



Year group: Reception - Autumn 2

Area/topic: Personal  
Fundamental Skills-  
Dynamic Balance to Agility (Jumping and  
Landing)  
Static Balance (Seated)

(objectives from NC/ELG/Development matters)

Reception: Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions

Progress towards a more fluent style of moving, with developing control and grace.

Develop overall body-strength, balance, co-ordination and agility.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Gross Motor Skills ELG

Children at the expected level of development will:

- 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>Jumping and landing:</u></p> <p>I can jump from 2 feet to 2 feet forwards.</p> <p>I can jump from 2 feet to 2 feet backwards.</p> <p>I can jump from 2 feet to 2 feet side to side.</p> <p>Bend knees on take-off and landing.</p> <p>Keep feet a shoulder width apart.</p> <p>Keep head up and land on balls of feet.</p> <p><u>Seated Balance:</u></p> <p>I can balance with both hands/ feet down.</p> <p>I can balance with 1 hand/ 2 feet down.</p>	<p>Do the children have good take off and height?</p> <p>Can the children show balance and control on landing?</p> <p>Do the children complete with soft landings?</p> <p>Can the children keep their hands/feet up for 10 seconds?</p>

I can balance with 2 hands/ 1 foot down.  
 I can balance with 1 hand/ 1 foot down.  
 I can balance with 1 hand or 1 foot down.  
 I can balance with no hands or feet down.

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

Exceeding:

I can work sensibly with others, taking turns and sharing.  
 I can work sensibly with others.

Expected:

I can play with others and take turns and share with help.

Do the children show minimum wobble (control)?  
 Can the children hold their balance without strain?

*Key vocabulary*

Width, take-off , balance , jump

seated, balance, wobble, position, touching, control

*Common misconceptions*

Balancing has to be up high.  
 Balancing has to be one leg.  
 Landing dangerously with jumps.

*Books linking to this area*

Harry and the Dinosaurs United by Ian Whybrow  
 The frog Olympics by Brian Moses

*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>Singing</i></p>
--	---

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>