

PE Curriculum - Northway School

Ball Skills

| Academic levels | <i>Sensory exploration</i> | <i>Developing knowledge</i> | <i>Extending knowledge</i> |
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| What will we learn and do | <ul style="list-style-type: none"> • Pupils encounter activities and experiences • Explore a variety of sensory/textured balls • Tracks a ball rolled towards them, near to them or down a ramp • Begins to push a ball with assistance • Roll a ball in the general direction of another person | <ul style="list-style-type: none"> • Pupils begin to be pro-active in their intentions • Pushes a ball independently • Receives a ball rolled towards them • Begins to bounce a ball • Throws a ball • Attempts to catch a ball • Attempts to knock down a skittle | <ul style="list-style-type: none"> • Pupils co-ordination and control are developing through repetitive movement patterns • Propel a ball in 3 different ways • Moves a ball with increased accuracy • Consistently throws and catches a ball • Consistently hits a target with increased accuracy and control • Hits a ball with a bat • Understands working in a team • Dribbles a ball a short distance ,keeping control |
| Suggested activities | <ul style="list-style-type: none"> • Boccia ramp and balls for tracking • Sticky balls and targets for aiming • Various balloon balls and texture balls | <ul style="list-style-type: none"> • Bowling activity • Colour co coordinating balls and targets • Mini basketball | <ul style="list-style-type: none"> • Cricket/ Poly bat (striking ,fielding bowling activites • Boccia - Wedge ,hoops and skittles for aiming. • Table tennis /Tennis • Football goal and cones |

Gymnastics – Body management

| Academic levels | <i>Sensory exploration</i> | <i>Developing knowledge</i> | <i>Extending knowledge</i> |
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| What I will do and learn | <ul style="list-style-type: none"> • • Develop more body awareness and how we can move in different ways. • Explores low equipment with support • Move into different positions with support (e.g. kneeling, laying down, rolling) | <ul style="list-style-type: none"> • Moving into different positions with increasing control and accuracy when guided by an adult • To link two actions together e.g. crawling, rolling, jumping • Use a variety of equipment with less adult support • | <ul style="list-style-type: none"> • Moves body confidently through a space using a variety of movements • Experiments with moving different ways • Combines a series of gymnastic movements • Forward rolls • Works well with a partner • Performs basic gym shapes on mat eg Tuck,pike,1/2 turn,straddle. • Links 3-4 actions together eg Balance, shape roll |
| Suggested activities | <ul style="list-style-type: none"> • <i>Music and movement eg Sticky Kids</i> • <i>Make shapes in air with ribbons</i> | <ul style="list-style-type: none"> • <i>Bean Game - instruction and movement game</i> • <i>Marching around the room avoiding obstacles with instructions eg high,low,fast,slow,skip,jump</i> | <ul style="list-style-type: none"> • <i>Leads warm up for peers with music</i> • <i>Play musical statues</i> • <i>Quick fire commands -gym shapes.</i> |
| | <ul style="list-style-type: none"> • <i>Low level sensory circuit eg bench, steps, planks for gradience, tunnel.</i> | <ul style="list-style-type: none"> • <i>Higher level sensory circuit eg balance beam trampet, Hurdles</i> | <ul style="list-style-type: none"> • <i>Travel work / under, between,up,down apparatus while travelling on 2 hands, 1 foot 1 hand etc</i> |
| | <ul style="list-style-type: none"> • <i>Log rolls on mat</i> • <i>Travels around mat without bumping into anyone.</i> • <i>Quick fire commands on mat eg stand,sit,lie on tummy etc</i> | <ul style="list-style-type: none"> • <i>Bench and mat work- different ways to cross the bench Big Little tip toe, ½ turn</i> | <ul style="list-style-type: none"> • <i>Mat work in pairs - Mirroring actions and basic gymnastic shapes</i> |

Rebound Therapy

| Academic levels | <i>Sensory exploration</i> | <i>Developing knowledge</i> | <i>Extending knowledge</i> |
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| What I will do d learn | <ul style="list-style-type: none"> • Tolerate being on the trampoline • Tolerates being bounced • Moves around the trampoline with adult support • Gets on and off the trampoline using the steps • Starts to jump with adult support • with support maintain balance in sitting ,hands and knees | <ul style="list-style-type: none"> • Walks independently around the trampoline • Beings to jump independently • Maintains balance whilst being bounced - standing and sitting • Observes others using different gymnastics shapes on the trampoline | <ul style="list-style-type: none"> • Confidently jumps on the trampoline - stops on request • Begins to perform gymnastic shapes on the trampoline e.g. half turn, tuck jump • Begin to put movements into a simple routine |
| Suggested activities | <ul style="list-style-type: none"> • <i>Walking on red line</i> • <i>Row your boat -sitting</i> • <i>Bouncing forward while sitting with support</i> | <ul style="list-style-type: none"> • <i>Walks along centre line. Turn around and walk back</i> • <i>Runs on the spot in centre</i> • <i>Sitting position - swimming arms movement to initiate bounce</i> | <ul style="list-style-type: none"> • <i>Performs 3 bounces -stop-stillness</i> • <i>Seat drops and returns to feet</i> • <i>Routine ...tuck jump,1/2 twist, star position seat drop</i> |

