

Beaufort School - Programme of Learning

# Physical Development



# Physical Development:

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Beaufort School uses the 'Real PE' Framework to structure their PE curriculum for semi-formal and formal learners. Pre-formal learners follow a separate programme of study, which is detailed below. Pupils work in PE is assessed using the Wilson Stuart P Steps. Pupils in Lower School Follow the Real PE Foundation Units and pupils in Upper School follow the Real PE Key Stage 1 Units.

Units are adapted by teachers to cater to the needs of pupils with physical disabilities. Where physical disability is a concern, the teacher differentiates the objectives/activities of the lesson/follows the pre-formal physical development programme. Pupils are also set individual targets to develop their swimming skills

## Intent:

- To develop Personal, Social, Cognitive, Creative, Physical and Health and Fitness skills through the PE Sessions which are delivered, enabling access to wider sports and games (such as competitions between schools) (Real PE)
- To develop static balance skills using both legs (Real PE)
- To develop static balance skills to jump, including turning or alternating between 1 and 2 feet (Real PE)
- To develop static balance skills to complete floorwork (Real PE)
- To develop static balance skills in relation to stance (Real PE)
- To achieve dynamic balance on a line (Real PE)
- To achieve dynamic balance in relation to jumping and landing (Real PE)
- To achieve counter balance when working in pairs (Real PE)
- To achieve counter balance when sending or receiving (Real PE)
- To master coordination in ball skills (Real PE)
- To master coordination in footwork (Real PE)
- To master agility through ball chasing (Real PE)
- To master agility through Reaction and Response (Real PE)
- To develop swimming skills through regular practice (Real PE)
- To develop Body Awareness (PMLD)
- To improve fine motor skills through reaching, grasping, releasing and manipulating (PMLD)
- To maintain or improve gross motor skills through sitting, standing or walking activities (PMLD - As appropriate to the child)
- To gain mobility, through practice both indoors and outdoors (PMLD)

# Implementation:

Content, order and skills to deliver a sequential, cumulative and coherent curriculum

E = Emerging

D = Developing

S= Secure

C = Contextualising/Embedding

Pre-formal (P1-4)	Semi-formal (PS4-6)	Formal (PS7 and above)
<p><b>Physical Development:</b></p> <p>All physical development activities are subject to the physical abilities of the child in question. Some children have physical difficulties which mean they are disappplied from some of the learning opportunities below.</p> <p>Through Sherborne Movement therapy, hydrotherapy, classroom learning and individualised physiotherapy, opportunities for the following:</p> <p><b>1. Body Awareness</b></p> <ul style="list-style-type: none"> <li>•Show awareness of massage of hands/feet/arms/legs and various sensory stimulation on different parts of the body e.g. foot spa, silk material, fan</li> <li>•Show awareness of a range of total body movements e.g. swinging, floating, rolling</li> <li>•Show awareness of a range of different body orientations e.g. flat, bunched up</li> <li>•Show awareness of where their body is in space e.g. on top, under, crawl through</li> <li>•Show awareness of a range of pace of movement e.g. slow, quick, jerky, smooth</li> <li>•Show awareness of different textures touching body e.g. cold, soft, rough</li> </ul>	<p><b>P.E. (Real PE Framework):</b></p> <p><b>Year 1, Unit 1 - Personal Skills</b>  <i>Activities: The Birthday Bike Surprise and Pirate Pranks (See Real PE Website)</i>  <b>Unit Aims: I can work on simple tasks by myself, follow simple, one key word visual instructions and practise safely</b></p> <p>SOLAR Assessment Links:            E1 - I can respond appropriately to simple commands            E2 - I can demonstrate simple movement patterns            E3 - I can respond to praise by repeating an action            E4 - I can maintain my attention for short periods and remain on task in adult directed activity with support.            D1 - I can tell someone what I have done with support and prompts            D2 - I can transfer my attention to a familiar activity/task with support.            D3 - I can follow simple rules with support.            D4 - I can link basic movements in a single sequence with minimal support.</p> <p><u>End of Unit FUNS (Skills) Aims:</u>  <b>Static Balance - One Leg (1):</b></p>	<p><b>P.E. (Real PE Framework):</b></p> <p><b>Year 1, Unit 1 - Personal Skills</b>  <i>Activities: The Birthday Bike Surprise and Pirate Pranks (See Real PE Website)</i>  <b>Unit Aims: I try several times if at first I don't succeed and ask for help when appropriate</b></p> <p>SOLAR Assessment Links:            S1 - I can repeat simple movement sequences            S2 - I can sustain my attention in my own activity and respond to the requests of others.            S3 - I can observe and copy others with support.            S4 - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.            C1 - I enjoy working on simple tasks with help which I have requested            C2 - I can follow simple instructions (Up to two actions            C3 - I can follow and imitate sequences and movement patterns. I can perform a range of very basic skills consistently.            C4 - I can describe what I like and do not like about an activity</p> <p><u>End of Unit FUNS (Skills) Aims:</u>  <b>Static Balance - One Leg (1):</b></p>

