

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

Physical Education

The **intent** of our PE curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Develop competence and confidence to participate in a broad range of physical activities
- Explore basic movements including running, jumping, throwing and catching, as well as develop balance, agility and coordination, and aim to apply these in a range of activities
- Be given opportunities to participate in team games, developing tactical play and an awareness of rules
- Engage in competitive sports and activities through intra and inter school events, and develop awareness of opportunities to participate in the local area
- Have a creative approach to PE sessions, where they have opportunities to express themselves and develop their thoughts and ideas
- Analyse the performance of themselves and others in order to improve skills and techniques required for a sport
- Be given leadership opportunities both informally and through recognised qualifications in which they are encouraged to work in a team, build on trust and develop skills to solve problems, either individually or as a group
- Be encouraged to persevere in a range of challenging situations in order to build resilience.
- Increase fitness levels by engaging in physical activity for a sustained period of time
- Be encouraged to lead a healthy, active lifestyle

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary
- Planned differentiation, Resource, Support or activity

Class groups are based upon English ability; therefore, each PE group has a wide range of abilities. With this in mind, each activity planned has a set of progressive and sequenced skills and knowledge objectives at three levels, **Basic, Intermediate and Advanced**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Long Term Physical Education plan.

The curriculum that is in place is based upon two things:

- 1) Sports and activities that lead to achieving **the school's intent** -to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood.
- 2) Sports and activities **support diverse learning needs**. A large majority of our children have ASD and DCD as well as other learning disabilities , the PE curriculum has been planned to reflect this and make it fully inclusive.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements**.

1. To develop skills which will enable individuals to manage /cope with everyday tasks and expectations by leading a healthy active lifestyle.
2. To be able to solve problems both individually and with others, demonstrating leadership skills which will be needed in working life.
3. To have an appreciation for rules and fair play in sport and society.

Scheme of work - PE

1-year Overview - Phase 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Multi Skills	Gymnastics	Tri - orienteering/Martial Arts	Inclusive Tennis	Athletic Activities	Summer games

1-year Overview - Phase 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion games	Trampoline	Health Related Fitness	Tennis Activities	Athletic activities	Sports Leadership

At Epinay school there is a range of pupils with complex needs. 28.65% of pupils are diagnosed as having a Primary need in ASD (Sep, 2021). ASD is a developmental disability that can cause significant social, communication and behavioural challenges. It affects how a person acts and interacts with others, communicates, and learns.

For this reason sports have been carefully chosen to reflect this. ASD pupils generally have difficulties in the following areas:

- Processing information- organising ,sequencing and prioritising.
- Social and Communication Skills - Pupils may have difficulty reading social cues and knowing when to speak or listen, and facial expressions can be impossible to read resulting in social isolation.
- Children on the autistic spectrum often have difficulties with posture, balance, coordination and motor planning.

Because of this, the scheme of work has been designed to ensure pupils can develop these areas, while also ensuring that PE at Epinay is inclusive for all learners, and that they can take part in all activities with a varied degree of differentiation and support.

A rationale as to why each sport is offered is therefore included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are pupils of varying abilities in PE, therefore pupils will progress through the skills at a pace suitable to the individuals, with the overall aim being that they are working towards the 3 key PE statements

Progression of skills and knowledge

Phase 1. Children work towards meeting the Early year's foundation goals

Phase 2 & 3 Children build on the skills knowledge gained in phase 1 and work through progressive objectives aimed at; acquiring and developing skills, selecting and applying skills and tactics and compositional ideas, improving skills and knowledge of fitness and health within each sport /activity. Children will develop progressive skills of evaluation of performance.

Phase 4 Children are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a qualification route, this may be Entry level certificate, Btec or GCSE dependent upon ability. Pupils who do not choose a qualification route will access a core practical PE session where the main aim will be to expose pupils to activities which encourage a healthy, active lifestyle in preparation for adulthood. This will include taking part in sessions which they will be able to access once leaving school, such as fitness sessions, whilst also having opportunities to continue using PE as a means of developing teamwork skills, following rules and becoming more resilient.

The Phase 4 PE overview below highlights the activities which pupils will take part in, in order to expose them to a range of physical experiences in preparation for adulthood. There will be an emphasis on any individual physical and sensory needs which need to be facilitated through this programme. Activities will be accessed for 1 term, with the rationale for this being that pupils need to participate for a sustained period of time, and therefore have the opportunity to develop their skills, so that they can then decide if this is something they would be interested in pursuing outside of school or in the future, in order to develop their physical and mental health.

Autumn	Spring	Summer
Games for life	Fitness for life	Well being/outdoor education
Pupils will experience the following: <ul style="list-style-type: none"> • A range of team games (Basketball, handball, football etc) • A range of Individual sports (Tennis, Badminton, Volleyball) • Opportunities to lead small group skills practices • Develop individual skills related to the components of fitness and skill related fitness • Opportunities to officiate in team and individual sports • Learn correct warmup and cool down techniques and the importance of this 	Pupils will experience the following: <ul style="list-style-type: none"> • A range of fitness classes which could be accessed on or off site (boxing, boxerfit, dance, circuit training, gym etc) • Opportunities to develop cardiovascular and muscular endurance • Activities to develop knowledge around health and fitness and the importance of these in everyday life • Leadership opportunities within a fitness environment 	Pupils will experience the following: <ul style="list-style-type: none"> • Access to training in the local environment including exercising at free sites (such as the beach, local parks, local 'steps') • Walking/Running in the outdoors • Athletic activities using a range of equipment • Bike rides in the local area • Gain knowledge of the local area and available sports wellbeing opportunities • Outdoor education opportunities where appropriate

Phase 5 Children are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification if chosen pathway but no longer access core PE sessions.

Physical Education Scheme of Work - Phase 2 and 3

Autumn 1 – Phase 2 - Multi skills

Rationale: Benefits for our pupils are:

Provides whole body exercise which helps develop gross motor skills through physical play

Develops fundamental movement skills (coordination ,balance, reaction) which enables them to complete everyday tasks and access a range of activities .

