

	<p>Year group: Year 2 - Autumn 2</p>	<p>Area/topic: Social REAL GYM (flight and rotation)</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>Jumps (hand apparatus):</u>                      I can swing my arms back and bend knees to prepare.                      I can swing my arms up and push from legs in take-off.                      I can keep good body tension and clear shape during flight phase.                      I can land through balls of feet with soft knees to absorb impact.</p> <p><u>Rolls and spins (floor, low apparatus):</u>                      I can do Dish and Arch Roll - In dish or arch shape, roll keeping hands, feet and head off the floor, chin on chest and lift arms and legs as high as possible.</p> <p>I can use spotting to maintain balance.                      I can hold my body tight and extended.                      I can choose the type of rotation before starting.</p> <p><u>Exceeding:</u>                      I show patience and support others.</p> <p><u>Expected:</u>                      I can help, praise and encourage others in their learning.</p> <p><u>Emerging:</u>                      I can work sensibly with others, taking turns and sharing.</p>	<p>Are children accurate in the preparation phase?                      Can children make a clear shape during flight?                      Are the children's landings balanced and quiet?</p> <p>Do the children hold an accurate shape throughout?                      Can the children use fluent and controlled movements?                      Do the children remain balanced and controlled?</p> <p>Do children play safely and sensibly, sharing space and equipment?                      Can children use positive words and gestures when others do well?                      Do children listen to and support others when they need help?</p>
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-

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>