



## Physical Education Long-term sequence of learning (LTSL)



### Intent

It is our intention to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in physical activity, PE and sport. Through the PE curriculum pupils will have opportunities to become physically aware in a way which supports both their physical and mental health, and maximises the quality of life for some of our more complex pupils. Our aim is to imbue a love for physical activities and for pupils to realise the many benefits of these – physically and mentally. Pupils should develop the skills and the ability to recognise the long-term benefits of physical activity as they progress within school and beyond. PE also builds on pupils independence skills from getting changed for PE to becoming independent completing tasks and movements and following instructions taught through the curriculum during lessons. Opportunities to participate in sport and physical activities build character, improve mental health and help to embed values such as fairness, respect and leadership whilst developing the social skills they require to succeed in life. We strive to provide every student with a variety of opportunities to participate in physical activity at their own level of development and engagement. Our PE curriculum directly impacts on students preparation for adulthood by providing them with access to a variety of community facilities and promoting a love of exercise and group participation.

### Implementation

#### Physical Education rationale

**PE runs on a two-year cycle.**

#### KS1 Curriculum Lower phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs and Willow Dene)	Multisensory Dance	Multisensory movements – self	Multisensory team games	Multi-Sensory movements – objects	Multi sensory games	Multi sensory Movements – multisensory orienteering
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD (Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)	Early Dance	Early Movements self – balance and coordination	Early Team games	Early movements – large equipment creating simple movement patterns	Early Games Throwing and catching	Early movements – running and jumping
Pathway 3 (Equals Units available for staff to adapt from)	Introduction to Dance Unit Title: Dance - Express Yourself Key Stage 1 Unit 1.2	Introduction to gymnastics - Unit Title: Gymnastics – Push Me Pull Me Key Stage 1 Unit 1.6	Introduction to Games Unit Title: Games - Sharing Together Key Stage 1 Unit 1.3	Introduction to gymnastics Unit Title: Gymnastics - ZigaZag Key Stage 1 Unit 1.7	Introduction to games Unit Title: Games - To Me To You Key Stage 1 Unit 1.4	Introduction to full basic body movements Unit Title: Dance - Prance and Dance Key Stage 1 Unit 1.1

## KS2 Curriculum Middle Phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs and Willow Dene)	Multisensory Dance	Multisensory gymnastics	Multisensory invasion games	Multisensory Outdoor adventurous activities	Multisensory field Games	Multisensory athletics
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD (Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)	Early dance	Early Gymnastics	Early invasion games	Early outdoor adventurous activities	Early field Games	Early athletics
Pathway 3 (Equals Units available for staff to adapt from)	Introduction to Dance Unit Title: Dance – E.motion Key Stage 2 Unit 2.1	Introduction to Gymnastics Unit Title: Gymnastics – Busy Bodies Key Stage 2 Unit 2.5	Introduction to invasion games Unit Title: Invasion Games – Brill Skills Key Stage 2 Unit 2.9	Introduction to Outdoor and adventurous activities Unit Title: Outdoor and Adventurous Activities - Out and About Key Stage 2 Unit 2.22	Introduction to games Unit Title: Striking and Fielding Games – Striking Progress Key Stage 2 Unit 2.13	Introduction to athletics Unit Title: Athletics – Starting Blocks Key Stage 2 Unit 2.17
Pathway 4/5	Dance Unit Title: Dance –	Gymnastics Unit Title: Gymnastics –	Invasion Games Unit Title: Invasion Games –	Outdoor and Adventurous Activities Orienteering	Striking and fielding game Unit Title: Striking and Fielding	Athletics Unit Title: Athletics –

## KS 3 Upper Phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs and Willow Dene)	Multisensory Dance	Multisensory gymnastics	Multisensory invasion games	Multisensory Outdoor adventurous activities	Multisensory field Games	Multisensory athletics
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD (Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)	Early dance	Early Gymnastics	Early invasion games	Early outdoor adventurous activities	Early field Games	Early athletics

Pathway 3 (Equals Units available for staff to adapt from)	Introduction to Dance Dance – Dance with Me 3.3	Introduction to Gymnastics Gymnastics – Jump down, turn around, whirl and twirl a ribbon 3.12	Introduction to invasion games Invasion Games – Dodgin’ ‘n Scoring’ 3.6	Introduction to Outdoor and adventurous activities Outdoor and Adventurous Activities – Let’s Get Together 3.14	Introduction to games Striking and Fielding – Whack it 3.10	Introduction to athletics Athletics - Skill Zones 3.1
Pathway 4/5	Dance	Gymnastics	Invasion Games	Outdoor and Adventurous Activities	Striking and fielding game	Athletics Athletics –