Gross Motor Skills

| Academic levels | <i>Sensory exploration</i> | <i>Developing knowledge</i> | <i>Extending knowledge</i> |
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| What I can do and learn | <ul style="list-style-type: none"> • Walk around obstacles with support • Attempts to step over things on the floor • Able to walk up a ramp with a slight gradient • Travels over a variety of surfaces | <ul style="list-style-type: none"> • Walk around obstacles independently • Performs single action e.g. rolling, running, jumping • Stops and starts under control • Climbs on and off equipment with some control | <ul style="list-style-type: none"> • Follows instructions e.g. forwards, backwards, sideways • Springs and lands safely • Travel under and over equipment independently • Uses a variety of equipment with increased confidence and accuracy • Shows awareness of the movement and direction of others |
| Suggested ideas | <p><i>Marching /running /around the room avoiding coloured cones</i></p> | <ul style="list-style-type: none"> • <i>Tip toe/gallop/run /skip around the room avoiding obstacles</i> | <ul style="list-style-type: none"> • <i>Follows instructions -Tip toe/gallop/run/skip and change direction avoiding obstacles around the room</i> |
| | <p><i>Jumps /steps over line or rope on floor</i></p> | <ul style="list-style-type: none"> • <i>Walk along a bench and perform a full turn</i> | <ul style="list-style-type: none"> • <i>Balance on one foot and hold for 5 seconds</i> |
| | <p><i>Take big steps along a bench</i></p> | <ul style="list-style-type: none"> • <i>Step up onto bench/padded stool/ step down</i> | <ul style="list-style-type: none"> • <i>Jump off gym horse with secure landing</i> |
| | <p><i>Slides on tummy/back</i></p> | <ul style="list-style-type: none"> • <i>Slides on front /back</i> | <p>High level climbing equipment eg A frames, wall bars, and apparatus.</p> |

Sherbourne

| Academic levels | <i>Sensory exploration</i> | <i>Developing knowledge</i> | <i>Extending knowledge</i> |
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| What I can do and learn | <ul style="list-style-type: none"> • Developing a self-awareness of 'my body • Developing awareness of 'me 'in the space that surrounds me • Awareness of the ground • Awareness of others | <ul style="list-style-type: none"> • Building relationships (caring and sharing) • Tolerates sitting with a peer • Holds hands with peer and gentle rocking • Tolerates being stoked on the back • With support holds tunnel shape for peer to crawl under. Begins | <ul style="list-style-type: none"> • Takes part in movement activities with a peer or group to support develop trust whilst sharing space (With and against relationships.) • Takes part in movement activities to develop awareness of the effect on another's movement on myself • Takes part in movement activities experiencing leading and taking charge of a partner. |
| Suggested ideas | <ul style="list-style-type: none"> • <i>Tapping on different parts of the body eg shoulders, knees ,legs ,tummy</i> • <i>Sliding on tummy and back</i> | <ul style="list-style-type: none"> • <i>Mirroring peers hand actions without touching</i> • <i>Sitting back to back with gentle rocking</i> | <ul style="list-style-type: none"> • <i>Blindfold work- pupils take it in turns being led around the room.</i> • <i>Parcels- pupils use reasonable force to "unwrap" each other.</i> • <i>Stars- pupils to make star shape on the floor ,peer to walk over body with control</i> • |
| | <ul style="list-style-type: none"> • <i>Exploration of personal space while in lying position eg stretch out arms and legs feeling the space around you .</i> | <ul style="list-style-type: none"> • <i>Row row your boat holding hands and facing peer.</i> | <ul style="list-style-type: none"> • <i>Pupils work together to counter balance -testing strength</i> • <i>Pupils to make tunnels to crawl under -lay on top.</i> |
| | <ul style="list-style-type: none"> • <i>Slide /roll/crawl/spin around the room</i> | <ul style="list-style-type: none"> • <i>Gentle stroking /touch on peers back</i> | |
| | <ul style="list-style-type: none"> • <i>Gentle swinging in a blanket</i> | | |

Swimming

| Academic levels | <i>Sensory exploration</i> | <i>Developing knowledge</i> | <i>Extending knowledge</i> |
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| What I will do d learn | <ul style="list-style-type: none"> • To develop confidence in the water. • Responds to splash on face • Have limbs manipulated in water • Touches objects floating near by • Responds to water being poured over them | <ul style="list-style-type: none"> • To develop buoyant /swimming strategies • Works co - operatively with an adult when moving in the water. • Interacts with water toys • Starts to imitate swimming movements • Start to jump up and down with support • Uses arms to push and pull water. • Puts face in water briefly • Moves across the pool with adult support. | <ul style="list-style-type: none"> • Uses swim float to propel self around the pool • Kicks legs when lying on back or front • Puts face in water and blows bubbles • Imitates different swim strokes eg front crawl, back stroke etc • Makes star shape in the water |
| | | | |
| Suggested activities | <ul style="list-style-type: none"> • <i>Sing action songs "this is the way we wash our face</i> | <ul style="list-style-type: none"> • <i>Pupils will move across the pool in different ways eg walking ,running ,jumping, scooping</i> | |
| | <ul style="list-style-type: none"> • <i>Hold the rail and kicking legs with support</i> • <i>Stars and rockets</i> | | |
| | <ul style="list-style-type: none"> • <i>Floating toys</i> • <i>Buckets ,watering cans and squirt toys</i> | | |
| | <ul style="list-style-type: none"> • | | |