

PE Scheme of Work

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 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 unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **On your marks, Get Set, Go**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Long Term PE plan

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

- 1) PE 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) PE that is relevant, usable and **supports individual learning needs and diagnosis** of students at Epina School.

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

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.

Overview - Phase 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Multi Skills	Gymnastics	Tri - orienteering/Martial Arts	Inclusive Tennis	Athletic Activities	Summer games
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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 are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD, SLD and have associated conditions such as dyspraxia and hypermobility (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges as well as physical movement difficulties.. They affect how a person acts and interacts with others, communicates, and learns. For this reason PE activities have been carefully chosen to reflect this. students generally have difficulties in the following areas:

- Processing information- organising ,sequencing and prioritising.
- Social and Communication Skills - students 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.

The scheme of work has been designed to ensure students can develop within these areas, whilst also ensuring that PE at Epinay is inclusive for all learners irrespective of need or diagnosis, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of PE is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in PE, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key PE statements and are ultimately prepared for accreditation at phase 4 and on into adulthood.

Progression of skills and knowledge

Phase 1. Students work towards meeting phase 1 targets based on child initiated learning and good practice.

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. students who do not choose a qualification route will access a core practical PE session where the main aim will be to expose students 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 students 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 students 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
<p>Students will experience the following:</p> <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 	<p>Students will experience the following:</p> <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 	<p>Students will experience the following:</p> <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
<p>Throughout the PE curriculum students will work on the following non progressive expectations:</p> <ul style="list-style-type: none"> • Demonstrate appropriate fitness levels for an activity • Begin to work cooperatively within a team • 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)
- Be able to take part in sustained physical activity to increase fitness
- Carry and move equipment safely
- Be able to safely move equipment when supervised by staff
- Be able to get on and off the trampoline safely
- 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
- Be able to use a range of equipment safely
- Be able to handle equipment effectively to achieve the best results
- Demonstrate an understanding that different distances require different speeds
- Begin to understand basic scoring system associated with the games

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



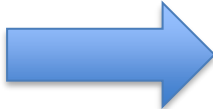
PE Scheme of Work

Autumn 1 – Phase 2 - Multi skills

Rationale: Benefits for our students 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.

Planned PFA Links/SMSC	<p>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 visits to organised game events such as South Shields football game, Newcastle Eagles game. Planned visits to organised game events such as South Shields football game, Newcastle Eagles game. Inter School sporting competitions</p>	
Planned Active Learn	<p>Students will use the orienteering map to find control markers which will show an interactive QR code. Students will use the ipads to scan the QR code, each control marker will show a different type of exercise along with a video on how to complete it. Students will gather information from each marker and then work within their teams to decide which sport they would like to try and why (for the term). (To make this competitive - turn it into a relay race when gathering information- students go to one control marker then bring the information back to the starting point before heading to the next)</p> <p>Students of lower ability will use the soft play and find hidden picture cards of sports (whilst playing/following simple instructions- use of positional language (over/under) and match them with the named sport</p>	
Planned Reading Opportunities	<p>To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links. Reading of simple rules for a game Reading scores and team names</p>	
Planned Key Vocabulary (subject specific)	<p>Warm up, cool down, muscles, joints, heart rate, pulse,perform,skills, strengths, weaknesses, exercise, fitness, scoring, travel, strike, aim, target, accuracy, speed, direction, movement, opponent, attack, defence, team mate, tactic, fair play</p>	
<p style="text-align: center;">On your marks</p> 	<p style="text-align: center;">Get Set</p> 	<p style="text-align: center;">Go</p> 
<p>1.Be able to listen to and follow basic instructions safely with support</p> <p>2.Be able to take part in a simple warm up and cool down by copying basic movements</p>	<p>1.Be able to listen to and follow basic instructions independently</p> <p>2.Begin to know some simple warm up and cool down movements and activities</p>	<p>1.Be able to listen to and follow a series of instructions independently</p> <p>2.Demonstrate ways of warming up and cool down different body parts</p>

<p>3.Begin to carry out a range of travelling movements, such as running, skipping, hopping and jumping with limited control</p> <p>4.Be able to perform a basic jump eg 2 feet to 2 feet with limited control</p> <p>5.Use a basic underarm technique throw a range of objects with limited accuracy</p> <p>6.Use modified equipment to move an object eg large bat, balloon</p> <p>7.Be part of a team by following the lead of others or with support</p> <p>8.Have opportunities to participate in small sided games, gaining an understanding of simple rules</p> <p>9.To understand that games can be won and lost</p> <p>10.Be able to say if a performance is good or not</p> <p>11. Know what is meant by the term "fair"</p>	<p>3.Be able to travel in a variety of ways with increased speed and distance</p> <p>4.Be able to take off and land using either feet</p> <p>5.Using underarm and overarm technique throw a range of objects towards a target with increasing accuracy</p> <p>6.Use the correct equipment to move an object eg racket and tennis ball</p> <p>7.Begin to contribute ideas as a team member</p> <p>8.Participate in small sided games, and apply simple rules</p> <p>9.Begin to demonstrate simple tactics and understand ways to win</p> <p>10.Be able to rationalise why a performance is good or not</p> <p>11.Know why something is fair or unfair</p>	<p>3.To apply previously learnt skills in competitive situations</p> <p>4.Be able to take off and land consistently using one or both feet showing good control</p> <p>5.Use a range of throwing techniques throw a range of objects at a target from varied distances with increasing accuracy</p> <p>6.Be able to move an object using appropriate equipment in more challenging situations eg smaller space, through cones</p> <p>7.Take on a lead role within a team</p> <p>8.Participate in and be able to apply more complex rules in a full game</p> <p>9.Become more tactically aware in a range of competitive situations</p> <p>10.Be able to suggest ways of improving a performance</p> <p>11.Know how to adapt or modify a situation to make it fair</p>
<p>Planned differentiation, Resource, Support or activity</p>	<p>Some students 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>
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Autumn 1 - Phase 3 – Invasion games

Rational: Benefits for our students 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 students 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.

