

Physical Education (PE)

We want all our learners to be as healthy and as physically active as they can be by maintaining a healthy lifestyle. For our learners to be successfully physically active they will: receive daily changes of positive via their personalised physical management programme (where appropriate), develop motor competency and the motor skills required to participate in a variety of different activities and sports. Our learners will become team players and tacticians whilst engaging in competition and embracing sporting values such as respect, honesty, determination and resilience. Learners will develop water safety through hydrotherapy and/ or swimming lessons.

Due to the complex physical needs of many of our learners, they may access the following, in addition to or in place of elements of the PE Curriculum;

- Physical Management Programmes - Written, managed and overseen by a Physiotherapist and/ or Occupational Therapist. Members of the health team observe and train classroom staff to undertake designated exercises throughout the week. This includes but is not limited to: standing (in frames), stretches, use of an Acheeva bed, walking frames and specific physical activities e.g. long sitting.
- Hydrotherapy - Learners are set personalised targets by a qualified Halliwick instructor. For some learners this may be tolerating the feel of the water and being supported in the water whilst others may be able to work towards becoming more independent swimmers. All learners are encouraged to join in with water activities in the pool and explore different ways of moving in the water, making progress in line with their physical and cognitive abilities.
- Sensology - Learners with more profound disabilities are supported to experience a range of sensory activities throughout their week. This is supported by the IMPACTS curriculum, and includes the use of sensory story/ drama, dance massage, massage, intensive interaction, tactile exploration and Tacpac. This is underpinned by the learner's physical management programme.
- Rebound Therapy – Learners are set personalised targets by the instructor, linked to EHCP long term outcomes and SMART targets identified on Personalised Plans. All are encouraged to choose which actions to make, copy sequences, roll, travel, stretch and curl (as appropriate to the needs and abilities of the pupil).

Whilst we maintain high expectations and encourage rapid progress in all our learners, we recognise them as individuals who have, or are still overcoming multiple barriers to learning, considering their EHCP outcomes alongside a Personalised Learning Plan, that ensures the progress they make is meaningful and purposeful to their development.

	STAGE 1	STAGE 2	STAGE 3	Extended Learning
Games	Enjoys kicking, rolling, throwing <ul style="list-style-type: none"> - Large balls - Small balls Collects or intercepts an incoming larger ball from a short distance using two hands or with feet Begins to catch a large ball Strikes a large ball with bat to make it move along the floor and	With both a large and a small ball can: <ul style="list-style-type: none"> - Roll to another person/ target - Throw underarm to person/ target - Kick to another person/ target Strike a medium size ball with large bat <ul style="list-style-type: none"> - Towards a target - To another person 	Throws or bowls a medium sized ball (football) underarm and catches with some control Throws or bowls a medium sized ball/ object (football/ bean bag) towards a target area, adjusting for power and accuracy Begin to throw or bowl a medium sized ball/ object (football/ beanbag) overarm	Develop and incorporate variety of ball passing techniques <ul style="list-style-type: none"> - Underarm - Overarm - Chest pass - Dribbling - Striking - Shooting Uses a range of fielding skills with growing control and consistency