Gives experience of interacting with other people, objects and their surroundings

Enhances communication skills through playing cooperatively with others

Provides opportunities for improving social skills e.g. turn taking, listening to others , following rules

Provides opportunities for young people to participate in non sports specific activities

Develops a variety of skills that can prolong involvement in sport in later life

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced
	Non progressive objectives only suitable to given level: <ul style="list-style-type: none">• Demonstrate appropriate fitness levels for an activity		

Scheme of work - PE

	<ul style="list-style-type: none"> Begin to work cooperatively with in a team <p>Agreed list of sequenced objectives</p> <ul style="list-style-type: none"> Be able to listen to and follow basic instructions safely with support Be able to take part in a simple warm up and cool down by copying basic movements Begin to carry out a range of travelling movements, such as running, skipping, hopping and jumping with limited control Be able to perform a basic jump eg 2 feet to 2 feet with limited control Use a basic underarm technique throw a range of objects with limited accuracy Use modified equipment to move an object eg large bat , balloon Be part of a team by following the lead of others or with support Have opportunities to participate in small sided games, gaining an understanding of simple rules To understand that games can be won and lost Be able to say if a performance is good or not Know what is meant by the term "fair" 	<p>Agreed list of sequenced objectives</p> <ul style="list-style-type: none"> Be able to listen to and follow basic instructions independently Begin to know some simple warm up and cool down movements and activities Be able to travel in a variety of ways with increased speed and distance Be able to take off and land using either feet Using underarm and overarm technique throw a range of objects towards a target with increasing accuracy Use the correct equipment to move an object eg racket and tennis ball Begin to contribute ideas as a team member Participate in small sided games, and apply simple rules Begin to demonstrate simple tactics and understand ways to win Be able to say why a performance is good Know why something is fair or unfair 	<p>Agreed list of sequenced objective;</p> <ul style="list-style-type: none"> Be able to listen to and follow a series of instructions independently Demonstrate ways of warming up and cool down different body parts Be able to take off and land consistently using one or both feet showing good control Use a range of throwing techniques throw a range of objects at a target from varied distances with increasing accuracy Be able to move an object using appropriate equipment in more challenging situations eg smaller space, through cones Take on a lead role within a team Be able to apply more complex rules in a full game Become more tactically aware in a range of competitive situations Be able to suggest ways of improving a performance Know how to adapt or modify a situation to make it fair
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Scheme of work - PE

			<ul style="list-style-type: none"> • Show consistency in performance
Planned PFA Links		Introduction to healthy lifestyles through group discussion of effects of exercise on the body Visit from School Nurse to discuss health/fitness/diet Visit to Beacon of Light to see future education opportunities and jobs in leisure industry	
Planned Cultural Capital Opportunities		Visit to Beacon of Light to see purpose built facilities.	
Planned Reading Opportunities		Reading of simple rules for a game Reading scores and team names	
Planned Key Vocabulary (subject specific)		Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring	
Planned Key Vocabulary (Topic specific)		Travel, run, jump, throw, catch, start, stop, pass, hit, strike, kick, push, aim, target, accuracy, speed, direction, movement, opponent, attack, defence, team mate, tactic, fair play.	
Planned differentiation, Resource, Support or activity		<p>Some pupils will use modified equipment eg bigger equipment, balls with different textures and sizes, weights, colours, additional time may be given to complete tasks</p> <p>Size of playing area are to be adapted to suit needs, increase or decrease</p> <p>Multi sensory approach - copy and follow, support to physically assist</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 1 - Core Skills -Opportunities to develop components of ball skills , awareness of body in space, strength , visual perception , balance</p> <p>Section 2 - Jumping, hopping, skipping</p> <p>Section 3 - Fine Motor Skills - understanding of body in space, knowledge of right and left ,the relationship between objects, distance and direction</p> <p>Section 6 - Ball skills</p> <p>Section 7 Self Help Skills - Backward Chaining Technique - task split into small sections with pupil doing the last section to achieve success - gradually do more steps independently</p> <p>Buckinghamshire Health Care Scheme -</p> <p>Section on Balance</p> <p>Section on Body Awareness and Coordination</p> <p>Section on Visual Perception - Visual Discrimination (4)</p>	

Autumn 1 - Phase 3 – Invasion games

Rational: Benefits for our pupils are:

Gives the opportunity to develop gross motor skills needed to be able to complete everyday tasks

Develops the ability to follow rules in games which can be transferred to everyday situations

Encourages respect, fair play and sportsmanship which are important to be able to function in society

Provides them with opportunities to manage emotions appropriately through winning and losing

Participation in organised games offers opportunities to read social cues, co-ordinate and connect with others and develop relationships with peers

Participation in team games burns calories, strengthens muscles and bones and helps to establish healthy habits for later life

Games can be adapted to provide an inclusive environment where all pupils can engage in activities at a suitable level

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced
	<p>Non progressive objectives only suitable to given level:</p> <ul style="list-style-type: none">• Be able to move safely around an area• Be able to carry out basic movements such as running, jumping, skipping (from phase 2)• Be able to attempt basic skills such as throwing, catching, hitting (from Phase 2)		

Scheme of work - PE

	<ul style="list-style-type: none"> Be able to take part in sustained physical activity to increase fitness <p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities. Follow basic rules to take part in a simple small group activity, eg, domes and dishes Attempt to move an object towards a given target (throw, kick, strike) Copy techniques for the 5 different throwing passes (Chest, bounce, overhead, overarm, underarm) Be able to dribble a ball through an area with limited control (using hands, feet, equipment) Use a basic tactic in a simple activity (eg. tig scarecrow) Be able to work cooperatively with others in a small group 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> Take part in a 3 stage warm up and cool down activities demonstrating some knowledge of the types of joints, types of pulse raising activities and names of muscles Follow a set of rules needed to take part in a simple game Show accuracy and control when moving an object towards a given target Know and perform the 5 different passes with some accuracy and control Be able to use a range of passes in small game situations Be able to dribble a ball through an area showing some control (dominant hand) Begin to apply basic tactics in small game situations (eg, marking, defending, attacking) Begin to take a lead role within group activities 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage. Lead cool down activities. Understand advanced rules and scoring systems used in range of games Sustain accuracy and control when moving an object over a increased distances Show consistent accuracy and control when demonstrating the 5 passes. Be able to recall the correct technique to make successful passes Be able to select the correct pass to use depending on the situation Be able to dribble a ball through an area showing consistent control when barriers are present Be able to dribble through an area with non - dominant hand/foot To apply tactics in competitive situations (including inter/intra school games) Be able to explain how and why tactics can be used in range of situations (eg, man marking) Show confidence leading others in competitive and non-competitive situations
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Scheme of work - PE