Planned PFA Links/SMSC	<p>Visit from local Disability football South Tyneside Ability to discuss opportunities to join sports clubs outside of school to promote healthy future lifestyle</p> <p>Visit to South Shields football club to see jobs which are carried out around the ground, and discuss who the club employ</p> <p>Talk to Sports reporters - BBC and Radio Newcastle - Gazette to discuss sports journalism</p> <p>Visit to SAFC football game through Foundation of Light</p> <p>Opportunity to take part in Wanderers football tournament, gaining experience of playing at a purpose built centre</p> <p>BBC studio visit through link with Jeff Brown - opportunity to look around a new environment</p>	
Planned Active Learn	<p>Students will use the orienteering map to find control markers which will show an interactive QR code. Students will use the ipads to scan the QR code, each control marker will show a different type of sport along with some information about that specific sport. Students will gather information from each marker and then work within their teams to decide which sport they would like to try and why (for the term).</p> <p>(To make this competitive - turn it into a relay race when gathering information- students go to one control marker then bring the information back to the starting point before heading to the next)</p>	
Planned Reading Opportunities	<p>To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p> <p>Reading rules in a game</p> <p>Reading of key vocab from whiteboard</p> <p>Read task card</p> <p>Read how to set up a small activity</p>	
Planned Key Vocabulary (subject specific)	<p>Analyse, identify, demonstrate, develop, select, compare, co-operate, communicate, observe, adapt, coordination, evaluate, Invasion games Target, accuracy, speed, direction, movement, opponent, attack, defence, team mate, tactic, fair play.</p> <p>Intercept, mark, etiquette, dodge, compete, strategy, invasion, receive</p>	
<p style="text-align: center;">On your marks</p> 	<p style="text-align: center;">Get Set</p> 	<p style="text-align: center;">Go</p> 
<p>1. Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities.</p> <p>2. Follow basic rules to take part in a simple small group activity, eg, domes and dishes</p>	<p>1. 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</p> <p>2. Follow a set of rules needed to take part in a simple game</p>	<p>1. Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage. Lead cool down activities.</p> <p>2. Understand advanced rules and scoring systems used in range of games</p>

<p>3.Attempt to move an object towards a given target (throw, kick, strike)</p> <p>4.Copy techniques for the 5 different throwing passes (Chest, bounce, overhead, overarm, underarm) and be able to recall the correct technique to make successful passes</p> <p>5. Be able to dribble a ball through an area with limited control (using hands, feet, equipment)</p> <p>6.Use a basic tactic in a simple activity (eg. tig scarecrow)</p> <p>7.Be able to work cooperatively with others in a small group</p> <p>8.Identify whether a task was completed successfully or not</p>	<p>3.Show accuracy and control when moving an object towards a given target</p> <p>4.Know and perform the 5 different passes with some accuracy and control and be able to use a range of passes in small game situations</p> <p>5.Be able to dribble a ball through an area showing some control (dominant hand)</p> <p>6.Begin to apply basic tactics in small game situations (eg, marking, defending, attacking)</p> <p>7.Begin to take a lead role within group activities and demonstrate sportsmanship in game situations</p> <p>8.Discuss positive and negative points of a performance</p>	<p>3.Sustain accuracy and control when moving an object over an increased distances</p> <p>4.Show consistent accuracy and control when demonstrating the 5 passes and be able to select the correct pass to use depending on the situation in a game</p> <p>5.Be able to dribble a ball through an area showing consistent control when barriers are present and with non - dominant hand/foot</p> <p>6.To apply tactics in competitive situations (including inter/intra school games) and be able to explain how and why tactics can be used in range of situations (eg, man marking)</p> <p>7.Show confidence leading others in competitive and non-competitive situations and demonstrate sportsmanship in unfamiliar situations (including inter/intra school activities)</p> <p>8.Be able to suggest ways which something can be improved and act on advice to successfully make changes to a performance</p>
<p>Planned differentiation, Resource, Support or activity</p>	<p>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,</p> <p>Working in a safe area to suit needs - eg quieter space if anxious about noise, being hit by the ball</p> <p>staff to support by being a partner/feeding ball</p> <p>Different size goals - bigger means more likely to score/ smaller goal if they are in goal</p> <p>Small sided teams - more chance of getting ball</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 - develop strength, awareness of body in space , balance</p> <p>Section 3 - Fine Motor Skills - the relationship between objects, distance and direction</p> <p>Section 6 - Ball Skills - Developmental sequence of catching ,throwing , kicking a ball (Rudimentary, Functional , Mature)</p> <p>Buckinghamshire NHS Scheme</p> <p>Section Body Awareness and Coordination</p> <p>Section on Ball Skills</p> <p>Section on Balance</p>
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Autumn 2 – Phase 2 - Gymnastics

Rationale: Benefits of gymnastics for our students 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 students 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.

