

	<p>Year group: Year 2 - Autumn 2</p>	<p>Area/topic: Social Fundamental Skills- Coordination (Footwork) Static Balance (One Leg)</p>
	<p>(objectives from NC/ELG/Development matters.)</p> <p>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</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>Jumping and Landing</u> I can jump from 2 feet to 2 feet with 180° turn in either direction. I can complete a tucked jump. I can complete a tucked jump with 180° turn in either direction.</p> <p>Swing arms to help gain height and use them to help balance on landing. Keep head up on landing. Bend knees on landing.</p> <p><u>Seated balance:</u> Pick up a cone from one side and place it on the other side with same hand. Return it to the opposite side using the other hand. I can sit in a dish shape and hold it for 5 seconds.</p> <p>Keep tummy tight (core muscles) and back straight. Use arms to help maintain balance. Keep head up and breathe throughout.</p> <p><u>Exceeding:</u> I am happy to show and tell others about my ideas. I show patience and support others.</p> <p><u>Expected:</u> I can help, praise and encourage others in their learning.</p>	<p>Do the children show a good take off and height? Do they show balance and control on landing? Can they complete with soft landings?</p> <p>Can the children keep their feet and hands off the floor throughout? Do they show minimum wobble? Do they hold balance without strain?</p> <p>Do the children take turns, share space and equipment? Do they use positive words when others do well? Do they use positive gestures/words to keep others going?</p>

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*

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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>