

	<p>Year group: Year 2 - Spring 1</p>	<p>Area/topic: Cognitive Fundamental Skills- Dynamic balance (On a line) Static Balance (Stance)</p> <p>Throwing and catching games</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. They should enjoy communicating, collaborating and competing with each other. Use running, jumping, throwing and catching in isolation and in combination.</p>

	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><u>Dynamic Balance (On a line)</u>            I can move smoothly and with minimum wobble.            I can maintain balance on the line with head up.            I can move with opposite arm and leg moving forwards.</p> <p><u>Static balance (stance)</u>            I can balance with both feet facing forwards.            I can balance with feet still.            I can balance with minimum wobble (control).</p> <p><u>Emerging- I can complete some green challenges.</u></p> <ul style="list-style-type: none"> <li>• I can understand and follow simple rules.</li> <li>• I can name some things I am good at.</li> </ul> <p><u>Expected- I can complete all green challenges.</u></p> <ul style="list-style-type: none"> <li>• I can explain why someone is working or performing well.</li> </ul>	<p>Can children keep their head up and still.            Can children keep their back straight and tummy tight.            Can they swing their arms to help move and balance.</p> <p>Can the children keep their feet a shoulder width apart?            Do they bend their knees?            Do they keep their back straight and head up?</p>

- With help, I can recognise similarities and differences in performance.

### Exceeding- I can complete some red challenges.

- I can explain what I am doing well and begun to identify areas for improvement.

### Throwing and catching

#### Bouncing a ball using one hand

- Hold the ball in your dominant hand.
- Bend your knees, getting comfortable and low so that you have a solid base (you are firmly balanced).
- Push the ball down with one hand, bouncing it up and down using your fingertips.

Catching a high ball is a skill used for catching balls that are above the head or shoulder.

- Watch the ball at all times.
- Move into position to catch the ball.
- Point your fingers towards the ceiling.
- Point your thumb back towards your body.

Do children listen carefully and follow the rules for each activity?

Do children look at different parts of the body to help recognise similarities and differences?

Do they try to be specific about what others are doing well?

Can they think about what you have done well in the lesson?

Can they think of non-physical and physical skills in terms of what you are doing well?

Communication - Make sure your partner knows when and where you are going to pass the ball.

Accuracy - Make sure you repeat the same pass more than once, thinking about which direction

- Place one foot slightly in front of the other.
- Jump up to reach the ball.
- Quickly bring the ball into your body.

A **bounce pass** moving or passing a ball to another player by bouncing it on the ground. Hold the ball at waist height, with hands on either side of the ball.

- Step forwards with one foot and then push the ball forwards and towards the ground.
- Aim for a target halfway between you and your partner.
- Follow through, extending your arms in the direction of the ball.

you need to be looking in to make each pass.

**Power** - Think about how hard or how soft you need to throw the ball in order to reach your target or partner.

### Key vocabulary

recognise, order, lifting, 90 degrees, low beam, apart

### Common misconceptions

### Books linking to this area

Emmanuel's Dream  
Billie Jean King

### Memorable first hand experiences

Target Throwing- under arm, 3 shots each.  
Relay- Race in teams of 4/5.

### Opportunities for communication

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

<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>