Planned PFA Links/SMSC	Visit from Gymnast to discuss jobs in sport and leisure Visit to Temple Park Gymnastic Centre to look at facilities and and talk staff who are working in the industry Visit to a gymnastic display at Birtley gymnastic Centre through Wanderers' Festival Take part in Wanderers gymnastic festival where students will visit purpose built gymnastic centre in Birtley Watch Olympic gymnasts on You tube to gain an insight in to high level sports performance	
Planned Active Learn	Students who struggle with higher level gymnastics will use the soft play to work on basic fundamental skills to improve strength, balance and coordination by exploring the soft play equipment. (TA to focus on individual EHCP targets and record any progress) Staff to give direction- for example; can you balance on the softplay block for 10 seconds, can you roll on your stomach.	
Planned Reading Opportunities	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?	
Planned Key Vocabulary (subject specific)	Warm up, cool down, balance, tuck jump, pike jump, star jump, straddle jump, sequence, partner, fluency, control, weight, centre of gravity, create, compose, muscles, joints, heart rate, pulse, team work, challenge, perform,skills, strengths, weaknesses, exercise, fitness, rules, scoring	
On your marks 	Get Set 	Go 
<ol style="list-style-type: none"> 1.Be able to listen to and follow basic instructions safely with support 2.Be able to take part in a simple warm up and cool down by copying basic movements 3.Move safely in own space 4.Copy simple gymnastic actions and shapes with limited control and precision 5.Be able to copy simple balances showing limited control 	<ol style="list-style-type: none"> 1.Be able to listen to and follow basic instructions independently 2.Begin to know some simple warm up and cool down movements and activities 3.Move confidently in a variety of ways using a change of speed and direction 4.Attempt gymnastic shapes and actions with increasing control and precision 	<ol style="list-style-type: none"> 1.Be able to listen to and follow a series of instructions independently 2.Demonstrate ways of warming up and cooling down different body parts 3. Move safely with confidence in a specified area in a variety of ways using a change of speed and direction. 4.Explore a wider range of gymnastic actions and shapes demonstrating precision and control 5.Perform more advanced balances showing precision and control

<p>6.Begin to copy simple balances when working with other people</p> <p>7.Begin to link basic movements with limited fluency and control</p> <p>8.Begin to transfer actions and balances onto small apparatus (wide bench - low box top)</p> <p>9.Be able to say if a performance is good or not</p>	<p>5.Demonstrate balances using different body parts with increasing control and precision</p> <p>6.Work with other people demonstrating balances using different body parts</p> <p>7.Link simple movements together with a beginning middle and end</p> <p>8.Attempt to transfer balances onto more more challenging pieces of apparatus eg - narrow surface, higher box</p> <p>9.Be able to rationalise why a performance is good or not</p>	<p>6.Demonstrate more advanced balances when working with others</p> <p>7.Create own sequences that meet set conditions</p> <p>8.Be able to perform advanced balances on a range of increasingly challenging equipment</p> <p>9.Be able to suggest ways of improving a performance and act upon advice in order to improve performance</p>
<p>Planned differentiation, Resource, Support or activity</p>	<p>Differentiated /modified equipment - mats (thicker mats for less confident)</p> <p>Different size area to work in - larger area for sequences requires less precision and control and less refined movements</p> <p>Different surface area to balance on eg floor, box top, bench,</p> <p>Apparatus of different heights to work on,</p> <p>Picture cards as visual aid</p> <p>Staff to physically support students - help hold a balance, demonstrate for pupil to copy, help position pupil's body</p> <p>Use of ICT -Video showing correct technique</p> <p>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>
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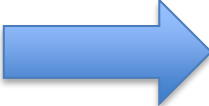

Autumn 2 – Phase 3 - Trampoline

Rationale: Benefits of trampolining for our students 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.

Planned PFA Links/SMSC	<p>Visit local leisure club to raise awareness of activities which can be sustained for healthy lifestyle</p> <p>Visit to local trampoline club to see purpose built facility</p> <p>Opportunity to attend Wanderers competition at AAA sports club</p>
Planned Active Learn	<p>Students will use the orienteering map to locate the control markers, each control marker will show various trampoline skills. Students will have 15 minutes to collect from the markers and then create a personalised trampoline routine with information collected from the markers.</p>
Planned Reading Opportunities	<p>To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p> <p>Reading key words on cards. Read out routines</p>

	Whiteboard with key words	
Planned Key Vocabulary (subject specific)	Analyse, identify, demonstrate, develop, select, compare, co-operate, communicate, observe, adapt, coordination, evaluate, 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,	
On your marks 	Get Set 	Go 
<ul style="list-style-type: none"> 1.Participate in an effective warm up and cool down 2.Demonstrate how to start bouncing and stop staying in a safe position on the trampoline with some control 3.Begin to copy and carry out some basic jumps and simple twists with limited control 4.To complete a basic seat drop 5.Attempt to link basic movements (extra bounces required) 6.Be able to say whether a movement is good or not, correct or incorrect 	<ul style="list-style-type: none"> 1.Know how to warm up and cool down independently 2.Demonstrate correct bouncing technique landing with increasing consistency on the cross. 3.Perform a range of jumps and twists with increased accuracy and control. Tuck, pike, straddle, half twist, full twist 4.Progress through more complex skills landing on a range of body parts front drops, adding twist where appropriate 5.Be able to link movements together by following a set or suggested routine 6.Be able to rationalise why a performance is good or not 	<ul style="list-style-type: none"> 1.Be able to lead an effective warm up and cool down 2.Be able to bounce with increasing height and control., landing consistently on the cross. 3.Show consistently when performing complex jumps 4.Be able to perform more advanced skills eg somersaults demonstrating fluency and control in a performance 5.Be able to add or replace jumps to change a basic routine to create/perform a new routine independently 6.Suggest ways of improving their own and others' performance
Planned differentiation, Resource, Support or activity	<ul style="list-style-type: none"> se of picture cards to show body position in jumps students 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 	