	<ul style="list-style-type: none"> Identify whether a task was completed successfully or not 	<ul style="list-style-type: none"> Demonstrate sportsmanship in game situations Discuss positive and negative points of a performance 	<ul style="list-style-type: none"> Demonstrate sportsmanship in unfamiliar situations (including inter/intra school activities) Be able to suggest ways which something can be improved Be able to act on advice to successfully make changes to a performance
Planned PFA Links	Visit from local Disability football South Tyneside Ability to discuss opportunities to join sports clubs outside of school to promote healthy future lifestyle Visit to South Shields football club to see jobs which are carried out around the ground, and discuss who the club employ Talk to Sports reporters - BBC and Radio Newcastle - Gazette to discuss sports journalism		
Planned Cultural Capital Opportunities	Visit to SAFC football game through Foundation of Light Opportunity to take part in Wanderers football tournament, gaining experience of playing at a purpose built centre BBC studio visit through link with Jeff Brown - opportunity to look around a new environment		
Planned Reading Opportunities	Reading rules in a game Reading of key vocab from whiteboard Read task card Read how to set up a small activity		
Planned Key Vocabulary (subject specific)	Analyse, identify, demonstrate, develop, select, compare, co-operate, communicate, observe, adapt, co-ordination, evaluate		
Planned Key Vocabulary (Topic specific)	Invasion games - Target, accuracy, speed, direction, movement, opponent, attack, defence, team mate, tactic, fair play. Intercept, mark, etiquette, dodge, compete, strategy, invasion, receive		
Planned differentiation, Resource, Support or activity	Differentiated / Modified equipment different size , weight , colour of ball eg throwing - balloon , beach ball , tennis ball , bigger targets throwing larger objects working towards smaller targets and smaller objects, Working in a safe area to suit needs - eg quieter space if anxious about noise, being hit by the ball staff to support by being a partner/feeding ball Different size goals - bigger means more likely to score/ smaller goal if they are in goal Small sided teams - more chance of getting ball For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme: Section 1 - core skills -Opportunities to develop components of ball skills , awareness of body in space, strength , visual perception , balance Section 2 - jumping , hopping , skipping - develop strength, awareness of body in space , balance Section 3 - Fine Motor Skills - the relationship between objects, distance and direction Section 6 - Ball Skills - Developmental sequence of catching ,throwing , kicking a ball (Rudimentary, Functional , Mature)		

Scheme of work - PE

	Buckinghamshire NHS Scheme Section Body Awareness and Coordination Section on Ball Skills Section on Balance
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Autumn 2 – Phase 2 -Gymnastics

Rationale: Benefits of gymnastics for our pupils are:

Improves physical strength, coordination and flexibility which will enable individuals to manage every day movements , tasks and expectations.

Activities to improve flexibility can help address problems associated with low muscle tone

To develop strategies to overcome challenging situations and encourage them to try new challenges in later life.

Increases the ability to solve problems in everyday life both individually and when working with others.

Increases confidence enabling them to perform under pressure and develop leadership skills for adult life.

Develops social skills which they will need to be able to work and think both independently and cooperatively with others.

Enables pupils to see that goals can be achieved with determination and perseverance.

Develop discipline and self control by following rules which will prepare them for living in society.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced (Objectives in here would include more tactical, compositional ideas and evaluating performance and how to improve performance.)
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Scheme of work - PE

	<p>Non progressive objectives only suitable to given level:</p> <ul style="list-style-type: none"> • Carry and move equipment safely <p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions safely with support • Be able to take part in a simple warm up and cool down by copying basic movements • Move safely in own space • Copy simple gymnastic actions and shapes with limited control and precision • Be able to copy simple balances showing limited control • Begin to copy simple balances when working with other people • Begin to link basic movements with limited fluency and control • Begin to transfer actions and balances onto small apparatus (wide bench - low box top) • Be able to say if a performance is good or not 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions independently • Begin to know some simple warm up and cool down movements and activities • Move confidently in a variety of ways using a change of speed and direction • Attempt gymnastic shapes and actions with increasing control and precision • Demonstrate balances using different body parts with increasing control and precision • Work with other people demonstrating balances using different body parts • Link simple movements together with a beginning middle and end • Attempt to transfer balances onto more challenging pieces of apparatus eg - narrow surface , higher box • Be able to say why a performance is good 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow a series of instructions independently • Demonstrate ways of warming up and cooling down different body parts • Explore a wider range of gymnastic actions and shapes demonstrating precision and control • Perform more advanced balances showing precision and control • Demonstrate more advanced balances when working with others • Create own sequences that meet set conditions • Be able to perform advanced balances on a range of increasingly challenging equipment • Be able to suggest ways of improving a performance • Be able to act upon advice in order to change a performance to improve it
Planned PFA Links	Visit from Gymnast to discuss jobs in sport and leisure Visit to Temple Park Gymnastic Centre to look at facilities and talk staff who are working in the industry (AW has contact)		
Planned Cultural Capital Opportunities	Visit to a gymnastic display at Birley gymnastic Centre through Wanderers' Festival Take part in Wanderers gymnastic festival where pupils will visit purpose built gymnastic centre in Birtley Watch Olympic gymnasts on You tube to gain an insight into high level sports performance		

Scheme of work - PE

Planned Reading Opportunities	<p>Reading key vocab on whiteboard/picture cards for types of jumps and rolls - match words to pictures Have skills written on cards and plan a sequence Read a planned sequence - read out to partner to follow?</p>
Planned Key Vocabulary (subject specific)	<p>Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring</p>
Planned Key Vocabulary (Topic specific)	<p>Gymnastics – Roll, jump, land, balance, tuck jump, pike jump, star jump, straddle jump, sequence, partner, fluency, control, weight, centre of gravity, create, compose</p>
Planned differentiation, Resource, Support or activity	<p>Differentiated /modified equipment - mats (thicker mats for less confident) Different size area to work in - larger area for sequences requires less precision and control and less refined movements Different surface area to balance on eg floor , box top , bench, Apparatus of different heights to work on , Picture cards as visual aid Staff to physically support pupils - help hold a balance , demonstrate for pupil to copy, help position pupil's body Use of ICT -Video showing correct technique Use of ICT Video to show their own technique</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 1 core skills - developing balance, strength, body awareness, knowledge of left and right, bilateral coordination and integration</p> <p>Section 2 - Jumping Stepping Hopping</p> <p>Section 3 - Fine Motor Skills- understanding of r body in space, knowledge of right and left ,the relationship between objects, distance and direction</p> <p>Section 7 Self Help Skills - Backward Chaining Technique - task split into small sections with pupil doing the last section to achieve success - gradually do more steps independently</p> <p>Buckinghamshire NHS Scheme</p> <p>Ref section on Body Awareness and coordination</p> <p>Ref Section on Balance</p>

Autumn 2 – Phase 3 - Trampoline

Rationale: Benefits of trampolining for our pupils are

Improves coordination and body awareness which will enable individuals to manage /cope with everyday movement ,tasks and expectations

Improves concentration so that they are able to solve problems in everyday life both individually and when working with others

Increases confidence enabling them to manage challenging situations and develop leadership skills needed in working life

Helps expel and focus excess energy and to use it in a positive way to lead a healthy active life.

