

	<p>Year group: Year 2 - Autumn 1</p>	<p>Area/topic: Personal Fundamental Skills- Coordination (Footwork) Static Balance (One Leg)</p>
<p>(objectives from NC/ELG/Development matters)</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>		

Prior learning	Future learning
<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>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p><u>Footwork:</u> I can hopscotch forwards and backwards, alternating hopping leg each time. I can move in a 3-step zigzag pattern forwards. I can move in a 3-step zigzag pattern backwards.</p> <p>Keep head up and back straight. Work off balls of feet and increase speed when ready. Bend knees and use arms to help you balance.</p> <p><u>One leg balance:</u> With both legs: I can stand still for 30 seconds with eyes closed I can complete 5 squats. I can complete 5 ankle extensions.</p> <p>Look forward and imagine a focus point. Use your arms to help you balance. Keep your tummy (core muscles) tight and back straight</p> <p><u>Exceeding:</u> I have begun to challenge myself. I know where I am with my learning.</p> <p><u>Expected:</u></p>	<p>Do children show balance and control throughout. Are the children fluent and smooth with their movements? Are the children movements performed in both directions/on both sides?</p> <p>Do the children show minimum wobble (control)? Do the children use smooth, controlled movements? Do the children keep their non-standing foot off the floor?</p> <p>Do the children listen carefully to instructions? Can they keep their head up and stay within marked areas? Do they keep going when things are hard?</p>

I try several times if at first I don't succeed and ask for help when appropriate.
 Emerging:
 I can follow instructions, practise safely and work on simple tasks by myself.

Key vocabulary

Alternating, pattern, 3 step, speed, zigzag, increase

Common misconceptions

Squats have to be all the way to the floor.

Books linking to this area

The mind blowing world of extraordinary competitions by Anna Goldfield

Memorable first hand experiences

Speed bounce- Whole school competition
 One leg balance- Whole school competition

Opportunities for communication

Providing feedback to partners and peers.
 Emphasis on turn taking.
 Question carousel

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>