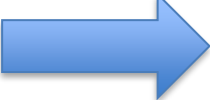
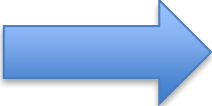

	<p>Use of trampette- students gain confidence bouncing on smaller, less springy surface- support teacher close enough to hold hands so they can attempt bounce, stop, twists and jumps</p> <p>For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental 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 students 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.

<p>Planned PFA Links/SMSC</p>	<p>Visit from orienteering instructor to discuss jobs in sector Lesson looking at local map and following a map needed for later life Visit to a local orienteering course - Cornthwaite park. Souter Lighthouse. Marine Park</p>
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<p>Planned Active Learn</p>	<p>Students will access various orienteering courses through enrich education under the subtitle (Orienteering) this will allow students to develop cross curricular links/team building and problem solving. (This is a whole term focus).</p> <p>Students of lower ability will access the soft play and follow simple instructions to complete a team activity. Examples of activities that can be completed- explore to find hidden items e.g. certain coloured bean bags / different shapes / numbers/ sports equipment / body parts - activity to follow after. For example; bean bags in coloured hoops, numbers in order, body parts to create a body.</p>	
<p>Planned Reading Opportunities</p>	<p>To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p> <p>Map reading Reading a key Creating a key Matching symbols to words</p>	
<p>Planned Key Vocabulary (subject specific)</p>	<p>Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, On top, under, beside, above, below, left, right, map, key, symbol</p>	
<p style="text-align: center;">On your marks</p> 	<p style="text-align: center;">Get Set</p> 	<p style="text-align: center;">Go</p> 
<ol style="list-style-type: none"> 1.Be able to listen to and follow basic instructions safely with support 2.Be able to take part in a simple warm up and cool down by copying basic movements 3.Understand and use basic positional language eg under on top 4.Begin to recognise every day symbols 5.Recognise key features from a picture map, eg, what it contains 6.To attempt to place objects in relation to others with limited accuracy 	<ol style="list-style-type: none"> 1.Be able to listen to and follow basic instructions independently 2.Begin to know some simple warm up and cool down movements and activities 3.Understand and use more advanced positional language eg right, left 4.To be able to recognise symbols when they are used in a diagram/map/picture 5.Transfer information from a picture map to reality, (eg, constructing a face) 6.To demonstrate spatial awareness by placing objects accurately in relation to others 	<ol style="list-style-type: none"> 1.Be able to listen to and follow a series of instructions independently 2.Demonstrate ways of warming up and cooling down different body parts 3.Understand and use advanced positional language eg diagonal, horizontal vertical 4.Be able to suggest suitable pictures to represent objects on a key 5.To apply knowledge to create their own maps/diagram 6.To show an understanding of spatial awareness by explaining the positioning of objects

<p>7.Be able to listen to the opinions and ideas of other people</p> <p>8.Be able to attempt to solve simple problems by following advice given by others</p> <p>9.Be able to understand and follow simple written instructions with some support</p>	<p>7.Be able to listen to and respond appropriately to the opinions and ideas of other people</p> <p>8.Be able to make suggestions within a group to help solve problems</p> <p>9.Be able to transfer written information to complete a practical task</p>	<p>7.Be able to have a collective discussion with a group while compromising</p> <p>8.Solve problems individually by experimenting and adapting ideas</p> <p>9.Be able to support others in transferring written information to complete a practical task</p>
<p>Planned differentiation, Resource, Support or activity</p>	<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>	

Rational: Benefits to our students:

- 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 students 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.

<p>Planned PFA Links/SMSC</p>	<p>Visit to local gym to discuss member options to promote healthy living as an adult - Energie Fitness gym Jarrow - Temple Park Fitness Suite Visit to local gym to interview gym manager about careers - Visit from local boxer to discuss professional sportsman careers Explore fitness across a range of cultures Visit to local boxing gym to see purpose built facility</p>	
<p>Planned Active Learn</p>	<p>Fitness - students will use the Epinay map to locate control markers- students will race to each control marker that will show them a fitness exercise that they need to complete before moving onto the next marker. Students will complete this as quickly as possible to increase cardiovascular and muscular endurance.</p>	
<p>Planned Reading Opportunities</p>	<p>To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links Names on fitness cards Creating own fitness cards Names of exercises – spellings Reading scores and recording of scores</p>	
<p>Planned Key Vocabulary (subject specific)</p>	<p>Warm up, cool down, muscles, joints, heart rate, pulse, team work, challenge, perform, show, skills, strengths, weaknesses, exercise, fitness, rules, scoring, stamina, endurance, muscular, abdominals, upper body, lower body, quadriceps, biceps, triceps, recovery</p>	
<p style="text-align: center;">On your marks</p> 	<p style="text-align: center;">Get Set</p> 	<p style="text-align: center;">Go</p> 

