still and balance on either leg for 10 seconds</p>	<p>Do the children show good control? - Is there minimal wobble?</p> <p>Do the children show good balance? - Is their standing foot still.</p> <p>Can the children use smooth movements? - Does their non-standing foot stay off the floor?</p>

Keep your head up and still.
Keep your tummy tight.
Keep your back straight.

Exceeding:

I can work on simple tasks by myself
I can follow instructions and practise safely

Expected:

I enjoy working on simple tasks with help

Can children stay on task as long as they can?
Can children concentrate hard on what they are doing?
Do children keep trying when things are hard?

Key vocabulary

back (body), challenging, wobble, muscles, straight

fluency, gallop, side-step, control, hop, skip, directions, forwards, backward

Common misconceptions

We only move one direction.
People will automatically move out of your way.
Balancing has to be up high.
Balancing has to be on one leg.

Books linking to this area

I really want to win by Simon Philip
The Koala who could by Rachel Bright

Memorable first hand experiences

Opportunities for communication

	<p><i>Emphasis on turn taking.</i></p> <p><i>Explaining how they achieved the challenge</i></p> <p><i>Listening to instructions</i></p> <p><i>Discussing Growth Mindset</i></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>