

	Year group: Year 1 - Autumn 1	Area/topic: Personal Fundamental skill- Coordination (Footwork) Static Balance (One Leg)
	(objectives from NC/ELG/Development matters) NC: 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.	

Prior learning	Future learning
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.	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

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Footwork:	

I can combine side-steps with 180° front pivots off either foot.
I can combine side-steps with 180° reverse pivots off either foot.
I can skip with knee and opposite elbow both at 90° angle.
I can hopscotch forwards and backwards, hopping on the same leg (right and left).

Keep your head up.
Bend your knees to help balance.
Work off the balls of your feet.

One leg balance:

Maintaining balance and on both legs:

I can stand still for 30 seconds.
I can complete 5 mini-squats.

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

Exceeding:

I try several times if at first I don't succeed and I ask for help when appropriate.

Expected:

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

Emerging:

I enjoy working on simple tasks with help.

Do the children show balance and control Throughout?
Can they show fluent, smooth movements?
Can the children perform the movements in both directions/on both sides?

Do the children show minimum wobble (control)?
Do they keep their standing foot still?
Do they keep their non-standing foot off the floor?

Do the children listen carefully to instructions?
Can the children keep their head up and stay within marked areas?
Can they think about who they can ask for help?

180°- half turn , combine, opposite, half turn, pivot, elbow, hopscotch, 90° - quarter turn

core muscles, non-standing, balance, control, tight, mini-squat, freeze, dominant (non)

Common misconceptions

Books linking to this area

Not looking in the direction you are travelling in.
I can't do it first time so won't be able to do it.

Strong and Tough by Rico Hinson-King

Memorable first hand experiences

Opportunities for communication

Emphasis on turn taking.
Explaining how they achieved the challenge
Listening to instructions

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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>