Helps to balance stress / anxiety levels and releases endorphins creating a positive change in moods

Develops social skills which they will need to work cooperatively with others in adult life by following rules which are acceptable in society

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic	Intermediate	Advanced
	<p>Non progressive objectives only suitable to given level:</p> <ul style="list-style-type: none">• Be able to safely move equipment when supervised by staff• Be able to get on and off the trampoline safely		

Scheme of work - PE

	Agreed list of sequenced objectives: <ul style="list-style-type: none"> • Participate in an effective warm up and cool down • Demonstrate how to start bouncing and stop staying in a safe position on the trampoline with some control • Begin to copy and carry out some basic jumps and simple twists with limited control • Attempt to link basic movements (extra bounces required) • Be able to say whether a movement is good or not, correct or incorrect 	Agreed list of sequenced objectives: <ul style="list-style-type: none"> • Know how to warm up and cool down independently • Demonstrate correct bouncing technique landing with increasing consistency on the cross. • Perform a range of jumps and twists with increased accuracy and control. Tuck, pike, straddle, half twist, full twist • Progress through more complex skills landing on a range of body parts - seat drops, front drops, adding twist where appropriate • Be able to link movements together by following a set or suggested routine • Be able to add or replace jumps to change a routine • Be able to say why a performance is good or not 	Agreed list of sequenced objectives: <ul style="list-style-type: none"> • Be able to lead an effective warm up and cool down • Be able to bounce with increasing height and control., landing consistently on the cross. • Show consistently when performing complex jumps • Be able to perform more advanced skills eg somersaults demonstrating fluency and control in a performance • Create and perform a routine independently • Suggest ways of improving their own and others' performance
Planned PFA Links	Visit local leisure club to raise awareness of activities which can be sustained for healthy lifestyle Visit from trampolinist to discuss jobs in the gymnastic industry		
Planned Cultural Capital Opportunities	Visit to local trampoline club to see purpose built facility Opportunity to attend Wanderers competition at AAA sports club		
Planned Reading Opportunities	Reading key words on cards. Read out routines Whiteboard with key words		
Planned Key Vocabulary (subject specific)	Analyse, identify, demonstrate, develop, select, compare, co-operate, communicate, observe, adapt, coordination, evaluate		
Planned Key Vocabulary (Topic specific)	bounce, check, land, twists, tuck pike , straddle routine, flexibility, rotate seat drop, front drop, back drop, swivel hips, sequence, control, fluency, turntable, somersault, create, compose, weight, centre of gravity,		

Scheme of work - PE

Planned differentiation, Resource, Support or activity	<p>Use of picture cards to show body position in jumps Pupils to practice jumps on floor Use of safety mat to control height of bounce Mat being pushed in to build on skills and confidence Skills being broken down into more manageable activities Teacher support on trampoline Use of trampette- pupils gain confidence bouncing on smaller, less springy surface- support teacher close enough to hold hands so they can attempt bounce , stop , twists and jumps</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 1 - Core Skills - developing balance , strength , body awareness, knowledge of left and right , bilateral coordination</p> <p>Section 2 - Jumping ,hopping ,skipping</p> <p>Section 3 -Fine Motor Skills- understanding of body in space,</p> <p>Buckinghamshire Healthcare Scheme - Section on Body Awareness and Coordination</p>
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Spring 1 - Phase 2 – Tri - orienteering

Benefits of tri orienteering for our pupils are:

Develops independent decision making and reasoning skills

Improves spatial awareness and agility which will enable individuals to manage every day movements and tasks .

Develops an awareness and appreciation of the environment in which they live.

Provides opportunities to participate in activities which are intellectually and physically challenging.

Develops social skills through opportunities to support, cooperate and demonstrate leadership skills

Enables them to work both individually and as part of a team to develop skills and solve problems.

Develops respect , trust and tolerance when working with others.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced
	Non progressive objectives only suitable to given level:	t	

Scheme of work - PE

	<ul style="list-style-type: none"> • Know what a map is and why a map is used • To understand the meaning of key words eg symbol , key • Know that a symbol represents a real object <p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions safely with support • Be able to take part in a simple warm up and cool down by copying basic movements • Understand and use basic positional language eg under on top • Begin to recognise every day symbols • Recognise key features from a picture map, eg, what it contains • To attempt to place objects in relation to others with limited accuracy • Be able to listen to the opinions and ideas of other people • Be able to attempt to solve simple problems by following advice given by others • Be able to understand and follow simple written instructions with some support 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions independently • Begin to know some simple warm up and cool down movements and activities • Understand and use more advanced positional language eg right, left • To be able to recognise symbols when they are used in a diagram/map/picture • Transfer information from a picture map to reality, (eg, constructing a face) • To demonstrate spatial awareness by placing objects accurately in relation to others • Be able to listen to and respond appropriately to the opinions and ideas of other people • Be able to make suggestions within a group to help solve problems • Be able to transfer written information to complete a practical task 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow a series of instructions independently • Demonstrate ways of warming up and cooling down different body parts • Understand and use advanced positional language eg diagonal , horizontal vertical • Be able to suggest suitable pictures to represent objects on a key • To apply knowledge to create their own maps/diagram • To show an understanding of spatial awareness by explaining the positioning of objects • Solve problems individually by experimenting and adapting ideas • Be able to support others in transferring written information to complete a practical task
Planned PFA Links	Visit from orienteering instructor to discuss jobs in sector Lesson looking at local map and following a map needed for later life		
Planned Cultural Capital Opportunities	Visit to a local orienteering course - Coronthwaite park. Souter Lighthouse. Marine Park		

Scheme of work - PE

Planned Reading Opportunities	Map reading Reading a key Creating a key Matching symbols to words
Planned Key Vocabulary (subject specific)	Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring
Planned Key Vocabulary (Topic specific)	Tri – Orienteering – On top, under, beside, above, below, left, right, map, key, symbol
Planned differentiation, Resource, Support or activity	<p>Appropriate sized equipment and working area - bigger equipment and bigger area is easier to manipulate</p> <p>Use of simplified language and symbols</p> <p>Visual aids - large print and pictures when needed</p> <p>Use of sound, touch or different colours to help some students with navigation</p> <p>Very short instructions - broken down into steps</p> <p>Staff to support - ensure understanding of directional language , reading support, orientating the map</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 1 -Core skills - develop understanding of their body in relationship to environment , strength , balance</p> <p>Section 2 - Jumping Hopping Skipping - spatial awareness . knowing left and right</p> <p>Section 3 -Fine Motor Skills- understanding of r body in space, knowledge of right and left ,the relationship between objects, distance and direction</p> <p>Section 7 Self Help Skills - Backward Chaining Teaching Technique - task split into steps - child does last step so they achieve success -</p> <p>Buckinghamshire Healthcare Trust Scheme</p> <p>Section on Visual Perception - Visual Discrimination (4)</p>

Spring 1 - Phase 2 – Martial Arts

Benefits to our pupils are:

Teaches children about body movement, good posture and control, which helps with motor skills, improves core strength, balance and coordination needed for everyday life.

Enables pupils to be much more aware of their body and how to use it correctly. They can become less susceptible to injuries, and unhealthy weight gain.

Develops the ability to concentrate and focus their attention in a consistent and highly structured environment.

Provides opportunities for improving social skills e.g. turn taking, listening to others, following rules and showing respect for others. They can learn because the same cooperative activities and patterns of etiquette are repeated over and over again.

Allows them to release energy and tension in a safe ritualised environment using repetitive movements and sequences which may help

Decrease behaviours which are obsessive, disruptive or harmful.

