

BROADMEADOW SPECIAL SCHOOL
P.E CURRICULUM SCHEME

	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 e.g. solid balls, bean bags, hoops, stepping stones, balloons, kushy balls, foam javelins. <p><u>What might this look like?</u></p> <ul style="list-style-type: none"> Looks towards an object which is brought directly to them. Reaches towards object brought to them. Fleetingly observes equipment being used functionally. Briefly touches an object Drops objects Poke/pinch/squeeze objects 	<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, with adult support, a range of large apparatus utilising their whole bodies e.g 	<ul style="list-style-type: none"> Begin to coordinate body movements in order to explore single items of large apparatus. 	<ul style="list-style-type: none"> Will access apparatus at a range of heights with support. Will use coordinated movements with 	<ul style="list-style-type: none"> Moves intentionally in different ways (over, across, under, through) using a range of large apparatus 	<ul style="list-style-type: none"> Uses large apparatus skilfully to participate in games involving others (eg. timed race, hide

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	<p>agility tables, slide, benches, playground equipment, trampettes, steps, sensory gym equipment, beams, Rebound Trampoline, educational visits</p> <p><u>What might this look like?</u></p> <ul style="list-style-type: none"> • Notices large apparatus around them. • Avoids colliding with apparatus when moving around in space. • Fleetingly observes equipment being used functionally. • Moves close to equipment. • Touches equipment with any part of body. • Makes uncoordinated attempt interact with equipment (will require support) 	<ul style="list-style-type: none"> • Begins to show interest in the actions of others when using large apparatus. 	<p>greater independence to explore large apparatus (eg. alternate feet on steps, pulling self up on climbing equipment).</p>	<p>with independence.</p> <ul style="list-style-type: none"> • Can mount and dismount apparatus safely. 	<p>and seek, british bulldog etc).</p>
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<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. <p><u>What might this look like?</u></p> <ul style="list-style-type: none"> • Notices wheeled apparatus around them. • Avoids colliding with apparatus when moving around in space. • Moves close to equipment. • Touches equipment with any part of body. • Makes uncoordinated attempt interact with equipment (will require support) • Experiment with ways they can make 	<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.
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	equipment work (non-functional use).				
<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 motor movements to complete a circuit of different apparatus. 	<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, steps, sensory gym equipment, beams, Rebound Trampoline, educational visits <p><u>What might this look like?</u></p> <ul style="list-style-type: none"> Notices large apparatus around them. Avoids colliding with apparatus when moving around in space. Moves close to equipment. 	<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 using linked large apparatus. 	<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 independence to explore large apparatus (eg. alternate feet on steps, pulling self up on climbing equipment. 	<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 range of linked large apparatus. with independence. Can mount and dismount apparatus safely. 	<ul style="list-style-type: none"> Uses linked large apparatus skilfully to participate in games involving others (eg. timed circuit).

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	<ul style="list-style-type: none"> Touches equipment with any part of body. Makes uncoordinated attempt interact with equipment (will require support) 				
<p>Summer A</p> <p><i>Movement and Dance</i></p> <ul style="list-style-type: none"> Performs a range of coordinated actions, moves in response to music and links a range of actions together to form a sequence. 	<ul style="list-style-type: none"> Experiences a range of dance and movement using their whole bodies. <p><u>What might this look like?</u></p> <ul style="list-style-type: none"> Tolerates the sound of a range of recorded music in different environments Tolerate use of multi-sensory input (eg. ribbons, parachute, streamers) in their immediate proximity. Reaches out to touch multi-sensory input. Will tolerate support (eg. hand- 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Will imitate movement and dance when demonstrated by others. Will use coordinated movements with greater independence to express themselves through movement and dance. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Able to physically respond to a range of genres of music using their own interpretation (adjusting tempo, beat, big and small, swirling).

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	<p>over-hand) to manipulate multi-sensory input.</p> <ul style="list-style-type: none"> Moves through space whilst a variety of music is played. <p>Please refer to Music Curriculum scheme for more detail.</p>				
<p>Summer B</p> <p><i>Object control (b)</i></p> <ul style="list-style-type: none"> Use a range of hand held apparatus to control the movement and direction of objects. 	<ul style="list-style-type: none"> Experiences a range of hand held P.E objects 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><u>What might this look like?</u></p> <ul style="list-style-type: none"> <i>Looks towards an object which is brought directly to them.</i> 	<ul style="list-style-type: none"> Handles apparatus which control movement of objects. 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 	<ul style="list-style-type: none"> Moves object intentionally using apparatus, without direction. Moves object using apparatus with inconsistent force. Responds to object travelling in their direction (avoid, stop, attempt to strike with apparatus). 	<ul style="list-style-type: none"> Moves object intentionally towards a target using their apparatus. 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.) 	<ul style="list-style-type: none"> Uses object manipulation skills to participate in a game with others involving hand-held apparatus (eg. hockey, tennis, badminton, golf. Adapts force and direction to enable object to travel appropriate distance within a specific activity (as above).

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	<ul style="list-style-type: none"> • <i>Reaches towards object brought to them.</i> • <i>Fleetingly observes equipment being used functionally.</i> • <i>Briefly touches an object</i> • <i>Drops objects</i> <i>Poke/pinch/squeeze objects</i> 	<p style="text-align: center;">attempting to move an object with apparatus.</p>			
<p>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:</p> <ul style="list-style-type: none"> • 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. 					