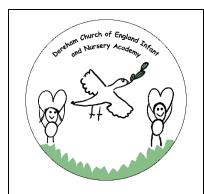
Dereham Church of England Infant and Nursery Academy- PE





Year group: Year 1 - Spring 2

Area/topic: Creative

Fundamental Skills-

Coordination (Ball Skills)

Counter Balance (With a partner)

Dance

(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.

Prior learning	Future learning
Negotiate space and obstacles safely, with	Master basic movements including running,
consideration for themselves and others;	jumping, throwing and catching, as well as
Demonstrate strength, balance and coordination	developing balance, agility and co-ordination, and
when playing;	begin to apply these in a range of activities
Move energetically, such as running, jumping,	
dancing, hopping, skipping and climbing.	

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

Coordination

I can maintain control of the ball.

I can move the ball in both directions.

I can move the ball smoothly and fluently.

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 I 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 round 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.

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

I can sit holding I 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.

Do they keep their tummy tight and weight through my bottom?
Do they use their fingers to move the ball?
Do they focus on moving the ball smoothly rather than on speed?

Do they keep their back straight and head up?
Do they hold on to their partner's forearms and communicate with them?
Do they keep their tummy tight?

Do they try lots of different movements and think about how they are using their body and the equipment? Can they try different ways to find what feels right?

Emerging- I can complete some yellow challenges.

· I can observe and copy others.

Expected- I can complete all yellow challenges.

I can explore and describe different movements.

Exceeding- I can complete some green challenges.

- I can select and link movements together to fit a theme.
- I can begin to compare my movements and skills with those of others.

Dance

I can perform a range of different shapes with different leg positions creating challenge to core strength.

I can perform with balance and control when holding a shape and when moving between shapes.

I can perform a variety of smooth, fluent movements when moving between shapes.

Emerging- I can perform tricky I challenges.

• I can observe and copy others.

Expected- I can perform and sequence Tricky I challenges.

• I can explore and describe different movements.

Exceeding- I can perform Tricky 2 challenges.

• I can select and link movements together to fit a theme.

Can they observe and think about different parts of the body and how they move when comparing movements and skills?

Can they find strong, still positions in standing and floor shapes – tummy tight, arms helping with balance? Can they find the simplest way to go from the standing shape to the floor shape?

Do they use as many different ways of moving between shapes as possible? When jumping, do they land through the balls of their feet and bend my knees to absorb impact?

Can the try lots of different ways of creating a dance to find what feels right?

Do they think of how they work with their partner to create new ideas?

Key vocabulary		Do they think about how
observe, describe, upper body, around, observe, de to side	escribe, touching, side	they can link one movement with another?
Common misconceptions	Books linking to this	area
Dancing is for girls.	Dance with Oti	
Memorable first hand experiences	Opportunities for communication	
Catching- Throwing ball or beanbag up and	Providing feedback to	partners and peers.
catching. How many times without dropping?	Emphasis on turn tal	king.
	Question carousel	

Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning	
Use of pictures/videos/ visual aids Smaller groups or I:I support.	Marking out clear boundaries for activities. Activities adapted for safety. Using posters and/or modelling to recap previous learning.	
Social, Emotional and Mental health Awareness of individual needs, any potential triggers within the curriculum or child's background. Preparing children for activities they may find overwhelming.	Sensory and Physical Offering extra space. Adaptations of balance activities. Opportunities for burning off energy and physical overwhelm.	