

	Year group: Year 1 - Autumn 2	Area/topic: Social REAL GYM (Flight and rotation)
	(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
<u>Jumps (floor, low apparatus and large apparatus):</u> I can decide before jumping which technique/footwork pattern to use.	

I can squeeze body muscles during flight to make clear shape.  
 I can land through balls of feet with soft knees to absorb impact.  
 I can, when landing on apparatus, focus on landing spot.

Rotation Skills (floor, low apparatus and large apparatus):

Patter Turn - I can stand on my toes and take multiple small steps to turn body around vertical axis.

Spin on Bottom - I can whilst sitting, use hands to start rotation and lift legs and arms.

I can use spotting to maintain my balance.  
 I can hold my body tight and extended.  
 I can choose the type of rotation before starting.

Exceeding:

I can help, praise and encourage others.

Expected:

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

Emerging:

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

Do the children use accurate footwork patterns, take-off and landing?

Do the children show a clear shape during flight?

Can the children land balanced and quiet?

Do the children remain balanced throughout?

Can the children achieve rotation with control?

Do the children keep the accuracy of shape throughout?

Can the children take turns?

Do the children share space and equipment?

Do the children use positive words to praise?

Key vocabulary

Jump, rotate, patter turn, spin, praise, encourage

Common misconceptions

Unable to land safely  
 Not being aware of surroundings when using large apparatus.

Books linking to this area

Milo's Monster by Tom Percival

Memorable first hand experiences

Opportunities for communication

Using the gymnastic apparatus.  
Pass the ball (whole school challenge)

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

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>