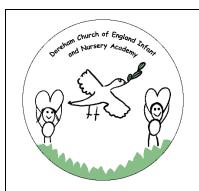
Dereham Church of England Infant and Nursery Academy- PE





Year group: Year 2 - Spring 2

Area/topic: Creative

Coordination (Ball Skills)

Counter Balance (with a partner)

Dance

(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
jumping, throwing and catching, as well as	a broader range of skills, learning how to
developing balance, agility and co-ordination,	use them in different ways and to link them
and begin to apply these in a range of	to make 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	
Coordination (Ball skills)	Do they keep their tummy	
I can maintain control of the ball.	tight and weight through	
I can move the ball in both directions.	my bottom?	
I can move the ball smoothly and fluently.	Do they focus on moving	
With both right and left hand, maintaining control:	the ball smoothly rather	
1. I can sit and roll a ball up and down my legs and round	than on speed?	
my upper body using I hand.	Can they use their fingers	
2. I can stand and roll a ball up and down my legs and	to move the ball?	
round my upper body using I hand.		
Counter Balance (with a partner)	Do they keep their tummy	
I can maintain balance throughout.	tight?	
I can move smoothly and with control.	Do they keep their back	
I can coordinate movements with my partner.	straight and head up?	
	Can they hold on to their	
With a partner, maintaining balance throughout:	partner's forearms and	
1. I can hold on and, with a long base, lean back, hold our	communicate with them?	
balance and move back together again.		
2. I can hold on with I hand and, with a long base, lean		
back, hold our balance and move back together again.		
Emerging- I can complete some green challenges.		
I can explore and describe different movements.		

Expected- I can complete all green challenges.

- I can begin to compare my movements and skills with those of others.
- I can select and link movements together to fit a theme.

Exceeding- I can complete some red challenges.

- I can respond differently to a variety of tasks or music.
- I can make up my own rules and versions of activities.

Dance

I can perform with balance and control when holding a shape and when moving between shapes / landing.

I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength.

I can perform a variety of smooth, fluent movements when moving between shapes.

Emerging- I can perform tricky 2 challenges.

• I can explore and describe different movements.

Expected-I can perform a sequence of tricky 2 challenges.

• I can begin to compare my movements and skills with those different ways of of others and I can select and link movements together to fit travelling, floor a theme.

Exceeding- I can perform trickier I challenges.

• I can respond differently to a variety of tasks or music and I can make up my own versions of activities.

Can they try lots of different movements and think about how they are using their body and the equipment?

Do they think about different parts of the body and how they move when comparing movements and skills?

Can they change or adapt their movements according to the task?

Do they keep their tummy tight and extend my arms to help find strong, still positions in my shapes? Can they use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning?

When jumping, do they land through the balls of

Kau	vocabulary
Ney	Nocumenty.

compare, select, link, gradually, increase, compare, select, link, partner, long base

their feet and bend my knees to absorb impact?
Don't rush and find the simplest way to go from turning to jumping before moving to the floor?

Do they try lots of different ways to find what feels right, including observing and copying others' ideas? Do they think about shapes and movements that go with the theme? Can they try to come up with ideas to make the activities more fun, challenging or different?

Common misconceptions	Books linking to this area
Turning slowly so they don't get dizzy.	Josephine Baker – Little People Big Dreams
That partner work doesn't mean they pull at	
each other.	
Memorable first hand experiences	Opportunities for communication
Catching- Throwing ball or beanbag up and	Providing feedback to partners and peers.
catching. How many times without dropping?	Emphasis on turn taking.

moves so far.

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.