<ul style="list-style-type: none"> <li>•Show awareness of their limbs being moved passively e.g. stretching in exercises or as part of action songs e.g. during sing and swing, music and movement</li> <li>•Show awareness of objects in designated spaces touching different parts of the body</li> <li>•Move their hands and arms with hand-under-hand support/hand-over-hand support and/or co-actively e.g. during music and movement</li> <li>•Show awareness of body awareness songs and games e.g. head, shoulders, knees and toes or round and round the garden</li> <li>•Actively move as part of body awareness activities</li> </ul> <p><b>2. Fine Motor Development</b></p> <p><u>i. Reaching</u></p> <ul style="list-style-type: none"> <li>•Bring their hands into midline</li> <li>•Have objects of various kinds placed in their hands</li> <li>•Touch objects of various kinds with their hands</li> <li>•Touch objects in midline/on left/on right/cross midline</li> <li>•Touch objects with one hand/with two hands</li> <li>•Bend and straighten their arms</li> <li>•Reach for objects just out of reach -midline/right/left - one hand/both hands</li> <li>•Reach for objects and bring them close-midline/right/left -one hand/both hands</li> <li>•Reach for objects and grasp them whole hand</li> <li>•Reach for objects and grasp them pincer grasp</li> <li>•Reach' /aim with feet to hit target/obtain object.</li> </ul> <p><u>ii. Grasping</u></p> <ul style="list-style-type: none"> <li>•Swipe objects e.g. hanging on activity arch</li> <li>•Open and close their hands</li> <li>•Close their hands round an object</li> <li>•Locate a hand-sized objects and try to grasp it</li> <li>•Hold hand-sized objects with palmer grip for increasing amount of time</li> <li>•Squeeze objects using the whole hand</li> <li>•Use whole hand to press switch,</li> <li>•Pick up objects using a whole hand grasp</li> <li>•Pick up and put down objects with several fingers and thumb</li> </ul>	<p>On both legs: Stand still for 10 seconds.</p> <p><b>Cordination (footwork) (10):</b> Side-step in both directions. Gallop, leading with either foot. Hop on either foot. Skip.</p> <p><b>Year 1, Unit 2 - Social Skills</b> <i>Activities: Journey to the Blue Planet and Monkey Business (See Real PE Website)</i> <b>Unit Aims: I can work sensibly with others, taking turns and sharing</b> SOLAR Assessment Links: E1 - I can sometimes play with others with adult support E2 - I can demonstrate simple movement patterns E3 - I can show some basic awareness of cause and effect E4 - I can play with others with adult support D1 - I can watch and react to my partner's performance.  D2 - I can play with others with minimal support D3 - I can take turns with support D4 - I can link basic movements in a single sequence with minimal support. <u>End of Unit FUNS (Skills) Aims:</u> <b>Dynamic Balance to Agility - Jumping and Landing (6):</b> Jump from 2 feet to 2 feet forwards, backwards and side- to-side <b>Static Balance - Seated (2):</b> 1. Balance with both hands/feet down. 2. Balance with 1 hand/2 feet down. 3. Balance with 2 hands/1 foot down. 4. Balance with 1 hand/1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.</p>	<ol style="list-style-type: none"> <li>1. Stand still for 30 seconds.</li> <li>2. Complete 5 mini-squats</li> </ol> <p><b>Cordination (footwork) (10):</b> 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p><b>Year 1, Unit 2 - Social Skills</b> <i>Activities: Journey to the Blue Planet and Monkey Business (See Real PE Website)</i> <b>Unit Aims: I can help, praise and encourage others in their learning</b> SOLAR Assessment Links: S1 - I can observe and copy others with support S2 - I can work in small groups without help S3 - I can play with others and take turns and share with support S4 - I can observe and copy others C1 - I can cheer others on to encourage them C2 - I can describe what I like (praise) and do not like about an activity C3 - I can take on different roles in a large group with support. C4 - I can describe different movements.</p> <p><u>End of Unit FUNS (Skills) Aims:</u> <b>Dynamic Balance to Agility - Jumping and Landing (6):</b> 1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). <b>Static Balance - Seated (2):</b> 1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.</p>
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- Locate small objects and try to grasp them
- Hold objects using the pincer grip for increasing amount of time
- Move at the wrist whilst holding objects,
- Rotate arms while holding objects,
- Hold onto a bar e.g. to hold themselves up for increasing the amount of time
- Hold objects and put them in contact with another e.g. hang two objects together, put objects in a box, bang drum with stick
- Crawl with object in hand,
- Grasp objects that are unseen e.g. from in a feely bag

