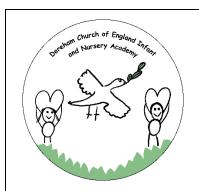
Dereham Church of England Infant and Nursery Academy- PE





Year group: Year 2 - Autumn 2

Area/topic: Social

Fundamental Skills-Coordination (Footwark)

Static Balance (One Leg)

(objectives from NC/ELG/Development matters)

NC KSI:

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	actions and sequences of movement.
activities	They should enjoy communicating, collaborating
	and competing with each other.
	Use running, jumping, throwing and catching in
	isolation and in combination.
	Compare their performances with previous ones
	and demonstrate improvement to achieve their
	personal best.

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
	Do the children show a	
Jumping and Landing	good take off and height?	
I can jump from 2 feet to 2 feet with 180° turn in either direction.	Do they show balance and	
I can complete a tucked jump.	control on landing?	
I can complete a tucked jump with 180° turn in either direction.	Can they complete with soft	
	landings?	
Swing arms to help gain height and use them to help balance on		
landing.	Can the children keep their	
Keep head up on landing.	feet and hands off the floor	
Bend knees on landing.	throughout?	
o	Do they show minimum	
Seated balance:	wabble?	
Pick up a cone from one side and place it on the other side with same	Do they hold balance	
hand.	without strain?	
Return it to the opposite side using the other hand.		
I can sit in a dish shape and hold it for 5 seconds.	Do the children take turns,	
,	share space and equipment?	
Keep tummy tight (core muscles) and back straight.	Do they use positive words	
Use arms to help maintain balance.	when others do well?	
Keep head up and breathe throughout.	Do they use positive	
	gestures/words to keep	
Exceeding:	others going?	
I am happy to show and tell others about my ideas.		
I show patience and support others.		
Expected:		
I can help, praise and encourage others in their learning.		

Emerging:

I can work sensibly with others, taking turns and sharing.

Key vocabulary

Straight, dynamic, balls of feet, momentum, dish, straight, shape, hold

Common misconceptions	Books linking to this area
	Lucia LaCorte Poor Sport
	You're so amazing by James and Lucy Catchpole
Memorable first hand experiences	Opportunities for communication
Pass the ball- Whole school challenge	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

Communication and Interaction	Cognition and Learning
Use of pictures/videos/ visual aids Smaller groups or I:I 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.