

	<p>Year group: Year 1 - Summer 1</p>	<p>Area/topic: Physical Fundamental Skills- Coordination (sending and receiving) Agility (reaction/response)</p> <p>Bat and ball games</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>	

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
<p>Coordination (sending and receiving)</p>	

I can send with good accuracy and weight.

I can get in a good position to receive.

I can collect the ball safely.

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 complete some of the Yellow challenges.

- I can move confidently in different ways.

Expected- I can complete all of the 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.

Exceeding- I can complete some of the Green Challenges.

- I can perform a range of skills with some control and consistency.

Can they use backswing and follow through when sending?

Do the children adopt a good 'ready position' (weight on balls of feet, wide base)?

Do they keep their eyes focused on the ball?

Does the child push off hard with their feet?

Do they keep their head steady and watch the ball?

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

Can the children extend their front leg when rolling to help balance and aim?

Can they keep their eyes focused on ball?

- I can perform a sequence of movements with some changes in level, direction or speed.

Bat and Ball skill games

I can copy the correct grip for a racket.

I can watch a partner and give feedback with support.

I can cooperate with a partner to play a target game.

I can use a bat to hit a ball towards a target.

I can use a ball to hit a ball along the ground.

I can use a bat to hit a ball that has been rolled to them from a short distance;

I can roll a ball accurately over a short distance and stop a rolled ball.

When rolling/receiving, do they bend their knees to get low to the ground? Do the children lean forward to help move quickly?

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

Can they balance a beanbag on their racket? Can they hit a beanbag forwards towards a target?

Can they show some control when hitting a ball in a modified activity?

Can they follow instructions to take on different roles within a game?

Key vocabulary

single, range, backswing, ready position, follow through, single, range, steady, dropped

Common misconceptions

Hitting the ball hard/fast is the best technique.

Books linking to this area

My book of gymnastics (DK)

Memorable first hand experiences	Opportunities for communication
Skipping rope- How many skips in 30 seconds? Basketball shots- overarm shots in 30 seconds	Providing feedback to partners and peers. Emphasis on turn taking. Question carousel

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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>