	<p>attempts to strike a large ball in the air</p> <p>Begins to hold a ball when</p> <ul style="list-style-type: none"> - Walking - Running <p>Moves their body position to problem solve</p> <ul style="list-style-type: none"> - Face the person rolling, throwing, kicking the ball towards them <p>Posts objects through holes when playing</p>	<p>Begins to dribble with a ball when</p> <ul style="list-style-type: none"> - Walking - Running <p>Learns how to stop ball with feet/hands</p> <p>Catches, collects or intercepts a tennis ball using two hands with some control and accuracy</p>	<p>Knows which direction to run (or move) to score points as part of the game</p> <p>Moves and stops with some control and care, in the context of a game</p> <p>Strikes a bowled tennis ball with a (large) bat or racquet</p> <p>Catches, collects or intercepts a tennis ball using one hand with increased control and accuracy</p>	<ul style="list-style-type: none"> - Throwing - Bowling - Intercepting - Catching <p>Strikes a bowled ball with accuracy, power and precision</p>
Key Vocabulary	kick, roll, throw, ball, collect, catch, strike, walk, run, post	person, target, dribble, stop, intercept, control, accurate	bowl, football, bean bag, overarm, direction, score, points, game, bat, racquet	technique, underarm, chest pass, shoot, fielding, consistent, precision
Athletics	<p>Runs/ moves across space with energy</p> <p>Runs/ moves to a given place</p> <ul style="list-style-type: none"> - Finish line - Given space - Hoop - Corner <p>Stops on a command to running/ moving</p>	<p>Runs/ moves at various speeds</p> <ul style="list-style-type: none"> - Slow - Fast <p>Run/ move around a simple track or course</p> <p>Can change direction whilst running/moving</p> <p>Know that races start with a signal</p> <ul style="list-style-type: none"> - Whistle - Ready, Steady, Go - On your marks, get set, go <p>And moves when signal given</p> <p>Jumps in a number of ways</p> <ul style="list-style-type: none"> - Two footed 	<p>Links jumping and running activities together by taking a short run up before a jump</p> <p>Changes speed when running/moving, with control</p> <p>Takes part in a relay activity, knowing where to run/ travel and what to do</p> <p>Adopt a starting position in preparation for starting signal</p> <p>Throws a variety of objects with some accuracy and power into a target area</p> <ul style="list-style-type: none"> - Disc 	<p>Demonstrates control, speed, strength and stamina when running/ moving</p> <p>Demonstrate control for taking-off and landing when jumping</p> <p>Demonstrate accuracy and good technique when throwing a specific object/ equipment for distance</p> <p>Knows and follows rules of an event/ competition</p>

		<ul style="list-style-type: none"> - One footed - Skip 	<ul style="list-style-type: none"> - Javelin 	
Key Vocabulary	run, move, space, energy, finish line, hoop, corner, stop, start, go, finish	speed, slow, fast, track, course, direction, race, signal, whistle, 'Ready Steady Go', 'On your marks, get set, go', jump, hop, skip	control, relay, starting position, prepare, throw, target, disc, javelin	strength, stamina, take-off, land, distance, rules, event, competition
Movement	<p>Moves to music in different ways</p> <ul style="list-style-type: none"> - Rolls - Skips - Turns - Poses on one leg <p>Copies actions when modelled by an adult or peer</p> <ul style="list-style-type: none"> - Wave - Twirl a ribbon/ stick - Stamp/kick - Sway <p>Moves energetically by</p> <ul style="list-style-type: none"> - Running - Jumping - Dancing - Hopping - Skipping <p>Stands still when directed/ as part of a game</p> <p>Steps sideways when directed/ when moving through the space/ as part of a game</p> <p>Runs slowly avoiding obstacles</p>	<p>Travels through space at different speeds</p> <ul style="list-style-type: none"> - Fast - Slow <p>Performs following with some control</p> <ul style="list-style-type: none"> - Actions; rolls, skips, turns - Balances; all fours, on one leg - Body shape; stretched upwards, stretched wide, curled <p>Performs a short sequence of moves to music</p> <ul style="list-style-type: none"> - Wave - Turn - Roll <p>Knows to keep safe space from others when moving to avoid collision</p>	<p>Combines and performs Stage 2 actions, shapes and balances</p> <p>Uses their own ideas for movements in response to music</p> <p>Travels around a space safely with an awareness of others</p> <p>Learn and perform a cheerleading routine to music, to an audience</p>	<p>Shows clarity and fluency in their movements</p> <p>Links together at least five different actions/ movements to create a short routine (to music)</p>