### iii. Releasing

- Allow people to take objects from their hands
- Let go of hand-sized objects
- Put down objects using a whole hand grasp
- Pass objects from hand to hand
- Holds objects with two hands, stabilise them in one, and take other hand away
- Rotate arms and drop objects
- Swap objects from hand to hand
- Pick up and put down repeatedly

### iv. Manipulating

- Take objects to their mouths
- Use their hands to manipulate objects e.g. shaking, banging, pushing, throwing
- Use whole hand/several fingers at once to press switches/buttons/keys on keyboard
- Use index finger to press buttons or poke objects
- Grasp felt tips/brushes etc. e.g. to make mark
- Raise arms and drop objects into containers
- Post objects into containers e.g. posting box
- Place objects in specific places with increasing precision e.g. simple board/jigsaw
- Rotate objects in their hands
- Re orientate objects in hands

## 3. Gross Motor Development

### i. Sitting

- Maintain head control

## Year 1, Unit 3 – Cognitive Skills

*Activities: Tilly The Train's Big Day and Thembi Walks the Tightrope (See Real PE Website)*

**Unit Aims: I can name some things I am good at. I can understand and follow simple rules**

SOLAR Assessment Links:

- E1 - I can respond appropriately to simple commands
- E2 - I can respond to praise by repeating an action
- E3 - I can play with others with adult support.
- E4 - I can watch and react to my partner's performance.
- D1 - I can link two actions with prompts and support.
- D2 - I can follow simple rules with support
- D3 - I can demonstrate the difference between moving slowly and moving quickly.
- D4 - I can transfer my attention to a familiar activity/task with support.

End of Unit FUNS (Skills) Aims:

**Dynamic Balance – On a line (5):**

1. Walk forwards with fluidity and minimum wobble.
2. Walk backwards with fluidity and minimum wobble.

**Static Balance – Stance (4):**

1. Stand on line with good stance for 10 seconds.

## Year 1, Unit 4 – Creative Skills

*Activities: Clowning Around and Wendy's Water-ski Challenge (See Real PE Website)*

**Unit Aims: I can explore/describe different movements**

SOLAR Assessment Links:

- E1 - I can demonstrate simple movement patterns.
- E2 - I can show some basic awareness of cause and effect.
- E3 - I can tell someone what I have done with support and prompts.
- E4 - I can link two actions with prompts and support.

## Year 1, Unit 3 – Cognitive Skills

*Activities: Tilly The Train's Big Day and Thembi Walks the Tightrope (See Real PE Website)*

**Unit Aims: I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance**

SOLAR Assessment Links:

- S1 - I can repeat simple movement sequences.
- S2 - I can sustain my attention in my own activity and respond to the requests of others.
- S3 - I can respond to simple rules and take turns with minimal prompts.
- S4 - I can work in small groups without help.
- C1 - I can follow simple instructions.
- C2 - I can play with others and take turns and share with support.
- C3 - I can describe what I like and do not like about an activity
- C4 - I can describe different movements.

End of Unit FUNS (Skills) Aims:

**Dynamic Balance – On a line (5):**

1. Walk fluidly, lifting knees to 90°.
2. Walk fluidly, lifting heels to bottom.

**Static Balance – Stance (4):**

1. Stand on low beam with good stance for 10 seconds.

## Year 1, Unit 4 – Creative Skills

*Activities: Clowning Around and Wendy's Water-ski Challenge (See Real PE Website)*

**Unit Aims: I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others**

SOLAR Assessment Links:

- S1 - I can repeat simple movement sequences.
- S2 - I can sustain my attention in my own activity and respond to the requests of others.
- S3 - I can observe and copy others with support.