Provides opportunities for teamwork and positive social interaction by being included in an enjoyable, accepting and low pressure social environment whilst focusing on self improvement.

Increases confidence and self esteem by improving mental and physical health

Gives opportunities for practicing valuable motor planning skills and processes that can carry over into all aspects of daily life

Provides much needed sensory input through a range of exercises and movements

Martial arts will be delivered by a qualified external provider, who will work through basic martial arts skills at a level suitable for our learners. The aim of the sessions is to provide an opportunity for pupils to experience a different sport while exposing them to the points above. If any pupils show a keen interest in the sport they will be signposted to a local club by the coach.

Spring 1 - Phase 3 – Health related Fitness

Rational: Benefits to our pupils:

NHS England states that children and young people need to take part in two types of exercise, aerobic exercise for their heart, and strength exercises for their muscles and bones, this can be achieved through health related fitness.

Sustained cardiovascular exercise helps them to have a healthy heart.

Increases metabolism therefore it promotes management of weight.

Cardiovascular exercise releases "feel good" hormones that will help ease symptoms of depression and fatigue.

Enhances knowledge around suitable exercises and equipment needed to lead a healthy lifestyle as they grow older.

Provides pupils with the knowledge of how to adapt activities to make them suitable for individual abilities or needs.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced
	Agreed list of sequenced objectives:	Agreed list of sequenced objectives: • Take part in a 3 stage warm up and cool down activities demonstrating some	Agreed list of sequenced objectives: • Lead warm up activities for each of the 3 stages, demonstrating knowledge of

Scheme of work - PE

	<ul style="list-style-type: none"> ● Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities. ● Identify basic short term physical changes which happen to the body during exercise (increased heart rate, sweating etc) ● Identify the long term effects of exercise on the body (healthy heart, muscle gain, weight control etc) ● Attempt to participate in a range of activities aimed to increase cardiovascular fitness and muscular endurance ● Be able to copy a range of exercises when given an adapted technique (eg, press up from knees, plak with straight arms) ● Make suggestions of exercises which would target a given body part ● Be able to work cooperatively with others in a small group ● To give opinions of whether they have completed something well or not 	<p>knowledge of the types of joints, types of pulse raising activities and names of muscles</p> <ul style="list-style-type: none"> ● Understand why short term changes happen to the body during exercise (more blood to the working muscles, more oxygen required) ● Understand how the long term effects of exercise occur (burn calories, Heart not needing to work so hard to complete tasks etc) ● Show required fitness levels to sustain participation in exercise for a full session (circuit timings, HITT timings etc) ● Show consistent correct technique needed to carry out a range of exercises fully ● Be able to select exercises suitable for a full body workout (e.g. circuit) ● Make suggestions of ways to adapt an exercise to make it different ● Begin to take a lead role within group activities ● Be able to identify strengths and weaknesses in their own physical fitness 	<p>appropriate activities for each stage. Lead cool down activities.</p> <ul style="list-style-type: none"> ● Demonstrate a high level of fitness by completing tasks fully with increased level of effort and desire ● Be able to cope with the demands of advanced exercises, showing correct technique (eg, Power star jumps, wide arm plank) ● Show an understanding of the order in which a workout is set up and explain why ● Make suggestions of how to adapt an exercise to suit fitness levels ● Show confidence leading and sharing ideas with others ● Be able to suggest ways of improving specific aspects of physical fitness
Planned PFA Links	<p>Visit to local gym to discuss member options to promote healthy living as an adult</p> <p>Visit to local gym to interview gym manager about careers -</p> <p>Visit from local boxer to discuss professional sportsman careers -</p> <p>Sports therapist, sports injuries , physio , dietician</p>		

Scheme of work - PE

Planned Cultural Capital Opportunities	Visit to local boxing gym to see purpose built facility - Visit to local gym to see state of the art facilities - Energie Fitness gym Jarrow - Temple Park Fitness Suite
Planned Reading Opportunities	Names on fitness cards Creating own fitness cards Names of exercises – spellings Reading scores and recording of scores
Planned Key Vocabulary (subject specific)	Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring
Planned Key Vocabulary (Topic specific)	Health related fitness – stamina, endurance, muscular, abdominals, upper body, lower body, quadriceps, biceps, triceps, recovery
Planned differentiation, Resource, Support or activity	<p>Equipment of appropriate size and weight eg dumbbells , bars, plates</p> <p>Exercises are modified to suit ability eg Press up - beginner from knees</p> <p>Reduced time or targets to achieve for less able</p> <p>Simplified version of combination type exercise - Burpee - no jump</p> <p>Slowed down version of exercise eg star jump - stepping out rather than jumping</p> <p>Mirror the exercise copying from teacher or peer</p> <p>Picture cards to show exercise</p> <p>Use of ICT -Video showing correct technique / elite performer</p> <p>Use of ICTVideo to show their own technique</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 1 - Core Skills - developing strength , balance, body awareness , bilateral coordination</p> <p>Section 2 - Jumping Hopping Skipping</p> <p>Buckinghamshire Healthcare NHS Trust Scheme -</p> <p>Section on Body Awareness and Balance</p>

Spring 2 - Phase 2 – Inclusive Tennis

Benefits to our pupils are:

Enables participation at a level which suits individual needs.

Impacts positively on physical well being by Improving hand eye coordination , mobility, gross and fine motor control.

Impacts positively on mental well by developing self esteem and confidence.

Encourages social interaction and develops communication skills.

Adaptations to equipment, playing area etc ensures it is accessible for all.

Gives opportunities for a high level of success as goals are achievable for all abilities.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced
	Non progressive objectives only suitable to given level: <ul style="list-style-type: none">• Be able to use a range of equipment safely		

Scheme of work - PE

	<ul style="list-style-type: none"> • Be able to handle equipment effectively to achieve the best results <p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions safely with support • Be able to take part in a simple warm up and cool down by copying basic movements • Keep a ball /object under control whilst stationary • Hit an object upwards using a range of equipment eg discs balloons , balls ,bean bags , • Begin to strike an object towards a target with limited accuracy using modified equipment • Show limited control in order to allow participation in a small game situation • Work cooperatively with others to participate in paired tasks or competitive situations eg with support from staff • Be able to say if a performance is good or not 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions independently • Begin to know some simple warm up and cool down movements and activities • Keeping a ball /object under control whilst moving around • Begin to hit an object upwards and downwards using a racket • Be able to strike an object towards a target with increasing accuracy using modified equipment • Demonstrate ways of moving an object across a distance • Show increasing control and accuracy in order to allow participation in a small game • Work cooperatively with others to participate in paired tasks or competitive situations eg partner • Be able to say why a performance is good 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow a series of instructions independently • Demonstrate ways of warming up and cooling down different body parts • Keeping a ball /object under control whilst changing direction and speed • Hit an object upwards /downwards whilst moving • Use dominant and nondominant hands • Demonstrate good control in order to consistently aim an object at a target using a range of equipment • Demonstrate ways to move a ball across a distance or over a net • Participate in a small game with consistent accuracy and control • Begin to use different types of stroke when appropriate • Work cooperatively with others to participate in paired tasks or competitive situations eg supporting less able partner • Be able to suggest ways of improving a performance
Planned PFA Links	Visit from local tennis coach to talk about jobs in the tennis sector		
Planned Cultural Capital Opportunities	Visit to Boldon Tennis Club Watch Wimbledon as lesson intro to see main British Venue Opportunity to participate in Wanderers Primary Tennis tournament at Puma Tennis Centre		

