



Year group: Reception - Summer 1

Area/topic: Physical
Fundamental skill-
Coordination (Sending/receiving)
Agility (Reaction/Response)

(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 send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely. Roll a large ball to your partner or against a wall</p>	<p>Can they use backswing and follow through when sending? Do they keep their eyes focused on the ball?</p>

With right and left hand against a wall or with a partner (3 to 5 metre distance):

I can roll a large ball and collect the rebound.

I can roll a small ball and collect the rebound.

I can throw a large ball and catch the rebound with 2 hands.

Agility- Reaction/Response

I can react and move quickly.

I can catch the ball consistently.

I can slow down with control after catching.

From a distance of 1, 2 and 3 metres:

I can react and catch a large ball dropped from shoulder height after 2 bounces.

I can react and catch a large ball dropped from shoulder height after 1 bounce.

Emerging- I can explore sending and receiving and reaction and response movements

Expected- I can complete some Yellow challenges

I can move confidently in different ways.

Exceeding- I can complete ALL Yellow challenges

I can perform a single skill or movement with some control.

I can perform a small range of skills and link two movements together.

Can they adopt a good 'ready position' (weight on balls of feet, wide base)?

Do they push off hard with their feet?

Can they keep their head steady and watch the ball?

Do they move their feet to get to the ball (rather than stretching)?

Do they maintain a good 'ready position'?

Do they lean forward to help move quickly?

Can they move feet, rather than stretch, to get to the ball?

<i>Key vocabulary</i>		
<i>confidently, travel, receive, roll, throw,, react, quick</i>		
<i>Common misconceptions</i>		<i>Books linking to this area</i>
		<i>The Way champs play</i>
<i>Memorable first hand experiences</i>		<i>Opportunities for communication</i>
<i>Skipping rope- How many skips in 30 seconds?</i> <i>Basketball shots- overarm shots in 30 seconds</i>		<i>Emphasis on turn taking.</i> <i>Explaining how they achieved the challenge</i> <i>Listening to instructions</i> <i>Discussing Growth Mindset</i>

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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>