<ul style="list-style-type: none"> <li>•Move their head in all directions</li> <li>•Sit in a fully supported position</li> <li>•Sit in a chair with sides</li> <li>•Sit on a classroom chair without sides</li> <li>•Sit on a range of different kinds of chairs</li> <li>•Sit on a stool, edge of the bed with no back or sides</li> <li>•Move their limbs in a sitting position</li> <li>•Move their trunk in a sitting position</li> <li>•Pivot round sideways in a sitting position</li> <li>•Push or pull themselves to sitting from lying.</li> </ul> <p><u>ii. Standing</u></p> <ul style="list-style-type: none"> <li>•Stand fully supported,</li> <li>•Stand with hands held or holding on</li> <li>•Stand unsupported</li> <li>•Move their limbs whilst standing with less and less support</li> <li>•Pull or push up to standing themselves</li> <li>•Stand up from a chair or stool</li> <li>•Stand up from the floor</li> <li>•Sit down with hands being held or holding on</li> <li>•Sit down on chair or stool</li> <li>•Lower themselves to the floor from standing.</li> </ul> <p><u>iii. Walking</u></p> <ul style="list-style-type: none"> <li>•Walk fully supported</li> <li>•Cruise along class furniture</li> <li>•Walk with two hands held</li> <li>•Walk pushing a walker</li> <li>•Walk with one hand held</li> <li>•Walk unsupported</li> <li>•Take steps backwards e.g. to sit on a chair or toilet</li> <li>•Change directions when walking supported</li> <li>•Change directions when walking unsupported</li> <li>•Walk on different surfaces</li> <li>•Walk up and down slopes holding a rail</li> <li>•Walk up and down steps holding a rail</li> <li>•Walk up and down slopes</li> <li>•Walk up and down steps</li> </ul> <p><b>4. Mobility</b></p> <p><u>i. Indoor mobility</u></p> <ul style="list-style-type: none"> <li>•Crawl or bottom shuffle</li> <li>•Slide on back/tummy</li> </ul>	<p>D1 - I can collect equipment with support.  D2 - I can play with others with minimal support.  D3 -  I can demonstrate the difference between a ball rolling slowly and moving quickly.  D4 - I can recognise one effect of activity on my body (e.g. heart beating faster).</p> <p><u>End of Unit FUNS (Skills) Aims:</u>  <b>Coordination - Ball skills (9):</b>  1. Sit and roll a ball along the floor around body using 2 hands.  2. Sit and roll a ball along the floor around body using 1 hand (right and left).  3. Sit and roll a ball down legs and around upper body using 2 hands.  4. Stand and roll a ball up and down legs and round upper body using 2 hands.  <b>Counter Balance - With a Partner (7):</b>  1. Sit holding hands with toes touching, lean in together then apart.  2. Sit holding 1 hand with toes touching, lean in together then apart.  3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side</p> <p><b>Year 1, Unit 5 - Physical Skills</b>  <i>Activities: John and Jasmine Learn to Juggle and Ringo to the Rescue (See Real PE Website)</i>  <b>Unit Aims: I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control</b>  <b>SOLAR Assessment Links:</b>  E1 - I can sometimes play with others with adult support.  E2 - I can recognise equipment frequently used in activities.</p>	<p>S4 - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.  C1 - I can play with others and take turns and share with support.  C2 - I can observe and copy others.  C3 - I can follow and imitate sequences and movement patterns. I can perform a range of very basic skills consistently.  C4 - I can take on different roles in a large group with support.</p> <p><u>End of Unit FUNS (Skills) Aims:</u>  <b>Coordination - Ball skills (9):</b>  1. Sit and roll a ball up and down legs and round upper body using 1 hand.  2. Stand and roll a ball up and down legs and round upper body using 1 hand.  <b>Counter Balance - With a Partner (7):</b>  1. Hold on and, with a long base, lean back, hold balance and then move back together.  2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</p> <p><b>Year 1, Unit 5 - Physical Skills</b>  <i>Activities: John and Jasmine Learn to Juggle and Ringo to the Rescue (See Real PE Website)</i>  <b>Unit Aims: I can perform a sequence of movements with some changes in level, direction of speed. I can perform a range of skills with some control and consistency</b>  <b>SOLAR Assessment Links:</b>  S1 - I am aware of changes to my body from exercise with minimal prompts.  S2 - I can work in small groups without help.  S3 - I enjoy working on simple tasks with help.</p>
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<ul style="list-style-type: none"> <li>•Pivot on bottom or knees on floor</li> <li>•Roll</li> <li>•Rock/row backwards and forwards e.g. row your boat</li> <li>•Push and pull people and objects</li> <li>•Bounce on trampoline</li> <li>•Throw and roll objects beanbag, balls</li> <li>•Catch objects from bigger to smaller</li> <li>•Move forwards and backwards</li> <li>•Move in and out of objects e.g. tunnel, den, tent</li> <li>•Move slowly and quickly maybe being pulled in a blanket at different speeds</li> <li>•Move over and under objects/onto and off objects.</li> </ul> <p><u>ii. Outdoor mobility</u></p> <ul style="list-style-type: none"> <li>•Use playground/adventure equipment to swing, slide, rotate, climb and ride</li> <li>•Ride bikes or trikes eventually pushing the pedals themselves</li> <li>•Move over a range of different outdoor surfaces e.g. woodland trail, shopping precinct, grass, shingle, cobbles.</li> </ul>	<p>E3 - I can maintain my attention for short periods and remain on task in adult directed activity with support.  E4 - I can play with others with adult support.  D1 - I can link two actions with prompts and support.  D2 - I can collect equipment with support.  D3 - I can link basic movements in a single sequence with minimal support.  D4 - I can follow simple rules with support.</p> <p><u>End of Unit FUNS (Skills) Aims:</u>  <b>Coordination - Sending and Receiving (8) :</b>  1. Roll large ball and collect the rebound.  2. Roll small ball and collect the rebound.  3. Throw large ball and catch the rebound with 2 hands.  <b>Agility - Reaction/Response (12):</b>  From 1, 2 and 3 metres:  1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from shoulder height after 1 bounce.</p> <p><b>Year 1, Unit 6 - Health and Fitness</b>  <i>Activities: Sammy Squirrel and his Rolling Nuts and Caspar the Very Clever Cat (See Real PE Website)</i>  <b>Unit Aims: I am aware of why exercise is important for good health</b></p> <p>SOLAR Assessment Links:  E1 - I can recognise equipment frequently used in activities.  E2 - I can show some basic awareness of cause and effect.  E3 - I can maintain my attention for short periods and remain on task in adult directed activity with support.</p>	<p>S4 - I am aware of the changes to the way I feel when I exercise.  C1 - I can observe and copy others.  C2 - I can follow and imitate sequences and movement patterns. I can perform a range of very basic skills consistently.  C3 - I am aware of many changes to the way I feel when I exercise.  C4 - I can sustain my attention in a small group in a familiar activity.</p> <p><u>End of Unit FUNS (Skills) Aims:</u>  <b>Coordination - Sending and Receiving (8):</b>  1. Throw tennis ball, catch rebound with same hand after 1 bounce.  2. Throw tennis ball, catch rebound with same hand without a bounce.  3. Throw tennis ball, catch rebound with other hand after 1 bounce.  4. Throw tennis ball, catch rebound with other hand without a bounce.  5. Strike large, soft ball along ground with hand 5 times in a rally.  <b>Agility - Reaction/Response (12):</b>  1. React and catch tennis ball dropped from shoulder height after 1 bounce.</p> <p><b>Year 1, Unit 6 - Health and Fitness</b>  <i>Activities: Sammy Squirrel and his Rolling Nuts and Caspar the Very Clever Cat (See Real PE Website)</i>  <b>Unit Aims: I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise</b></p> <p>SOLAR Assessment Links:  S1 - I am aware of changes to my body from exercise with minimal prompts.  S2 - I can respond to simple rules and take turns with minimal prompts.  S3 - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p>
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E4 - I can tell someone what I have done with support and prompts.  
D1 - I can watch and react to my partner's performance.  
D2 - I can play with others with minimal support.  
D3 - I can transfer my attention to a familiar activity/task with support.  
D4 - I can recognise one effect of activity on my body (e.g. heart beating faster).