<p>1. Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities.</p> <p>2. Identify basic short term physical changes which happen to the body during exercise (increased heart rate, sweating etc)</p> <p>3. Understand that exercise is good for your physical and mental health</p> <p>4. Attempt to participate in a range of activities aimed to increase cardiovascular fitness and muscular endurance</p> <p>5. Be able to copy a range of exercises when given an adapted technique (eg, press up from knees, plank with straight arms)</p> <p>6. Make simple suggestions of exercises which would target a given body part e.g. sit ups</p> <p>7. To suggest exercises to raise fitness levels</p> <p>8. Be able to work cooperatively with others in a small group</p> <p>9. To give opinions of whether they have completed something well or not</p>	<p>1. 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</p> <p>2. Understand why short term changes happen to the body during exercise (more blood to the working muscles, more oxygen required)</p> <p>3. Identify the long term effects of exercise on the body (healthy heart, muscle gain, weight control etc)</p> <p>4. Show required fitness levels to sustain participation in exercise for a full session (circuit timings, HITT timings etc)</p> <p>5. Show consistent correct technique needed to carry out a range of exercises fully</p> <p>6. Be able to select exercises suitable for a full body workout (e.g, circuit)</p> <p>7. Make suggestions of how to adapt an exercise to suit fitness levels</p> <p>8. Begin to take a lead role within group activities</p> <p>9. Be able to identify strengths and weaknesses in their own physical fitness</p>	<p>1. Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage. Lead cool down activities.</p> <p>2. Understand the long term changes that happen to the body from exercise e.g. muscle development, stamina etc.</p> <p>3. Understand how the long term effects of exercise occur (burn calories, Heart not needing to work so hard to complete tasks etc)</p> <p>4. Demonstrate a high level of fitness by completing tasks fully with increased level of effort and desire</p> <p>5. Be able to cope with the demands of advanced exercises, showing correct technique (eg, Power star jumps, wide arm plank)</p> <p>6. Show an understanding of the order in which a workout is set up and explain why</p> <p>7. Make suggestions of ways to adapt an exercise to meet medical needs/diagnosis</p> <p>8. Show confidence leading and sharing ideas with others</p> <p>9. Be able to suggest ways of improving specific aspects of physical fitness</p>
<p>Planned differentiation, Resource, Support or activity</p>	<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>
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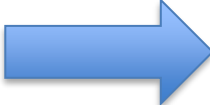
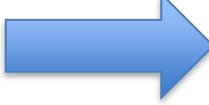
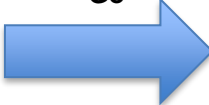
Spring 2 - Phase 2 – Inclusive Tennis

Benefits to our students 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.

<p>Planned PFA Links/SMSC</p>	<p>Visit from local tennis coach to talk about jobs in the tennis sector</p> <p>Watch Wimbledon as lesson intro to see main British Venue</p> <p>Opportunity to participate in Wanderers Primary Tennis tournament at Puma Tennis Centre</p>
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Planned Active Learn	Students will listen for the names of images linked with tennis equipment from the control markers and run to find the marker which has that image. For example; Staff to call out the names of images with a picture card from the number markers. Students have to run to find the control marker which has that image on it. Once the students have found that marker they will sprint back and have a shot at an aiming activity to gain extra points.	
Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links 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, racket, bounce, control, accuracy, net, court, focus, concentrate, coordination, forehand, backhand, volley, body position, return, rally	
<p style="text-align: center;">On your marks</p> 	<p style="text-align: center;">Get Set</p> 	<p style="text-align: center;">Go</p> 
<ol style="list-style-type: none"> 1. Be able to listen to and follow basic instructions safely with support 2. Be able to take part in a simple warm up and cool down by copying basic movements 3. Keep a ball /object under control whilst stationary 4. Hit an object upwards using a range of equipment eg discs balloons, balls ,bean bags , 5. Begin to strike an object towards a target with limited accuracy using modified equipment 6. Show limited control in order to allow participation in a small game situation 	<ol style="list-style-type: none"> 1. Be able to listen to and follow basic instructions independently 2. Begin to know some simple warm up and cool down movements and activities 3. Keeping a ball /object under control whilst moving around 4. Begin to hit an object upwards and downwards using a racket 5. Be able to strike an object towards a target with increasing accuracy using modified equipment and demonstrate ways of moving an object across a distance 6. Show increasing control and accuracy in order to allow participation in a small game 	<ol style="list-style-type: none"> 1. Be able to listen to and follow a series of instructions independently 2. Demonstrate ways of warming up and cooling down different body parts 3. Keeping a ball /object under control whilst changing direction and speed 4. Hit an object upwards /downwards whilst moving using dominant and nondominant hands 5. Demonstrate good control in order to consistently aim an object at a target using a range of equipment and demonstrate ways to move a ball across a distance or over a net 6. Participate in a small game with consistent accuracy and control, using different types of stroke when appropriate

<p>7.Work cooperatively with others to participate in paired tasks or competitive situations eg with support from staff</p> <p>8.Be able to say if a performance is good or not</p>	<p>7.Work cooperatively with others to participate in paired tasks or competitive situations eg partner</p> <p>8.Be able to rationalise why a performance is good or not</p>	<p>7.Work cooperatively with others to participate in paired tasks or competitive situations eg supporting less able partner</p> <p>8.Be able to suggest ways of improving a performance</p>
<p>Planned differentiation, Resource, Support or activity</p>	<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>	



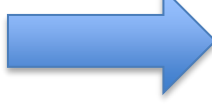
Spring 2 - Phase 3 – Tennis Activities

Rationale - Benefits of tennis for our students 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 students 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.

