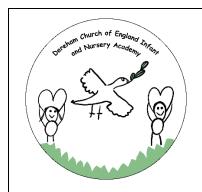
Dereham Church of England Infant and Nursery Academy- PE





Year group: Year 2 - Autumn 2

Area/topic: Social

REAL GYM (flight and rotation)

(objectives from NC/ELG/Development matters)

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.

| Prior learning | Future learning |
|--|---|
| Master basic movements including running, | Pupils should continue to apply and develop a |
| jumping, throwing and catching, as well as | broader range of skills, learning how to use them |
| developing balance, agility and co-ordination, and | in different ways and to link them to make |
| begin to apply these in a range of activities. | 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. |
| | |
| | Pupils should be taught to: |
| | develop flexibility, strength, technique, control and |
| | balance [for example, through athletics and |
| | gymnastics.] |
| | |

| What pupils need to know or do to be secu | ı |
|---|------------------------------|
| Key knowledge and skills | Possible evidence |
| Jumps (hand apparatus): | Are children accurate in the |
| I can swing my arms back and bend knees to prepare. | preparation phase? |
| I can swing my arms up and push from legs in take-off. | Can children make a clear |
| I can keep good body tension and clear shape during flight phase. | shape during flight? |
| I can land through balls of feet with soft knees to absorb impact. | Are the children's landings |
| | balanced and quiet? |
| Rolls and spins (floor, low apparatus): | |
| I can do Dish and Arch Roll - In dish or arch shape, roll keeping | Do the children hold an |
| hands, feet and head off the floor, chin on chest and lift arms and | accurate shape throughout? |
| legs as high as possible. | Can the children use fluent |
| | and controlled movements? |
| I can use spotting to maintain balance. | Do the children remain |
| I can hold my body tight and extended. | balanced and controlled? |
| I can choose the type of rotation before starting. | |
| | Do children play safely and |
| Exceeding: | sensibly, sharing space and |
| I show patience and support others. | equipment? |
| Expected: | Can children use positive |
| I can help, praise and encourage others in their learning. | words and gestures when |
| Emerging: | others do well? |
| I can work sensibly with others, taking turns and sharing. | Do children listen to and |
| | support others when they |
| | need help? |
| Kou waaahularu | |
| Key vocabulary | |

Patience, praise dish, arch roll,

| Common misconceptions | Books linking to this area |
|----------------------------------|---|
| · | My book of gymnastics (DK) |
| Memorable first hand experiences | Opportunities for communication |
| Using gymnastic apparatus | Providing feedback to partners and peers. |
| | Emphasis on turn taking. |
| | Review method- |
| | |
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Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

| Communication and Interaction | Cognition and Learning |
|--|---|
| Use of pictures/videos/ visual aids Smaller groups or 1:1 support. | Marking out clear boundaries for activities. Activities adapted for safety. Using posters and/or modelling to recap previous learning. |
| Social, Emotional and Mental health Awareness of individual needs, any potential triggers within the curriculum or child's background. Preparing children for activities they may find overwhelming. | Sensory and Physical Offering extra space. Adaptations of balance activities. Opportunities for burning off energy and physical overwhelm. |