Scheme of work - PE

Planned Reading Opportunities	Reading of key vocab from whiteboard including keywords or phrases
Planned Key Vocabulary (subject specific)	Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring
Planned Key Vocabulary (Topic specific)	Racket, balls, discs, balloon, hit, push, bounce, control, accuracy, net, court, focus, concentrate, coordination, forehand, backhand, volley, body position, return, rally
Planned differentiation, Resource, Support or activity	<p>Modified equipment to suit needs and abilities- size of balls, bats , discs , balloons</p> <p>Differentiated targets - bigger , wider</p> <p>Differentiated rules in game situation -- ball allowed to bounce more than once, bounce ball to serve,</p> <p>Additional time to complete tasks</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 1 - Core skills to develop strength , balance , body awareness , bilateral coordination</p> <p>Section 6 Ball Skills - Developmental sequence of catching ,throwing , kicking a ball (Rudimentary, Functional , Mature)</p> <p>Buckinghamshire Healthcare NHS Trust</p> <p>Section on Body Awareness and Balance</p> <p>Section on Ball Skills - targets</p>

Spring 2 - Phase 3 – Tennis Activities

Rationale - Benefits of tennis for our pupils are:

Improves hand eye coordination , mobility, gross and fine motor control

Helps to maintain a healthy body by Improving cardiovascular fitness ,strengthening muscles and bones.

Encourages fair play and respect by following rules

Enables pupils to engage in individual sport and competition.

Provides opportunities for social interaction.

Increases opportunities for decision making,problem solving and accepting responsibility for their own actions and mistakes.

Enables the individual to improve concentration, planning and tactical thinking skills.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic	Intermediate	Advanced
			

Scheme of work - PE

	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> ● Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities. ● Demonstrate limited control when using a racket when hitting a ball upwards/downwards while stationary ● Develop hand eye coordination by making attempts to return a ball across a distance or a net ● Attempt to show some control when returning a ball in order for it to reach a specified target ● Demonstrate some spatial awareness by being able to position themselves to return a ball which is being fed directly to them ● Begin to rally over a distance with support ● Be able to apply a basic scoring system to a game situation- score for keeping a rally going ● Identify whether a task was completed successfully or not 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> ● Take part in a 3 stage warm up and cool down activities demonstrating some knowledge of the types of joints, types of pulse raising activities and names of muscles ● Be able to keep a ball under control when hitting a ball upwards /downwards whilst moving ● Demonstrate good hand eye coordination by being able to return a ball over a distance or a net using forehand ● Show accuracy and control by hitting the ball with the relevant power and direct to reach a target ● Demonstrate increasing spatial awareness by being able to position themselves to return a ball which not directly to them ● Show increasing racket control in order to keep a rally going over a net ● Be able to score a game using modified system eg score if ball cannot be returned ● Begin to apply simple tactics in a competitive situation in order to win ● Discuss positive and negative points of a performance 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> ● Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage. Lead cool down activities. ● Be able to keep a ball under control when hitting a ball upwards /downwards whilst moving in different directions at different speeds ● Demonstrate good hand eye coordination in order to return a ball with good control across a distance or net using forehand/backhand ● Show consistent accuracy in both forehand and backhand strokes ● Demonstrate spatial awareness by being able to position themselves to return a ball in a competitive situation ● Show constant accuracy in order to keep a rally going over a net using different strokes ● Be able to score a game using modified system eg - only score if you served ● Be able to adapt tactics in a competitive situation in order to win ● Be able to suggest ways which something can be improved ● Be able to act on advice to successfully make changes to a performance
Planned PFA Links	Introduction to local tennis club which could be sustained for healthy active lifestyle		

Scheme of work - PE

	<p>Interview local tennis coach on job opportunities in sport - AW link with Boldon</p>
Planned Cultural Capital Opportunities	<p>Visit to Boldon Tennis Club to gain experience of community tennis club Opportunity to participate in Wanderers Tennis competition at purpose built tennis facility - Puma tennis centre</p>
Planned Reading Opportunities	<p>Reading of key vocab from whiteboard</p>
Planned Key Vocabulary (subject specific)	<p>Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring</p>
Planned Key Vocabulary (Topic specific)	<p>Focus, concentrate, coordination, forehand, backhand, volley, body position, return, rally, serve, scoring system, net shot,</p>
Planned differentiation, Resource, Support or activity	<p>Modified equipment to suit needs and abilities- size of balls, bats , Differentiated targets - bigger , wider makes success more likely Differentiated distances - shorter distance to hit a ball /working areas - bigger court makes it easier to keep a ball in play Use of line, bench , nets - adapt height to suit ability Balls fed by staff or more competent partner Differentiated rules- ball can bounce more than once, bounce ball to serve or serve from hand, additional serves Differentiated scoring in game situation - basic point system , increased opportunities to score Additional time to complete tasks For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme: Section 1 - Core skills to develop strength , balance , body awareness , bilateral coordination Section 6 Ball Skills - Developmental sequence of catching ,throwing , kicking a ball (Rudimentary, Functional , Mature) Buckinghamshire Healthcare NHS Trust Section on Body Awareness and Balance Section on Ball Skills - targets</p>

Summer 1 - Phase 2 – Athletic Activities

Rational: Benefits to our pupils are:

Athletics is a good way of enhancing individual skills which can also be placed into a team format.

Builds on gross motor movements which are needed in everyday life.

Gives opportunity to develop the body's cardiovascular system which is important to live a healthy life.

Introduces a form of competition to encourage pupils to build resilience.

Allows them to participate in physical challenges in a less 'busy' environment.

Enables pupils to work at their own pace to achieve success/goals.