End of Unit FUNS Aim:

**Agility - Ball chasing (11):**

1. Roll a ball, chase and collect it in balanced position facing opposite direction.
2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

**Static Balance - Floor Work (3):**

1. Hold mini-front support position.
2. Reach round and point to ceiling with either hand in mini-front support

**Year 2, Unit 1 - Personal Skills**

*Activities: See Real PE Website*

**Unit Aims: I can work on simple tasks by myself, follow instructions and practise safely. I can ask for help where appropriate**

**SOLAR Assessment Links:**

- E1 - I can respond appropriately to simple commands  
E2 - I can demonstrate simple movement patterns  
E3 - I can respond to praise by repeating an action  
E4 - I can maintain my attention for short periods and remain on task in adult directed activity with support.  
D1 - I can tell someone what I have done with support and prompts  
D2 - I can transfer my attention to a familiar activity/task with support.  
D3 - I can follow simple rules with support.

S4 - I am aware of the changes to the way I feel when I exercise.

C1 - I can follow simple instructions.

C2 - I am aware of many changes to the way I feel when I exercise.

C3 - I can sustain my attention in a small group in a familiar activity.

C4 - I can describe different movements.

End of Unit FUNS Aim:

**Agility - Ball chasing (11):**

1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction

**Static Balance - Floor Work (3):**

1. Place cone on back and take it off with other hand in mini- front support.
2. Hold mini-back support position.
3. Place cone on tummy and take it off with other hand in mini- back support.