Planned PFA Links/SMSC	Introduction to local tennis club which could be sustained for healthy active lifestyle Interview local tennis coach on job opportunities in sport - AW link with Boldon 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	
Planned Active Learn	Students to use the orienteering course/markers to find different tennis related terms such as; serve, volley, forehand, backhand, racket, court, umpire. When they've collected each term students will race back to the sports hall and match up with the definition. Students to peer assess as a group to understand each term (self assessment/peer assessment).	
Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links Reading of key vocab from whiteboard	
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, focus, concentrate, coordination, forehand, backhand, volley, body position, return, rally, serve, scoring system, net shot	
On your marks 	Get Set 	Go 
1.Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities. 2.Demonstrate limited control when using a racket when hitting a ball upwards/downwards while stationary	1.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 2.Be able to keep a ball under control when hitting a ball upwards /downwards whilst moving	1.Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage. Lead cool down activities. 2.Be able to keep a ball under control when hitting a ball upwards /downwards whilst moving in different directions at different speeds

<p>3.Develop hand eye coordination by making attempts to return a ball across a distance or a net</p> <p>4.To return a thrown or hit ball</p> <p>5.Demonstrate some spatial awareness by being able to position themselves to return a ball which is being fed directly to them</p> <p>6.Begin to rally over a distance with support</p> <p>7.Be able to apply a basic scoring system to a game situation- score for keeping a rally going</p> <p>8. To understand what a tactic is in a game</p> <p>9.Identify whether a task was completed successfully or not</p>	<p>3.Demonstrate good hand eye coordination by being able to return a ball over a distance or a net using forehand</p> <p>4.Attempt to show some control when returning a ball in order for it to reach a specified target</p> <p>5.Demonstrate increasing spatial awareness by being able to position themselves to return a ball which not directly to them</p> <p>6.Show increasing racket control in order to keep a rally going over a net</p> <p>7.Be able to score a game using modified system eg score if ball cannot be returned</p> <p>8.Begin to apply simple tactics in a competitive situation in order to win</p> <p>9.Discuss positive and negative points of a performance</p>	<p>3.Demonstrate good hand eye coordination in order to return a ball with good control across a distance or net using consistent accuracy in both forehand and backhand strokes</p> <p>4.Show accuracy and control by hitting the ball with the relevant power and direct to reach a target</p> <p>5.Demonstrate spatial awareness by being able to position themselves to return a ball in a competitive situation</p> <p>6.Show constant accuracy in order to keep a rally going over a net using different strokes</p> <p>7.Be able to score a game using modified system eg - only score if you served</p> <p>8.Be able to adapt tactics in a competitive situation in order to win</p> <p>9.Be able to suggest ways which something can be improved and act on advice to successfully make changes to a performance</p>
<p>Planned differentiation, Resource, Support or activity</p>	<p>Modified equipment to suit needs and abilities- size of balls, bats,</p> <p>Differentiated targets - bigger, wider makes success more likely</p> <p>Differentiated distances - shorter distance to hit a ball /working areas - bigger court makes it easier to keep a ball in play</p> <p>Use of line, bench, nets - adapt height to suit ability</p> <p>Balls fed by staff or more competent partner</p> <p>Differentiated rules- ball can bounce more than once, bounce ball to serve or serve from hand, additional serves</p> <p>Differentiated scoring in game situation - basic point system, increased opportunities to score</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 - target</p>
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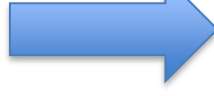
Summer 1 - Phase 2 – Athletic Activities

Rational: Benefits to our students 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 students to build resilience.
- Allows them to participate in physical challenges in a less 'busy' environment.
- Enables students 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.

Planned PFA Links/SMSC	<p>Visit from Paralympian to discuss route in to disability sports</p> <p>School Race for life – Links to charity work and volunteering for future adult life</p> <p>Visit to Gateshead Stadium to experience a professional sporting venue</p> <p>Opportunity to participate in Wanderers athletics festival at Monkton Stadium</p>
Planned Active Learn	<p>Teams have to plan to complete an orienteering route by including three different ways of travelling between control points. For example; Teams have three different types of travel that they must use on journeys between orienteering control points (walk, jog, sprint).</p> <p>They begin by planning an orienteering course to include these journeys by using the enrich orienteering map and markers. They then have to complete the course as planned as quickly as possible.</p>

Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links 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, sprint, finish line, power, speed, track, bend, relay, baton, change over, pace, obstacles, lane, long jump, take off landing, metres, athlete	
On your marks 	Get Set 	Go 
<ol style="list-style-type: none"> 1.Be able to listen to and follow basic instructions safely with support 2.Be able to take part in a simple warm up and cool down by copying basic movements 3.Take part in obstacle style races relevant to ability (hoop race, mini hurdles) 4.Be able to complete a simple sprint over a short distance (staying in given space - e.g., lanes 5.Demonstrate appropriate fitness levels to enable participation in short distance activities 6. Can recognise the difference between a sprint and a jog 7.Begin to develop jumping technique by attempting basic two foot standing long jump 8.Attempt to copy an over arm throw with a range of objects (Bean bags, tennis balls etc) 9.Be able to say if a performance is good or not 	<ol style="list-style-type: none"> 1.Be able to listen to and follow basic instructions independently 2.Begin to know some simple warm up and cool down movements and activities 3.Begin to compete with others showing a level of desire to win 4.Demonstrate good technique when sprinting a short distance – e.g. use of arms, strong finish 5.Demonstrate good fitness levels to be able to compete in races of a longer distance (around track rather than sprint) 6. Begin to show an understanding that different distances require different speeds 7.Use correct technique when jumping to increase distance (bent knees, swing arms) 8.Show an awareness of correct body position when throwing objects in an attempt an increase in distance 	<ol style="list-style-type: none"> 1.Be able to listen to and follow a series of instructions independently 2.Demonstrate ways of warming up and cooling down different body parts 3.Use knowledge of race tactics in order to win 4.Begin to sprint using consistent technique over longer distance 5.Demonstrate high levels of fitness enabling competition over longer distances (including inter school activities) 6. Select the correct speed (tactic)to cover a distance 7.Begin to attempt one foot take off to two foot landing 8.Show consistent correct technique to throw objects over a long distance

	9.Be able rationalise why a performance is good or not	9.Be able to suggest ways of improving a performance and act on advice in order to improve performance
Planned differentiation, Resource, Support or activity	<p>Modified equipment - different size , shape , weight , colour ,</p> <p>Different working area - distance for running to be adapted</p> <p>Level of challenge to be adapted to suit needs and ability</p> <p>Modified technique eg jump from 2 feet not one , underarm throw not overarm</p> <p>Visual aids eg cards to show skills</p> <p>Staff support -give feedback, demonstrate, get students into correct stance by positioning their limbs</p> <p>Use of ICT -Video showing correct technique - elite performers</p> <p>Use of ICTVideo to show their own technique and how its incorrect /correct</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 2 Jumping, hopping, skipping -</p> <p>Buckinghamshire Health Care Scheme -</p> <p>Section on Body Awareness and Balance</p>	




Summer 1 - Phase 3 – Athletic Activities

Rational: Benefits to our students:

- 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 students 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 behaviours, 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.

Planned PFA Links/SMSC	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 Opportunity to take part in Wanderers athletics festival at purpose built venue	
Planned Active Learn	(difficulty of task can change) - Students use the enrich orienteering course/map and work within a team to collect their teams coloured cones, which will be located/hidden at each marker point- relay style. This will build up students' speed and agility whilst working on their teamwork skills.	
Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links 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, endurance, javelin, discus, shot putt, long jump, triple jump, result, stagger, long distance, middle distance, technique	
On your marks 	Get Set 	Go 
1. Take part in a 3 stage warm up (joints, pulse raiser, muscles) and cool down activities. 2. Know that there are different ways to start races depending on distance	1. 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 2. Show correct start and end race positions suitable for the distance	1. Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage. Lead cool down activities. 2. To use correct start and end techniques to gain an advantage in a competitive situation

<p>3.Attempt to alter running style to suit the distance</p> <p>4.Attempt to use correct technique for jumps with different take off and landing positions</p> <p>5.Begin to throw athletic equipment with support to gain correct technique (javlin, discuss, shot)</p> <p>6.To begin to measure time and distance using mathematical apparatus</p> <p>7.Be able to work cooperatively with others in a small group</p> <p>8.Identify whether a task was completed successfully of not</p>	<p>3.Show a good running style to be able to complete a distance successfully</p> <p>4.Show some consistency in technique when attempting a range of jumps</p> <p>5.Know and carry out the basic techniques required to throw athletic equipment safely</p> <p>6.To apply given scoring systems to measurements and times</p> <p>7.Begin to take a lead role within group activities</p> <p>8.Discuss positive and negative points of a performance</p>	<p>3.Perform consistently over different distances to be successful</p> <p>4.Apply correct technique in competitive situations to be able to increase jumping distance</p> <p>5.Use the correct technique consistently, with power, to throw athletic equipment over increased distances</p> <p>6.To devise own suitable scoring systems for an activity</p> <p>7.Show confidence leading others in competitive and non-competitive situations</p> <p>8.Be able to suggest ways which something can be improved and act on advice to successfully make changes to a performance</p>
<p>Planned differentiation, Resource, Support or activity</p>	<p>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</p>	

	Section on Body awareness and Balance
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Summer 2 - Phase 2 – Summer Games

Rationale-Benefits for our students 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 students 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 students 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.