Provides opportunities for responding to rules and conditions.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced

Scheme of work - PE

<p>Non progressive objectives only suitable to given level:</p> <ul style="list-style-type: none"> • Begin to develop teamwork skills by working in small groups <p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions safely with support • Be able to take part in a simple warm up and cool down by copying basic movements • Take part in obstacle style races relevant to ability (hoop race, mini hurdles) • Be able to complete a simple sprint over a short distance (staying in given space - eg, lanes) • Demonstrate appropriate fitness levels enable participation in short distance activities • Begin to develop jumping technique by attempting basic two foot standing long jump • Attempt to copy an over arm throw with a range of objects (Bean bags, tennis balls etc) • Be able to say if a performance is good or not 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow basic instructions independently • Begin to know some simple warm up and cool down movements and activities • Begin to compete with others showing a level of desire to win • Demonstrate good technique when sprinting a short distance - eg, use of arms, strong finish • Demonstrate good fitness levels to be able to compete in races of a longer distance (around track rather than sprint) • Begin to show an understanding that different distances require different speeds • Use correct technique when jumping to increase distance (bent knees, swing arms) • Show an awareness of correct body position when throwing objects in an attempt an increase in distance • Be able to say why a performance is good 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Be able to listen to and follow a series of instructions independently • Demonstrate ways of warming up and cooling down different body parts • Use knowledge of race tactics in order to win • Begin to sprint using consistent technique over longer distance • Demonstrate high levels of fitness enabling competition over longer distances (including inter school activities) • Select the correct speed (tactic)to cover a distance • Begin to attempt one foot take off to two foot landing • Show consistent correct technique to throw objects over a long distance • Be able to suggest ways of improving a performance • Act on advice in order to improve performance
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Scheme of work - PE

Planned PFA Links	Visit from Paralympian to discuss route in to disability sports School Race for life – Links to charity work and volunteering for future adult life
Planned Cultural Capital Opportunities	Visit to Gateshead Stadium to experience a professional sporting venue Watch athletics competition? Local? Mainstream schools competition / County Schools event Opportunity to participate in Wanderers athletics festival at Monkton Stadium
Planned Reading Opportunities	Reading of results. Reading technique/instruction cards
Planned Key Vocabulary (subject specific)	Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring
Planned Key Vocabulary (Topic specific)	Sprint, Finish line, start, power, speed, track, bend, relay, baton, change over, pace, obstacles, lane, throw, long jump, take off landing, metres, athlete,
Planned differentiation, Resource, Support or activity	Modified equipment - different size , shape , weight , colour , Different working area - distance for running to be adapted Level of challenge to be adapted to suit needs and ability Modified technique eg jump from 2 feet not one , underarm throw not overarm Visual aids eg cards to show skills Staff support -give feedback, demonstrate, get pupils into correct stance by positioning their limbs Use of ICT -Video showing correct technique - elite performers Use of ICTVideo to show their own technique and how its incorrect /correct For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme: Section 1 - Core skills to develop strength , balance , body awareness , bilateral coordination Section 2 Jumping, hopping, skipping - Buckinghamshire Health Care Scheme - Section on Body Awareness and Balance

Summer 1 - Phase 3 – Athletic Activities

Rational: Benefits to our pupils:

Opportunities take part in sustained physical activity for prolonged periods of time.

Learning new techniques encourages self discipline to ensure successful completion of tasks.

Gives opportunity to use mathematical skills in practical activities which can be used in everyday life.

Working alone is preferred by some pupils so athletics is beneficial as there are a lot of individual skills, but activities can be organised to enable them to work cooperatively at times.

Develops self esteem and confidence as the sport lends itself to being able to set and achieve targets and goals.

Gross and fine motor skills can be further developed through a range of physical activities.

Provides opportunities to be part of a team without having to constantly communicate with team mates.

Helps with decreasing self-stimulatory behaviors, hyperactivity, aggression and destructiveness as activities can release any built up energy.

Allows individuals to achieve personal goals at their own pace.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.



Scheme of work - PE

	<p>Non progressive objectives only suitable to given level:</p> <ul style="list-style-type: none"> • Carry and use equipment safely • Demonstrate an understanding that different distances require different speeds <p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities. • Know that there are different ways to start races depending on distance • Attempt to alter running style to suit the distance • Attempt to use correct technique for jumps with different take off and landing positions • Begin to throw athletic equipment with support to gain correct technique (javelin, discuss, shot) • To begin to measure time and distance using mathematical apparatus • Be able to work cooperatively with others in a small group 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Take part in a 3 stage warm up and cool down activities demonstrating some knowledge of the types of joints, types of pulse raising activities and names of muscles • Show correct start and end race positions suitable for the distance • Show a good running style to be able to complete a distance successfully • Show some consistency in technique when attempting a range of jumps • Know and carry out the basic techniques required to throw athletic equipment safely • To apply given scoring systems to measurements and times • Begin to take a lead role within group activities 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> • Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage. Lead cool down activities. • To use correct start and end techniques to gain an advantage in a competitive situation • Perform consistently over different distances to be successful • Apply correct technique in competitive situations to be able to increase jumping distance • Use the correct technique consistently, with power, to throw athletic equipment over increased distances • To devise own suitable scoring systems for an activity • Show confidence leading others in competitive and non-competitive situations • Be able to suggest ways which something can be improved

Scheme of work - PE

	<ul style="list-style-type: none"> Identify whether a task was completed successfully or not Discuss positive and negative points of a performance Be able to act on advice to successfully make changes to a performance
Planned PFA Links	Visit to Gateshead Stadium to meet staff and discuss jobs in the centre and routes in to them Visit to Monkton Stadium to research opportunities to be involved in community athletics clubs to promote healthy lifestyle
Planned Cultural Capital Opportunities	Opportunity to take part in Wanderers athletics festival at purpose built venue Opportunity to spectate at a Schools competition , County event. Pentathlon event.
Planned Reading Opportunities	Reading/recording of results Research National average scores and times Reading technique/instruction cards
Planned Key Vocabulary (subject specific)	Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring
Planned Key Vocabulary (Topic specific)	Endurance, javelin, discus, shot putt, long jump, triple jump, result, stagger, long distance, middle distance, technique
Planned differentiation, Resource, Support or activity	Modified equipment eg lighter throwing equipment, Technique to be adapted to suit needs eg standing throw for javelin, underarm throw for ball, 2 handed shot putt Visual aids -picture cards Markers to show where to throw/ run from Adapt rules - head start in races, additional attempts in throws, additional runners in relay race so they don't run as far Use of ICT -Video showing correct technique - elite performers Use of ICTVideo to feedback to show their own technique For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme: Section 1 - Core skills to develop strength , balance , body awareness , bilateral coordination Section 2 Jumping, hopping, skipping - Buckinghamshire Healthcare NHS Trust Scheme Section on Body awareness and Balance

Summer 2 - Phase 2 – Summer Games

Rationale-Benefits for our pupils are:

Gives the opportunity to develop gross and fine motor skills needed to be able to complete everyday tasks.

Improves hand eye coordination, mobility and reaction time.

Participation in organised games provides opportunities to socialise and interact with others.

Enables pupils to work cooperatively with others and take on varied roles and responsibilities in a game.

Develops the ability to be able to make decisions, solve problems and follow rules.

Encourages respect, fair play and sportsmanship which are needed to be able to function in society.

Provides opportunities to participate in competitive situations and manage emotions appropriately.

Participation in team games burns calories, strengthens muscles and bones and helps to establish healthy habits for later life.