**Year 2, Unit 1 - Personal Skills**

*Activities: See Real PE Website*

**Unit Aims: I try several times if at first I don't succeed, I know where I am with my learning and I have begun to challenge myself**

**SOLAR Assessment Links:**

- S1 - I can repeat simple movement sequences  
S2 - I can sustain my attention in my own activity and respond to the requests of others.  
S3 - I can observe and copy others with support.  
S4 - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.  
C1 - I enjoy working on simple tasks with help which I have requested  
C2 - I can follow simple instructions (Up to two actions



D4 - I can link basic movements in a single sequence with minimal support.

End of Unit FUNS (Skills) Aims:

**Static Balance - One Leg (1):**

On both legs: Stand still for 10 seconds.

**Cordination (footwork) (10):**

Side-step in both directions.

Gallop, leading with either foot.

Hop on either foot.

Skip.

**Year 2, Unit 2 - Social Skills**

*Activities: See Real PE Website*

**Unit Aims: I can work sensibly with others, taking turns and sharing**

SOLAR Assessment Links:

E1 - I can sometimes play with others with adult support

E2 - I can demonstrate simple movement patterns

E3 - I can show some basic awareness of cause and effect

E4 - I can play with others with adult support

D1 - I can watch and react to my partner's performance.

D2 - I can play with others with minimal support

D3 - I can take turns with support

D4 - I can link basic movements in a single sequence with minimal support.

End of Unit FUNS (Skills) Aims:

**Dynamic Balance to Agility - Jumping and Landing (6):**

C3 - I can follow and imitate sequences and movement patterns. I can perform a range of very basic skills consistently.

C4 - I can describe what I like and do not like about an activity

End of Unit FUNS (Skills) Aims:

**Static Balance - One Leg (1):**

1. Stand still for 30 seconds.

2. Complete 5 mini-squats

**Cordination (footwork) (10):**

1. Combine side-steps with 180° front pivots off either foot.

2. Combine side-steps with 180° reverse pivots off either foot.

3. Skip with knee and opposite elbow at 90° angle.

4. Hopscotch forwards and backwards, hopping on the same leg (right and left).

**Year 2, Unit 2 - Social Skills**

*Activities: See Real PE Website*

**Unit Aims: I can help, praise and encourage others in their learning. I am happy to tell others about my ideas. I show patience and support others, listening carefully to them about our work.**

SOLAR Assessment Links:

S1 - I can observe and copy others with support

S2 - I can work in small groups without help

S3 - I can play with others and take turns and share with support

S4 - I can observe and copy others

C1 - I can cheer others on to encourage them

C2 - I can describe what I like (praise) and do not like about an activity

C3 - I can take on different roles in a large group with support.

C4 - I can describe different movements.

End of Unit FUNS (Skills) Aims:

**Dynamic Balance to Agility - Jumping and Landing (6):**

	<p>Jump from 2 feet to 2 feet forwards, backwards and side- to-side</p> <p><b>Static Balance - Seated (2):</b></p> <ol style="list-style-type: none"> <li>1. Balance with both hands/feet down.</li> <li>2. Balance with 1 hand/2 feet down.</li> <li>3. Balance with 2 hands/1 foot down.</li> <li>4. Balance with 1 hand/1 foot down.</li> <li>5. Balance with 1 hand or 1 foot down.</li> <li>6. Balance with no hands or feet down.</li> </ol> <p><b>Year 2, Unit 3 - Cognitive Skills</b>  <b>Activities:</b> See Real PE Website  <b>Unit Aims:</b> I can name some things I am good at. I can understand and follow simple rules  <b>SOLAR Assessment Links:</b>  E1 - I can respond appropriately to simple commands  E2 - I can respond to praise by repeating an action  E3 - I can play with others with adult support.  E4 - I can watch and react to my partner's performance.  D1 - I can link two actions with prompts and support.  D2 - I can follow simple rules with support  D3 - I can demonstrate the difference between moving slowly and moving quickly.  D4 - I can transfer my attention to a familiar activity/task with support.  <b>End of Unit FUNS Aims:</b>  <b>Dynamic Balance - On a line (5):</b>  <ol style="list-style-type: none"> <li>1. Walk forwards with fluidity and minimum wobble.</li> <li>2. Walk backwards with fluidity and minimum wobble.</li> </ol> <b>Static Balance - Stance (4):</b>  <ol style="list-style-type: none"> <li>1. Stand on line with good stance for 10 seconds.</li> </ol>   <b>Year 2, Unit 4 - Creative Skills</b>  <b>Activities:</b> See Real PE Website  <b>Unit Aims:</b> I can explore/describe different movements</p>	<ol style="list-style-type: none"> <li>1. Jump from 2 feet to 2 feet with quarter turn in both directions.</li> <li>2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</li> </ol> <p><b>Static Balance - Seated (2):</b></p> <ol style="list-style-type: none"> <li>1. Pick up a cone from one side, swap hands and place it on the other side.</li> <li>2. Return the cone to the opposite side.</li> </ol> <p><b>Year 2, Unit 3 - Cognitive Skills</b>  <b>Activities:</b> See Real PE Website  <b>Unit Aims:</b> I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. I can explain what I am doing well and have begun to identify areas for improvement  <b>SOLAR Assessment Links:</b>  S1 - I can repeat simple movement sequences.  S2 - I can sustain my attention in my own activity and respond to the requests of others.  S3 - I can respond to simple rules and take turns with minimal prompts.  S4 - I can work in small groups without help.  C1 - I can follow simple instructions.  C2 - I can play with others and take turns and share with support.  C3 - I can describe what I like and do not like about an activity  C4 - I can describe different movements.  <b>End of Unit FUNS Aims:</b>  <b>Dynamic Balance - On a line (5):</b>  <ol style="list-style-type: none"> <li>1. Walk fluidly, lifting knees to 90°.</li> <li>2. Walk fluidly, lifting heels to bottom.</li> </ol> <b>Static Balance - Stance (4):</b>  <ol style="list-style-type: none"> <li>1. Stand on low beam with good stance for 10 seconds.</li> </ol>   <b>Year 2, Unit 4 - Creative Skills</b>  <b>Activities:</b> See Real PE Website  <b>Unit Aims:</b> I can select and link movements together to fit a theme. I can begin to compare my movements and skills</p>
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**SOLAR Assessment Links:**

- E1 - I can demonstrate simple movement patterns.
- E2 - I can show some basic awareness of cause and effect.
- E3 - I can tell someone what I have done with support and prompts.
- E4 - I can link two actions with prompts and support.
- D1 - I can collect equipment with support.
- D2 - I can play with others with minimal support.
- D3 - I can demonstrate the difference between a ball rolling slowly and moving quickly.
- D4 - I can recognise one effect of activity on my body (e.g. heart beating faster).

**End of Unit FUNS Aims:**

**Coordination - Ball skills (9):**

1. Sit and roll a ball along the floor around body using 2 hands.
2. Sit and roll a ball along the floor around body using 1 hand (right and left).
3. Sit and roll a ball down legs and around upper body using 2 hands.
4. Stand and roll a ball up and down legs and round upper body using 2 hands.

**Counter Balance - With a Partner (7):**

1. Sit holding hands with toes touching, lean in together then apart.
2. Sit holding 1 hand with toes touching, lean in together then apart.
3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side

**Year 2, Unit 5 - Physical Skills**

*Activities: See Real PE Website*

with those of others. I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression

**SOLAR Assessment Links:**

- S1 - I can repeat simple movement sequences.
- S2 - I can sustain my attention in my own activity and respond to the requests of others.
- S3 - I can observe and copy others with support.
- S4 - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.
- C1 - I can play with others and take turns and share with support.
- C2 - I can observe and copy others.
- C3 - I can follow and imitate sequences and movement patterns. I can perform a range of very basic skills consistently.
- C4 - I can take on different roles in a large group with support.

**End of Unit FUNS Aims:**

**Coordination - Ball skills (9):**

1. Sit and roll a ball up and down legs and round upper body using 1 hand.
2. Stand and roll a ball up and down legs and round upper body using 1 hand.

**Counter Balance - With a Partner (7):**

1. Hold on and, with a long base, lean back, hold balance and then move back together.
2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.

**Year 2, Unit 5 - Physical Skills**

*Activities: See Real PE Website*

Unit Aims: I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control

SOLAR Assessment Links:

- E1 - I can sometimes play with others with adult support.
- E2 - I can recognise equipment frequently used in activities.
- E3 - I can maintain my attention for short periods and remain on task in adult directed activity with support.
- E4 - I can play with others with adult support.
- D1 - I can link two actions with prompts and support.
- D2 - I can collect equipment with support.
- D3 - I can link basic movements in a single sequence with minimal support.
- D4 - I can follow simple rules with support.

End of Unit FUNS Aims:

**Coordination - Sending and Receiving (8) :**

1. Roll large ball and collect the rebound.
2. Roll small ball and collect the rebound.
3. Throw large ball and catch the rebound with 2 hands.