	<p>Begins to develop spatial awareness in order to move around a space/ people/ objects</p> <p>Rises from a squat position using hands</p> <p>Turns on the spot/ in a space without losing balance</p>			
Key Vocabulary	<p>move, music, roll, skip, turn, pose, copy, wave, twirl, stamp, kick, sway, run, jump, dance, hop, skip</p>	<p>travel, speed, fast, slow, action, balance, shape, stretch, curl, perform, sequence</p>	<p>combine, safe, space, awareness, learn, routine, cheerleader</p>	<p>fluent, feedback, evaluate, audience</p>
Swimming	<p>Begin to develop water confidence</p> <ul style="list-style-type: none"> - Being splashed - Moving arms and legs to splash - Putting their face in the water - Blowing bubbles 	<p>Be able to float on their back</p> <p>Be able to make kicking actions with legs</p> <p>Begin to use arms in coordination with kicking legs</p>	<p>Begin to know how to swim in two different ways</p> <ul style="list-style-type: none"> - Front crawl - Back stroke <p>Know how to keep themselves safe around water</p> <ul style="list-style-type: none"> - No running - No jumping/ diving in in shallow water - Listen to the teacher/ adults 	<p>Be confident to swim 25m in front crawl and back stroke</p> <p>Begin to develop confidence in alternative swimming strokes</p> <ul style="list-style-type: none"> - Breast stroke - Butterfly <p>Know how to perform safe self-rescue</p> <ul style="list-style-type: none"> - Turn on back and float - Breathe - Remain calm <p>Know to call for help/ call 999 if someone else is in trouble</p>
Key Vocabulary	<p>splash, move, water, arms, legs, face, blow, bubbles</p>	<p>float, kick, action, coordination,</p>	<p>front crawl, back stroke, safety, running, jumping, diving, listen, shallow, deep</p>	<p>length, confidence, breast stroke, butterfly, self-rescue, breathe, calm, emergency</p>
Evaluation/ Tactics, including OAA	<p>Follows simple instructions to</p> <ul style="list-style-type: none"> - Stop - Go 	<p>Takes turns with a peer in games</p> <ul style="list-style-type: none"> - Rolling/ throwing a ball - Relay races 	<p>Knows some rules in games</p> <ul style="list-style-type: none"> - Passing - Scoring 	<p>Recognise own successes and give reasons for their success</p>

	<ul style="list-style-type: none"> - Fast - Slow <p>Participate in running and chasing games</p> <p>Know how to navigate around the school, indicating the direction of travel</p> <ul style="list-style-type: none"> - Classroom - Bathroom - Dinner hall - Swimming pool - Bus bay 	<p>Follows 2 and 3 step instructions/ rules</p> <ul style="list-style-type: none"> - Simple obstacle course - Stand on a mark and kick - Run, stop and kick/ catch - On the whistle, kick/ throw/ stop <p>Know and begin to use simple directional language (left, right, forwards, backwards)</p> <p>Know how to navigate around the school, using a simple birds eye grid map</p> <ul style="list-style-type: none"> - Classroom - Bathroom - Dinner hall - Swimming pool - Bus bay <p>Begin to know and recognise some of the effect on their body when exercising</p> <ul style="list-style-type: none"> - Heavy breathing - Heart beating faster 	<ul style="list-style-type: none"> - Sportsmanship (fair game) <p>Know when playing team games, they have team mates and opponents</p> <p>Understand how to 'keep score' during a game</p> <p>Begin to comment on skills and techniques of others</p> <ul style="list-style-type: none"> - Accuracy - Power - Speed - Fairness <p>Know and begin to use the four main compass points (North, South, East, West)</p> <p>Begin to know how to navigate the local area, using a simple map and photographs</p> <p>Know that sports people and athletes need a healthy lifestyle</p> <ul style="list-style-type: none"> - Eating well - Exercise - Drinking water 	<p>Comment on peer's performance and provides examples of ways could improve</p> <p>Demonstrates knowledge of some appropriate tactics</p> <ul style="list-style-type: none"> - Distraction - Tackling - Blocking - Marking <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Know and begin to use a further four compass points (North-East, North-West, South-East, South-West)</p> <p>Begin to know how to use Ordnance Survey maps, including a simple key (footpath, road, picnic site, information, public convenience/ toilet)</p> <p>Know and describe how to keep healthy (diet, exercise, drugs and lifestyle)</p> <p>Know the effect of keeping healthy on our bodies (strong bones, healthy teeth, muscles and breathing)</p>
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<p>Key Vocabulary</p>	<p>instruction, go, stop, fast, slow, run, chase, game</p>	<p>turn-take, peer/ friend, roll, throw, relay race, obstacle, course, stand, mark, kick, whistle, exercise, body, breathing, heartbeat, navigate, map, directional language, left, right, forwards, backwards</p>	<p>pass, score, sportsmanship, fair, team mate, opponent, skill, technique, game, accuracy, power, speed, healthy, eating, drinking, compass, points, North, South, East, West</p>	<p>success, performance, improve, tactic, distract, tackle, block, mark, rules, right, wrong, behave, gamesmanship, diet, drugs, lifestyle, bones, teeth, muscles, Ordnance survey map, key</p>
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Frederick Holmes School