Games can be adapted to provide an inclusive environment where all pupils can engage in activities which meet their needs.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced
	Non progressive objectives only suitable to given level:		

Scheme of work - PE

	<ul style="list-style-type: none"> Begin to understand basic scoring system associated with the games <p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> Be able to take part in a simple warm up and cool down by copying basic movements Be able to listen to and follow basic instructions safely with support Be able to move round a given area in the correct direction with support Begin to retrieve equipment that has been introduced to the field of play Use basic skills such as throwing or kicking to attempt move a ball or object to a given target Use modified equipment with support suitable for striking Attempt hit a ball which is stationary (e.g from a stand/or from their hand) Be able to follow simple rules in a game with some support Begin to use basic terminology associated with the games Be able to work cooperatively with others with some support Be able to say if a performance is good or not 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> Begin to know some simple warm up and cool down movements and activities Be able to listen to and follow basic instructions independently Be able to move around a given area independently showing awareness of the people around them Retrieve equipment that has been introduced to the field of play and get it back to the relevant place Show accuracy when performing skills in order to get a ball or object to a specified target Use modified equipment independently suitable for striking eg bigger bat/bigger/slower ball Be able to strike a ball with some consistency which is being bowled to them Understand the rules of a game, and how they operate Identify the key positions needed for a game using correct language Be a good team member showing respect to others Be able to say why a performance is good 	<p>Agreed list of sequenced objectives:</p> <ul style="list-style-type: none"> Demonstrate ways of warming up and cooling down different body parts Be able to listen to and follow a series of instructions independently Begin to make decisions around the best action to take when retrieving items (eg, throw to team mate, stump someone out) Use correct technique and power to throw or kick a ball or object over increased distances Use correct equipment for striking To show consistency when striking a ball Make decisions based on rules in order to be successful Understand the role of key positions of the players in a game Take a lead role within the team, giving advice to others Be able to suggest ways of improving a performance
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Scheme of work - PE

Planned PFA Links	Speak to a local cricketer about benefits of involvement in local sport
Planned Cultural Capital Opportunities	Visit the Riverside Cricket stadium for a tour of Professional facility Source tickets to go and see cricket match at Riverside
Planned Reading Opportunities	Reading of key positions from whiteboard - fielder/batter etc Autobiographies of cricketers during non participant/waiting time Botham
Planned Key Vocabulary (subject specific)	Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring
Planned Key Vocabulary (Topic specific)	Pitch, bat, ball, posts, stumps, runs, points, bowler, backstop, fielders, batter, catch, throw, out, innings, boundary
Planned differentiation, Resource, Support or activity	<p>Modified equipment - bigger ball / bat , softer ball for catching</p> <p>Playing area is smaller so they have more chance of scoring</p> <p>Pitch is marked out with arrows so they know direction to run</p> <p>Balls are bowled more slowly or are bounced to them</p> <p>Ball put on stand for them to hit rather than it being bowled</p> <p>Different rules eg they can kick rather than hit ball, score double points, have additional 'lives' so they aren't out straight away, stand closer to bowl ,</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 1 - Core skills - to develop strength, balance, coordination</p> <p>section 2 - Jumping, hopping, skipping -</p> <p>Buckinghamshire Healthcare Scheme</p> <p>Section on Body Awareness and Balance</p>

Summer 2 - Phase 3 – Sports Leadership

Rational: Benefits to our pupils are:

Develops leadership skills which can be used in later working life.

Provides the opportunity to communicate with peers and adults in a range of situations.

Builds confidence and self esteem as they take on more responsibility of leading others.

Develops planning, organisational and problem solving skills which can be transferred to everyday life.

Encourages pupils to reflect on their actions and deal with unfamiliar situations positively.

Exposes them to high pressure situations which they may not be familiar with, encouraging pupils to overcome any potential barriers to success.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

	Basic 	Intermediate 	Advanced
	Non progressive objectives only suitable to given level: <ul style="list-style-type: none">• Show respect when peers are leading Agreed list of sequenced objectives:	Agreed list of sequenced objectives:	Agreed list of sequenced objectives:

Scheme of work - PE

	<ul style="list-style-type: none"> Take part in a 3 stage warm up (joints, pulse raiser, muscles) Be able to cooperate with others in a group situation Begin to develop communication skills by speaking out loud to others Begin to choose and organise simple familiar activities which are suitable for a group to participate in (e.g tig, domes and dishes) Be an active team member when delivering an activity to others Identify whether a leadership task was completed successfully or not 	<ul style="list-style-type: none"> Take part in a 3 stage warm up demonstrating some knowledge of the types of joints, types of pulse raising activities and names of muscles Be willing to take a lead role when completing a small group task Understand the terms verbal and non-verbal communication Begin to plan out and organise own tasks/activities which are suitable for a group to participate in Deliver simple instructions to a small familiar audience to introduce an activity Be able to engage others to take part in a task/activity Demonstrate some level of confidence in role as a leader Discuss positive and negative points of a leadership session 	<ul style="list-style-type: none"> Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage Show confidence when taking a lead role Be able to select appropriate ways to communicate in different situations Consider how tasks/activities can be adapted to suit individual needs Deliver instructions to a wider/unfamiliar audience to introduce an activity Know the different ways to motivate a group to raise participation Demonstrate the ability to gain control over a situation as a leader Be able to reflect on how a leadership activity could be improved
Planned PFA Links	Opportunity to gain Young Leaders qualification which can be built on in Phase 4 to a Sports Leaders Qualification Development in leadership skills which can be used in working life by delivering activities to younger children Opportunity to deliver activities to pupils from local primary school. Jarrow Cross. Valley View. Opportunities to officiate intra school activities to develop leadership skills and give experience for future career choice in sport		
Planned Cultural Capital Opportunities	Opportunity to volunteer at charity events - Race and Relay For Life - seeing a large scale event		
Planned Reading Opportunities	Reading leadership Challenge cards Reading and writing rules of games Reading articles, biographies , autobiographies etc of Role models in sport Beckham Bobby Robson		
Planned Key Vocabulary (subject specific)	Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring		
Planned Key Vocabulary (Topic specific)	Instructions, communication, co-operate, confidence, organisations, skills, qualities, pitch, tone, volume, voice, adapt, control, instruct, direct, discipline, respect, observe		
Planned differentiation, Resource, Support or activity	Leaders work in pairs /group rather than individually and share the lead Leaders work with more able / less challenging pupils		

Scheme of work - PE

	<p>Allow leader to use notes or prompts to support them</p> <p>Copy an activity led by someone else</p> <p>Staff suggest an appropriate activity which they are familiar with</p> <p>Staff to step in when leader is struggling</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme:</p> <p>Section 7 - Self Help Skills</p> <p>Backward Chaining technique - Split task into small steps - leader does last step so they achieve success - gradually build up to full task</p> <p>Visual Prompts / Strategies- To help with organization/sequencing</p>
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