

	<p>Year group: Year 2 - Autumn 1</p>	<p>Area/topic: Personal REAL GYM (Balance and Travel)</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, 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.]</p>

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p><u>Points and patches balances.</u> Points - I can use small bases of support (knees, hands, elbows, feet). Patches - I can use large bases of support (bottom, stomach, side, legs). I can squeeze body muscles tightly to maintain balance.</p>	<p>Do the children show control (minimum wobble)? Can the children keep their supporting body part still? Can they hold for at least 3 seconds?</p>
<p><u>Explore point and patch balances using low apparatus.</u> I can keep my head up and still. I can keep my tummy tight and back straight. I can focus my eyes on a fixed point to help balance.</p>	<p>Do the children show good posture? Do the children use light and quiet steps? Do the children use an accurate movement pattern?</p>
<p><u>Explore point and patch balances using large apparatus.</u> I can focus my eyes on a fixed point. I can keep whole body tight and extended. I can keep at least one body part in contact with the apparatus throughout the balance.</p>	<p>Can the children find a safe space they can work in? Do they keep going when things are hard?</p>
<p><u>More complex travelling movements using feet, adding variety by combining with hand apparatus.</u> I can keep my back straight, head up and core muscles squeezed. I can step onto balls of my feet first. I can absorb the impact with a knee bend.</p>	<p>Do they find a challenge they can't quite achieve and then keep working on it?</p>
<p><u>Explore more complex travelling movements using low apparatus.</u> I can maintain good body tension and extension. I can concentrate on coordination of my body parts.</p>	

I can keep at least one body part in contact with apparatus.

Explore more complex travelling movements using large apparatus.

I can squeeze body muscles tightly to maintain good posture.

I can concentrate on coordination of the body whilst using apparatus.

I can keep my eyes on part of the body in contact with apparatus to maintain active balance.

Exceeding:

I have begun to challenge myself.

Expected:

I try several times if at first I don't succeed.

Emerging:

I can practise safely and work on simple tasks by myself.

Key vocabulary

Points, small, patches, large, squeeze, control, tight, extended, contact, challenge, impact

Common misconceptions

Books linking to this area

Memorable first hand experiences

Opportunities for communication

Using gymnastic apparatus

Providing feedback to partners and peers.
 Emphasis on turn taking.
 Review method- Badge of honour/ roles on a bus

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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>