**Agility - Reaction/Response (12):**

From 1, 2 and 3 metres:

1. React and catch large ball dropped from shoulder height after 2 bounces.
2. React and catch large ball dropped from shoulder height after 1 bounce.

**Year 2, Unit 6 - Health and Fitness**

*Activities: See Real PE Website*

Unit Aims: I can perform a sequence of movements with some changes in level, direction of speed. I can perform a range of skills with some control and consistency. I can select and apply a range of skills with developing consistency. I can perform and repeat longer sequences with clear shapes and controlled movement

SOLAR Assessment Links:

- S1 - I am aware of changes to my body from exercise with minimal prompts.
- S2 - I can work in small groups without help.
- S3 - I enjoy working on simple tasks with help.

S4 - I am aware of the changes to the way I feel when I exercise.

C1 - I can observe and copy others.

C2 - I can follow and imitate sequences and movement patterns. I can perform a range of very basic skills consistently.

C3 - I am aware of many changes to the way I feel when I exercise.

C4 - I can sustain my attention in a small group in a familiar activity.

End of Unit FUNS Aims:

**Coordination - Sending and Receiving (8):**

1. Throw tennis ball, catch rebound with same hand after 1 bounce.
2. Throw tennis ball, catch rebound with same hand without a bounce.
3. Throw tennis ball, catch rebound with other hand after 1 bounce.
4. Throw tennis ball, catch rebound with other hand without a bounce.
5. Strike large, soft ball along ground with hand 5 times in a rally.

**Agility - Reaction/Response (12):**

1. React and catch tennis ball dropped from shoulder height after 1 bounce.

**Year 2, Unit 6 - Health and Fitness**

*Activities: See Real PE Website*

Unit Aims: I am aware of why exercise is important for good health

SOLAR Assessment Links:

- E1 - I can recognise equipment frequently used in activities.
- E2 - I can show some basic awareness of cause and effect.
- E3 - I can maintain my attention for short periods and remain on task in adult directed activity with support.
- E4 - I can tell someone what I have done with support and prompts.
- D1 - I can watch and react to my partner's performance.
- D2 - I can play with others with minimal support.
- D3 - I can transfer my attention to a familiar activity/task with support.
- D4 - I can recognise one effect of activity on my body (e.g. heart beating faster).

End of Unit FUNS Aims:

**Agility - Ball chasing (11):**

1. Roll a ball, chase and collect it in balanced position facing opposite direction.
2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

**Static Balance - Floor Work (3):**

1. Hold mini-front support position.
2. Reach round and point to ceiling with either hand in mini-front support

Unit Aims: I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I can give simple reasons why we need to warm up and cool down. I can describe how and why my body changes during and after exercise

SOLAR Assessment Links:

- S1 - I am aware of changes to my body from exercise with minimal prompts.
- S2 - I can respond to simple rules and take turns with minimal prompts.
- S3 - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.
- S4 - I am aware of the changes to the way I feel when I exercise.

C1 - I can follow simple instructions.

C2 - I am aware of many changes to the way I feel when I exercise.

C3 - I can sustain my attention in a small group in a familiar activity.

C4 - I can describe different movements.

End of Unit FUNS Aims:

**Agility - Ball chasing (11):**

1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction

**Static Balance - Floor Work (3):**

1. Place cone on back and take it off with other hand in mini- front support.
2. Hold mini-back support position.
3. Place cone on tummy and take it off with other hand in mini- back support.

# Impact:

How we measure whether the implementation of the curriculum achieves our intent statements

- Learning walks
- Book Trawls
- Lesson Observations
- Drop-ins by SLT
- Subject Coordinator Scrutiny (For awareness - Subject coordinators are not accountable for progress)
- Progress data & Target Setting
- Termly Progress Meeting with actions set
- Next Steps
- Formative Assessment (Work samples, written observations on progress sheets and photographs)
- Moderation of work
- End of year Reports (Academic)
- Annual Reviews of the pupil's EHCP
- Parent Workshops, Questionnaires & Parents Evenings
- Class team meetings and Phase Meetings
- Teacher and TA Appraisal
- Ofsted Inspections
- School Improvement Partner involvement in T&L Monitoring
- BEP/Local feedback on curriculum content
- Discussion of Curriculum at SLT Meetings
- Use of CPD time to review curriculum and agree ways forward
- Staff confidence questionnaires in teaching skills
- SLT Leadership and Management of the curriculum
- Teacher involvement in choosing motivating topics to gauge pupils' interests
- Robust monitoring of pupils' opportunities to take part in reading activities to read widely and often
- Assessment using WS P Steps, AET Progression Framework and Scales of Engagement