Planned PFA Links/SMSC	Speak to a local cricketer about benefits of involvement in local sport Visit the Riverside Cricket stadium for a tour of Professional facility Source tickets to go and see cricket match at Riverside
Planned Active Learn	Students must work together to transfer water from one bucket to another using a receptacle that they choose. For example; Teams work to transfer water from one bucket to another. They can choose a receptacle to use to carry the water and must pass it backwards, over their head. Teams must work together and cooperate effectively to transfer the water. (summer games- tip it- enrich orienteering)
Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links 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, Pitch, stumps, runs, points, bowler, backstop, fielders, batter, innings, boundary

<p style="text-align: center;">On your marks</p> 	<p style="text-align: center;">Get Set</p> 	<p style="text-align: center;">Go</p> 
<ol style="list-style-type: none"> 1. Be able to take part in a simple warm up and cool down by copying basic movements 2. Be able to listen to and follow basic instructions safely with support 3. Be able to move round a given area in the correct direction with support 4. Begin to retrieve equipment that has been introduced to the field of play 5. Use basic skills such as throwing or kicking to attempt move a ball or object to a given target 6. Use modified equipment with support suitable for striking 7. Attempt to hit a ball which is stationary (e.g from a stand/or from their hand) 8. Be able to follow simple rules in a game with some support 9. Begin to use basic terminology associated with the games 10. Be able to work cooperatively with others with some support 11. Be able to say if a performance is good or not 	<ol style="list-style-type: none"> 1. Begin to know some simple warm up and cool down movements and activities 2. Be able to listen to and follow basic instructions independently 3. Be able to move around a given area independently showing awareness of the people around them 4. Retrieve equipment that has been introduced to the field of play and get it back to the relevant place 5. Show accuracy when performing skills in order to get a ball or object to a specified target 6. Use modified equipment independently suitable for striking eg bigger bat/ bigger/slower ball 7. Be able to strike a ball with some consistency which is being bowled to them 8. Understand the rules of a game, and how they operate 9. Identify the key positions needed for a game using correct language 10. Be a good team member showing respect to others 11. Be able to rationalise why a performance is good or not 	<ol style="list-style-type: none"> 1. Demonstrate ways of warming up and cooling down different body parts 2. Be able to listen to and follow a series of instructions independently 3. Begin to make decisions around the best action to take when retrieving items (eg, throw to team mate, stump someone out) 4. Use correct technique and power to throw or kick a ball or object over increased distances 5. Show accuracy when performing skills in order to get a ball or object to hit a specific target 6. Use correct equipment for striking 7. To show consistency when striking a ball 8. Make decisions based on rules in order to be successful 9. Understand the role of key positions of the players in a game 10. Take a lead role within the team, giving advice to others 11. Be able to suggest ways of improving a performance

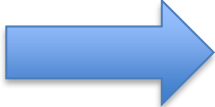


<p>Planned differentiation, Resource, Support or activity</p>	<p>Modified equipment - bigger ball / bat, softer ball for catching</p> <p>Playing area is smaller so they have more chance of scoring</p> <p>Pitch is marked out with arrows so they know direction to run</p> <p>Balls are bowled more slowly 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>
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Summer 2 - Phase 3 – Sports Leadership

Rational: Benefits to our students 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 students 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 students 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.

Planned PFA Links/SMSC	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 students 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 Opportunity to volunteer at charity events - Race and Relay For Life - seeing a large scale event	
Planned Active Learn	Leadership skills- Students will seek out leadership games by following the QR codes found at each control marker using the orienteering course map - they will study and use this in the next lesson for their leadership station.	
Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links 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, Instructions, communication, co-operate, confidence, organisations, skills, qualities, pitch, tone, volume, voice, adapt, control, instruct, direct, discipline, respect, observe	
<p style="text-align: center;">On your marks</p> 	<p style="text-align: center;">Get Set</p> 	<p style="text-align: center;">Go</p> 
<ol style="list-style-type: none"> 1. Take part in a 3 stage warm up (joints, pulse raiser, muscles) 2. Be able to cooperate with others in a group situation 3. Begin to develop communication skills by speaking out loud to others 4. Begin to choose and organise simple familiar activities which are suitable for a group to participate in (e.g tig, domes and dishes) 	<ol style="list-style-type: none"> 1. 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 2. Be willing to take a lead role when completing a small group task 3. Understand the terms verbal and non-verbal communication 4. Begin to plan out and organise own tasks/activities which are suitable for a group to participate in 	<ol style="list-style-type: none"> 1. Lead warm up activities for each of the 3 stages, demonstrating knowledge of appropriate activities for each stage 2. Show confidence when taking a lead role 3. Be able to select appropriate ways to communicate in different situations 4. Consider how tasks/activities can be adapted to suit individual needs

<p>5.Be an active team member when delivering an activity to others 6. To engage in a paired activity 7.To know what a leaders role is 8. .Identify whether a leadership task was completed successfully of not</p>	<p>5.Deliver simple instructions to a small familiar audience to introduce an activity 6. Be able to engage others to take part in a task/activity 7. Demonstrate some level of confidence in role as a leader 8.Discuss positive and negative points of a leadership session</p>	<p>5.Deliver instructions to a wider/unfamiliar audience to introduce an activity 6. Know the different ways to motivate a group to raise participation 7. Demonstrate the ability to gain control over a situation as a leader 8..Be able to reflect on how a leadership activity could be improved</p>
<p>Planned differentiation, Resource, Support or activity</p>	<p>Leaders work in pairs /group rather than individually and share the lead Leaders work with more able / less challenging students Allow leader to use notes or prompts to support them Copy an activity led by someone else Staff suggest an appropriate activity which they are familiar with Staff to step in when leader is struggling For those children with very specific difficulties will follow Lincolnshire NHS OT scheme for a separate developmental programme: Section 7 - Self Help Skills Backward Chaining technique - Split task into small steps - leader does last step so they achieve success - gradually build up to full task Visual Prompts / Strategies- To help with organisation/sequencing</p>	