

	<p>Year group: Year 2 - Summer 1</p>	<p>Area/topic: Physical Coordination (Sending and receiving) Agility (Reaction/Response)</p> <p>Tennis</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>Coordination (Sending and receiving)</u> I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely. With right and left hand, against a wall or with a partner (3 - 5 metre distance):</p> <ol style="list-style-type: none"> 1. I can throw a tennis ball and catch it with the same hand after 1 bounce. 2. I can throw a tennis ball and catch it with the same hand without a bounce. 3. I can throw a tennis ball and catch it with the other hand after 1 bounce. 4. I can throw a tennis ball and catch it with the other hand without a bounce. 5. I can strike a large, soft ball along the ground with my hand 5 times in a rally. <p><u>Agility (reaction/response)</u> I can react and move quickly.</p>	<p>Can they use backswing and follow through when sending? Do they adopt a good 'ready position' (weight on balls of feet, wide base)? Can they keep their eyes focused on the ball?</p> <p>Do they push off hard with their feet? Can they keep their head steady and watch the ball?</p>

I can catch the ball consistently.

I can slow down with control after catching.

From a distance of 1, 2 and 3 metres:

1. I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce.

Emerging- I can complete some Green Challenges.

- I can perform a single skill or movement with some control.
- I can perform a small range of skills and link two movements together.

Expected- I can complete all Green challenges.

- I can perform a range of skills with some control and consistency.
- I can perform a sequence of movements with some changes in level, direction or speed.

Exceeding- I can complete some red challenges.

- I can select and apply a range of skills with good control and consistency.

Tennis

I can hold a tennis racket with some support and show some control when hitting a ball;

I can hit a ball forwards towards a target;

I can throw a ball underarm over a short distance;

I can combine skills to play a modified version of a competitive game against a partner.

Do they move their feet to get to the ball (rather than stretching)?

Do they adopt good 'ready position'?

Do they use footwork to move in line with the ball when receiving?

Can they focus on accuracy and weight when sending?

Do they show some consistency when hitting a ball that has been thrown to them?

Do they show understanding of the tactic that they have practised and try to

<p>I can watch a partner and answer some questions about their performance.</p> <p>I can cooperate with others to play a team game, taking on different roles with support.</p>	<p>apply it in a competitive game?</p>
<p style="text-align: center;">Key vocabulary</p>	
<p>level, direction, speed, catch, rally, strike, level, direction, speed, pushing, bounce</p>	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
	<p>Dream big- On your marks set GOLD Women in Sport</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<p>Skipping rope- How many skips in 30 seconds?</p> <p>Basketball shots- overarm shots in 30 seconds</p> <p>Athletics festival KSI</p>	<p>Providing feedback to partners and peers. Emphasis on turn taking. Supporting sensitive feedback. Teaching each other their sequences. Showing and discussing their favourite moves so far.</p>

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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>