



Year group: Reception - Spring 2

Area/topic: Creative
Fundamental skill-
Coordination (Ball Skills)
Counter balance (with a partner)

Could supplement with REAL DANCE as well to build up creative practise.

(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. Use large-muscle movements. 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>Coordination</u> I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.</p>	<p>Do they keep tummy tight and weight through their bottom? Can they use fingers to move the ball?</p>

Maintaining control:

I can sit and roll a ball along the floor around my body using 2 hands.

I can sit and roll a ball along the floor around my body using 1 hand (right and left).

I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands.

I can stand and roll a ball down to my toes and back up, then around my upper body using 2 hands.

Counter Balance:

I can maintain balance throughout.

I can move smoothly and with control.

I can coordinate movements with my partner.

With a partner, maintaining balance throughout:

I can sit holding hands with toes touching, lean in together then apart.

I can sit holding 1 hand with toes touching, lean in together then apart.

I can sit holding hands with toes touching and rock forwards, backwards and side-to-side

Emerging- I can explore ball and counter balance with a partner movements

Expected- I can complete some Yellow Challenges.

I can observe and copy others.

Exceeding- I can complete all Yellow Challenges.

I can explore different movements.

Focus on moving the ball smoothly rather than on speed.

Do they keep their tummy tight?

Can they keep their back straight and head up?

Can they hold on to their partner's forearms and communicate with them?

I can explore and describe different movements.	
Key vocabulary	
copy, explore, sit, along, copy, explore, rock, lean in	
Common misconceptions	Books linking to this area
	Katie Morag and the dancing class Dogs don't do ballet
Memorable first hand experiences	Opportunities for communication
Catching- Throwing ball or beanbag up and catching. How many times without dropping?	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>