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|  | <p>Year group: Year 1 - Summer 1</p> | <p>Area/topic: Fitness Fundamental Skills- Agility (Ball chasing) Static balance (floor work)</p> |
| | <p>Throwing and catching 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 |
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| <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 | |
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| Key knowledge and skills | Possible evidence |

Agility (Ball chasing)

I can start and stop quickly.

I can arrive in the correct position to collect the ball (timing).

I can collect the ball with balance/control.

Over a distance of up to 10 metres and turning both ways:

I can roll a ball, chase and collect it in a balanced position facing the opposite direction.

I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.

Static Balance

I can maintain balance throughout.

I can balance and hold the correct position.

I can balance with control when changing balance/position.

Maintaining balance throughout:

I can hold a mini-front support position.

I can reach round and point to the ceiling with either hand in a mini-front support.

Emerging- I can complete some of the Yellow challenges.

- I am aware of the changes to the way I feel when I exercise.

Expected- I can complete all of the Yellow challenges.

- I am aware of why exercise is important for good health.

Exceeding- I can complete some of the green challenges.

- I can say how my body feels before, during and after exercise.

Do they take up a good ready position and push off hard?

Can they try rolling the ball at different speeds to get the right challenge?

Do they keep their head steady and watch the ball?

Do the children keep their hands in line with their shoulders?

Do they keep their knees in line with their hips?

Can they keep their back straight and tummy tight.?

Can they recognise changes to the body during exercise include increased heart rate and increase breathing rate?

- I use equipment appropriately and move and land safely.

Throwing and catching games

I can track and receive a ball from a partner.

I can throw underarm to a partner.

I can catch an object my partner throws.

Key vocabulary

changes, health, balanced, quickly, changes, health, in line, shoulders, hips

Do they know that exercise strengthens our heart, lungs, bones and muscles?

Do they understand that exercise can have a positive effect on our mood and how we feel?

Can they recognise changes to the body during and after exercise involve the heart, lungs (breathing), body temperature (sweating), tiredness/fatigue (muscles)?

Do they know that moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints?

Can the children roll a ball to a partner, with some control?

Can they track and stop a ball rolled over a medium distance from a partner?

Can they sensibly throw an object underarm or overarm, to a partner?

Can they use two hands when catching a beanbag or large ball?

Are they usually successful at catching using two hands thrown by my partner?

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| <i>Common misconceptions</i> | <i>Books linking to this area</i> |
| <i>Throwing a ball the furthest wins</i> | <i>The boy who became king Michael Jordan</i> |
| <i>Memorable first hand experiences</i> | <i>Opportunities for communication</i> |
| <i>Sports Day</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

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| <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> |