



Year group: Reception - Spring 1

Area/topic: Fundamental skill-
Dynamic Balance (On a line)
Static Balance (Stance)

(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>Dynamic Balance</u></p> <p>I can move smoothly and with minimum wobble.</p> <p>I can maintain balance on the line with head up.</p> <p>I can move with opposite arm and leg moving forwards.</p> <p>Maintaining balance on a line:</p> <p>I can walk forwards with fluidity and minimum wobble.</p> <p>I can walk backwards with fluidity and minimum wobble.</p>	<p>Can they keep their head up and still?</p> <p>Do they keep their back straight and tummy tight?</p> <p>Can they swing their arms to help move and balance?</p>

Static Balance

I can balance with both feet facing forwards.

I can balance with feet still.

I can balance with minimum wobble (control).

Maintaining balance throughout:

I can stand on a line with a good stance for 10 seconds.

Emerging- I can explore the dynamic balance on a line and stance movements.

Expected- I can complete some Yellow Challenges.

I can follow simple instructions.

Exceeding- I can complete ALL yellow challenges.

I can understand and follow simple rules.

I can name some things I am good at.

Do they keep their feet a shoulder width apart?

Do they bend their knees?

Can they keep their back straight and head up?

Do they listen carefully?

Do they follow the rules for each activity?

Do they think about what they have improved at since the start of term?

Key vocabulary

follow, rules, line, forwards, stance, still

Common misconceptions

Books linking to this area

From Head to Toe

Memorable first hand experiences	Opportunities for communication
Target Throwing- under arm, 3 shots each. Relay- Race in teams of 4/5.	Emphasis on turn taking. Explaining how they achieved the challenge Listening to instructions Discussing Growth Mindset

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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>