

	<p>Year group: Year 1 - Spring 2</p>	<p>Area/topic: Creative Fundamental Skills- Coordination (Ball Skills) Counter Balance (With a partner)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</p>	<p>Dance</p>

Prior learning	Future learning
<p>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.</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

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 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.

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 complete some yellow challenges.

- I can observe and copy others.

Expected- I can complete all yellow challenges.

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?

- 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 1 challenges.

- I can observe and copy others.

Expected- I can perform and sequence Tricky 1 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 they 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?

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