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|  | <p>Year group: Year 2 - Summer 2</p> | <p>Area/topic: Fitness Agility (Ball Chasing) Static Balance (Floor Work)</p> |
| | <p>Football</p> | |
| <p><i>(Objectives from NC/ELG/Development matters)</i></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 |
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| <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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |

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| What pupils need to know or do to be secure | |
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| Key knowledge and skills | Possible evidence |
| <p><u>Agility (Ball Chasing)</u></p> <p>I can start and stop quickly.</p> <p>I can arrive in the correct position to collect the ball (timing).</p> <p>I can collect the ball with balance/control.</p> <p>Over a distance of up to 10 metres and turning both ways:</p> <ol style="list-style-type: none"> 1. Starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. 2. Starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. | <p>Can they take up a good ready position and push off hard?</p> <p>Do they try rolling the ball at different speeds to get the right challenge?</p> <p>Can they keep their head steady and watch the ball?</p> |
| <p><u>Static balance (Floor Work)</u></p> <p>I can maintain balance throughout.</p> <p>I can balance and hold the correct position.</p> <p>I can balance with control when changing balance/position.</p> <p>Maintaining balance throughout:</p> <ol style="list-style-type: none"> 1. I can place a cone on my back and take it off with the other hand in a mini-front support. 2. I can hold a mini-back support position. | <p>Do they keep their hands in line with my shoulders?</p> <p>Can they keep their knees in line with my hips?</p> <p>Do they keep their back straight and tummy tight?</p> |

3. I can place a cone on my tummy and take it off with the other hand in a mini-back support.

Emerging- I can complete some Green challenges.

- I am aware of why exercise is important for good health.

Expected- I can complete all Green Challenges.

- I can say how my body feels before, during and after exercise.
- I use equipment appropriately and move and land safely.

Exceeding- I can complete some red challenges.

- I can describe how and why my body changes during and after exercise.

Football

I can keep moving with the ball

I can move into space.

I can pass the ball to a team mate.

I can receive the ball.

I can choose when to use different shots for scenarios.

Do they understand that exercise strengthens our heart and lungs which is good for our health?
Can they recognise changes to the body during and after exercise include increased body temperature which causes us to sweat?

Do they know moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints?

Do they know that during exercise our body temperature rises, resulting in sweating, which helps us to keep cool?

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| <p>I can evaluate what could be done differently for a better outcome.</p> | <p>Do they keep control of the ball whilst moving? Can they pass the ball in the direction of a teammate? Can they look out for space?</p> | |
| <p>Key vocabulary</p> | | |
| <p>equipment, appropriately, safely, driving arms, concentrate, object, under, upwards</p> | <p>Can they pass the ball in the direction of a teammate? Can they look out for space?</p> | |
| <p>Common misconceptions</p> | | <p>Books linking to this area</p> |
| <p>Kicking the ball as hard as you can wins.</p> | <p>Spinderella Planet football How to be a footballer Pele</p> | |
| <p>Memorable first hand experiences</p> | | <p>Opportunities for communication</p> |
| <p>Sports Day</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> | |

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

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| <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> |