

BROADMEADOW SPECIAL SCHOOL
PHYSICAL DEVELOPMENT CURRICULUM SCHEME 2020-21

	Sensory Experience	Intentional	Skill Development	Functional Skills	Applied Skills
<p>Autumn A</p> <p><i>Object Control (a)</i></p> <ul style="list-style-type: none"> Handles, throws and rolls objects 	<ul style="list-style-type: none"> Experiences a range of P.E objects utilising all of the senses <i>e.g. solid balls, bean bags, hoops, stepping stones, balloons, kushy balls, foam javelins.</i> 	<ul style="list-style-type: none"> Reaches for and grasps objects Notices path of thrown or rolled objects. Demonstrates interest in object moved by self (thrown, rolled, dropped). 	<ul style="list-style-type: none"> Moves object intentionally without direction. Moves object with inconsistent force. Reacts to object thrown in their direction (avoid, stop, attempt to catch.) 	<ul style="list-style-type: none"> Moves object intentionally towards a target. Consistently stops or catches object travelling towards them. Manipulates object in a variety of ways (bouncing, rolling, throwing, catching, kicking). 	<ul style="list-style-type: none"> Uses object manipulation skills to participate in a game with others (eg. football, netball, rugby). Adapts force and direction to enable object to travel appropriate distance within a specific activity (eg. skittles, frisby, passing to partner).
<p>Autumn B</p> <p><i>Large Apparatus (a)</i></p> <ul style="list-style-type: none"> Climbing up, over, under and across apparatus. 	<ul style="list-style-type: none"> Experiences a range of large apparatus utilising their whole bodies <i>e.g. agility tables, slide, benches, playground equipment,</i> 	<ul style="list-style-type: none"> Begin to coordinate body movements in order to explore single items of large apparatus. Begins to show interest in the actions of 	<ul style="list-style-type: none"> Will access apparatus at a range of heights with support. Will use coordinated movements with greater independence to 	<ul style="list-style-type: none"> Moves intentionally in different ways (over, across, under, through) using a range of large apparatus with independence. 	<ul style="list-style-type: none"> Uses large apparatus skilfully to participate in games involving others (eg. timed race, hide and seek, british bulldog etc).

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	trampettes, steps, sensory gym equipment, beams, Rebound Trampoline, educational visits	others when using large apparatus.	explore large apparatus (eg. alternate feet on steps, pulling self up on climbing equipment.	<ul style="list-style-type: none"> • Can mount and dismount apparatus safely. 	
<p>Spring A</p> <p><i>Wheeled apparatus (a)</i> Sits on and self-propels on a range of wheeled apparatus.</p>	<ul style="list-style-type: none"> • Experiences a range of wheeled apparatus utilising their whole bodies e.g wobble scooters, trikes, scooter boards, balance bikes, stand up scooters. 	<ul style="list-style-type: none"> • Begin to coordinate bodies and movements to use wheeled apparatus. 	<ul style="list-style-type: none"> • Can move own self on wheeled apparatus (forwards and backwards) 	<ul style="list-style-type: none"> • Can move own self in different directions combining actions of upper and lower body (eg. steering and pedalling). 	<ul style="list-style-type: none"> • Uses wheeled apparatus skilfully adjusting speed and direction to follow a planned route and avoid obstacles.
<p>Spring B</p> <p><i>Large apparatus (b)</i></p> <ul style="list-style-type: none"> • Balances along raised beams and gradients, jumps and lands safely from different heights. Planning 	<ul style="list-style-type: none"> • Experiences a range of large apparatus utilising their whole bodies e.g agility tables, slide, benches, playground equipment, trampettes, 	<ul style="list-style-type: none"> • Begin to coordinate body movements in order to explore linked items of large apparatus. • Begins to show interest in the actions of others when 	<ul style="list-style-type: none"> • Will access linked items of apparatus at a range of heights and gradients with support. • Will use coordinated movements with greater 	<ul style="list-style-type: none"> • Moves intentionally in different ways (over, across, under, through, crawl, slither, side step, propels self on back, pulling on tummy) using a 	<ul style="list-style-type: none"> • Uses linked large apparatus skilfully to participate in games involving others (eg. timed circuit).

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motor movements to complete a circuit of different apparatus.	steps, sensory gym equipment, beams, Rebound Trampoline, educational visits	using linked large apparatus.	independence to explore large apparatus (eg. alternate feet on steps, pulling self up on climbing equipment.	range of linked large apparatus. with independence. • Can mount and dismount apparatus safely.	
Summer A <i>Movement and Dance</i> • Performs a range of coordinated actions, moves in response to music and links a range of actions together to form a sequence.	• Experiences a range of dance and movement using their whole bodies.	• Begin to coordinate body movements and move in response to music. • Begins to show interest in the movement and dance of others, and may attempt to join in.	• Will imitate movement and dance when demonstrated by others. • Will use coordinated movements with greater independence to express themselves through movement and dance.	• Moves intentionally in different ways. • Responds to music with independence by following a sequence to link movements. • Will use a wide range of movement in response to music and songs.	• Able to physically respond to a range of genres of music using their own interpretation (adjusting tempo, beat, big and small, swirling).
Summer B <i>Object control (b)</i>	• Experiences a range of hand held P.E objects	• Handles apparatus which control	• Moves object intentionally using apparatus,	• Moves object intentionally towards a target	• Uses object manipulation skills to

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<ul style="list-style-type: none"> Use a range of hand held apparatus to control the movement and direction of objects. 	<p>utilising all of the senses e.g. <i>hockey sticks, cricket bats, tennis rackets, nets, golf clubs, rounders bats, Velcro mits, croquet bats.</i></p>	<p>movement of objects.</p> <ul style="list-style-type: none"> Attempt to make contact with moveable object from stationary position. Notices the effect of a moveable object being struck with hand held apparatus. Demonstrates interest in attempting to move an object with apparatus. 	<p>without direction.</p> <ul style="list-style-type: none"> Moves object using apparatus with inconsistent force. Responds to object travelling in their direction (avoid, stop, attempt to strike with apparatus). 	<p>using their apparatus.</p> <ul style="list-style-type: none"> Consistently stops or returns object travelling towards them using their apparatus. Uses handheld apparatus appropriately and with control (eg hockey stick on the floor, tennis racket at waist height.) 	<p>participate in a game with others involving hand-held apparatus (eg. hockey, tennis, badminton, golf.</p> <ul style="list-style-type: none"> Adapts force and direction to enable object to travel appropriate distance within a specific activity (as above).
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By the end of Key Stage One: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.