#### KS 4 Senior Phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs and Willow Dene)	Multisensory Dance	Multisensory gymnastics	Multisensory invasion games	Multisensory Outdoor adventurous activities	Multisensory field Games	Multisensory athletics
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD (Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)	Early dance	Early Gymnastics	Early invasion games	Early outdoor adventurous activities	Early field Games	Early athletics
Pathway 3 (Equals Units available for staff to adapt from)	Introduction to Dance Dance – Dance the dream 4.2	Introduction to Gymnastics Gymnastics – Getting there together 4.11	Introduction to invasion games Invasion Games – Footy 4.14	Introduction to Outdoor and adventurous activities Outdoor and Adventurous Activities – Walk the Walk 4.12	Introduction to games Striking and Fielding Make a striking start– 4.8	Introduction to athletics Athletics – Ready steady 4.1
Pathway 4/5	Dance	Gymnastics	Invasion Games	Outdoor and Adventurous Activities	Striking and fielding game	Athletics Athletics –

The skills encompassed by the PE curriculum will be addressed through the 'Health' curriculum driver in the 16-19 Phase. Students will engage in a programme of Health and Fitness activities as indicated in the cycles below. In addition to these students will access either Hydrotherapy, onsite swimming or offsite swimming as appropriate. During creative arts options sessions there is an additional choice of a Dance session linked to the 16-19 project each term.

<b>Health and Wellbeing</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
As part of a health and wellbeing morning students will access each activity through a rotation	Yoga  Team Sports  HYPA Dance- Visiting instructor	Boxing- visiting instructor or Gym TBC  Team Sports  HYPA Dance- Visiting instructor	Boxing- visiting instructor or Gym TBC  Team Sports  HYPA Dance- Visiting instructor
Swimming	Hydrotherapy – Specific named students  Enrichment on-site swimming – group rota  Offsite swimming (group rota)	Hydrotherapy – Specific named students  Enrichment on-site swimming – group rota  Offsite swimming (group rota)	Hydrotherapy – Specific named students  Enrichment on-site swimming – group rota  Offsite swimming (group rota)

## Year B

### Physical Education rationale Cycle B

#### KS1 Curriculum Lower phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs, and Willow Dene)	Multisensory team games	Multisensory movements – self	Multisensory Dance	Multi-Sensory movements – objects	Multi sensory games	Multi sensory Movements – multisensory orienteering
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD (Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)	Early Team games	Early Movements self – balance and coordination	Early Dance	Early movements – large equipment creating simple movement patterns	Early Games Throwing and catching	Early movements – running and jumping

Pathway 3	Introduction to Games Unit Title: Games - Sharing Together Key Stage 1 Unit 1.3	Introduction to gymnastics - Unit Title: Gymnastics – Push Me Pull Me Key Stage 1 Unit 1.6	Introduction to Dance Unit Title: Dance - Express Yourself Key Stage 1 Unit 1.2	Introduction to gymnastics Unit Title: Gymnastics - ZigaZag Key Stage 1 Unit 1.7	Introduction to games Unit Title: Games - To Me To You Key Stage 1 Unit 1.4	Introduction to full basic body movements Unit Title: Dance - Prance and Dance Key Stage 1 Unit 1.1
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### KS2 Curriculum Middle Phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs and Willow Dene)	Multisensory Dance	Multisensory gymnastics	Multisensory invasion games	Multisensory Outdoor adventurous activities	Multisensory field Games	Multisensory athletics
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD (Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)	Early invasion games	Early Gymnastics	Early dance	Early outdoor adventurous activities	Early net and wall	Early athletics
Pathway 3	Introduction to invasion games Unit Title: Invasion Games – Control and Goal Key Stage 2 Unit 2.10	Introduction to Gymnastics Unit title Gymnastics twist and shout Key stage 2.6	Introduction to Dance Unit Title: Dance – Moving Stories Key Stage 2 Unit 2.	Introduction to Outdoor and adventurous activities Unit Title: Outdoor and Adventurous Activities - Out and About Key Stage 2 Unit 2.22	Introduction to net and wall Unit Title: Net and Wall Games – Back to You Key Stage 2 Unit 2.15	Introduction to athletics Unit Title: Athletics – Going for Gold Key Stage 2 Unit 2.1
Pathway 4/5	Dance Unit Title: invasion games 2.10	Gymnastics Unit Title: Gymnastics –	Invasion Games Unit Title: dance moving stories	Outdoor and Adventurous Activities Orienteering	Striking and fielding game Unit Title: net and wall	Athletics Unit Title: Athletics –

### KS 3 Upper Phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs and Willow Dene)	Multi sensory team games	Multisensory gymnastics	Multisensory Dance	Multisensory Outdoor adventurous activities	Multisensory net and wall games	Multisensory athletics
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD	Early team games	Early Gymnastics	Early dance	Early outdoor adventurous activities	Early net and wall games	Early athletics

(Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)						
Pathway 3	Introduction to invasion games Unit Title: Invasion Games – Dribble ‘n Shoot Key Stage 3 Unit 3.	Introduction to Gymnastics Unit Title: Gymnastics – It’s Partner Time Key Stage 3 Unit 3.1	Introduction to Dance Unit Title: Dance – Roll up, Roll up to the Big Top Key Stage 3 Unit 3.5	Introduction to Outdoor and adventurous activities Unit Title: Outdoor & Adventurous Activities – Follow it Find it Key Stage 3 Unit 3.15	Introduction to net and wall games Unit Title: Net and Wall Games – Going for the top Key Stage 3 Unit 3.	Introduction to athletics Unit Title: Athletics – High, Far and Fast? Key Stage 3 Unit 3.
Pathway 4/5	Invasion games	Gymnastics	Dance	Outdoor and Adventurous Activities	Net and wall games	Athletics Athletics –

#### KS 4 Senior Phase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 1 & 2 PMLD (Link to individual Physiotherapy Programs, PPPs and Willow Dene)	Multi sensory team games	Multisensory gymnastics	Multisensory Dance	Multisensory Outdoor adventurous activities	Multisensory net and wall games	Multisensory athletics
	MATP- Special Olympics					
Pathway 1&2 ASD/SLD (Link to individual Physiotherapy Programs, OT programmes, PPPs and Willow Dene)	Early team games	Early Gymnastics	Early dance	Early outdoor adventurous activities	Early net and wall games	Early athletics
Pathway 3	Introduction to invasion games Unit Title: Invasion Games – Getting Sorted 4.5	Introduction to Gymnastics Unit Title: Gymnastics – Gymfit 4.10	Introduction to Dance Unit Title: Dance – Composing and Performing 4.3	Introduction to net and wall games Unit Title: Net and Wall Games –Over the top 4.6	Introduction to net and wall games Unit Title: Net and Wall Games – Keepy Uppy 4.7	Introduction to athletics Unit Title: Athletics – Ready Steady 4.1
Pathway 4/5	Invasion games	Gymnastics	Dance	Net and wall games	Net and wall games	Athletics Athletics –

#### 16-19 Curriculum

The skills encompassed by the PE curriculum will be addressed through the ‘Health’ curriculum driver in the 16-19 Phase. Students will engage in a programme of Health and Fitness activities as indicated in the

cycles below. In addition to these students will access either Hydrotherapy, onsite swimming or offsite swimming as appropriate. During creative arts options sessions there is an additional choice of a Dance session linked to the 16-19 project each term.



Health and Wellbeing	Autumn	Spring	Summer
As part of a health and wellbeing morning students will access each activity through a rotation	Yoga Team Sports HYPA Dance- Visiting instructor	Boxing- visiting instructor or Gym TBC Team Sports HYPA Dance- Visiting instructor	Boxing- visiting instructor or Gym TBC Team Sports HYPA Dance- Visiting instructor
Swimming	Hydrotherapy – Specific named students Enrichment on-site swimming – group rota Offsite swimming (group rota)	Hydrotherapy – Specific named students Enrichment on-site swimming – group rota Offsite swimming (group rota)	Hydrotherapy – Specific named students Enrichment on-site swimming – group rota Offsite swimming (group rota)

### \*STEP Principals

When undertaking PE lessons the STEP principals are considered when differentiating activities to ensure full class participation and progress.

## Space

Make it bigger/smaller  
Make it wider/thinner  
Change the shape of the space  
Make it closer to the ground  
Make it away from the ground  
Have your own space or area






Think

Space

## Task

Make it easier/harder  
Have more/less time to complete the task  
Have more/less tasks to complete  
Start before/after everyone else  
Get more/less points for completing the task






Easier

Harder

## Equipment

Make it smaller/bigger  
Make it lighter/heavier  
Make it predictable/unpredictable  
Increase the range for the task  
Choose your own Equipment






Lighter/Heavier

Smaller/Bigger

## People

Have someone to help you  
Have more/less people in your team  
Work with/compete with others  
Choose someone to work with/against  
Take on a different role

Help

Team

<b>Subject Specific</b>	Pathway 4 Shoots & Blossom	OPS Scales 10-15: "Subject shoots " Skills, Concepts, Knowledge, Vocabulary
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		<p>Development Matters Physical Development: Reception age pupils</p> <p>Key Stage 1 outcomes</p> <p>Enrichment e.g. Sports Coach and "Blossom" skills/ knowledge for more able pupils</p> <p>Cross-curricular links to Humanities theme and other subjects</p>
	<p>Pathway 3</p> <p>Roots</p>	<p>OPS Scales 5-9: "Roots" Skills, Concepts, Knowledge, Vocabulary</p> <p>Development Matters Physical Development: 3-4 year olds</p> <p>Enrichment</p> <p>Cross-curricular links to Humanities theme and other subjects</p>

<b>Not Subject Specific</b>	<p>Pathway 2</p> <p>Learning To Live</p>	<p>Reference only: OPS Scales 3-4</p> <p>Development Matters Physical Development: Birth to 3</p> <p>Enrichment</p> <p>Cross-curricular links to Humanities theme</p>
	<p>Pathway 1</p> <p>Foundations</p>	<p>Reference only: OPS Scales 1 &amp; 2</p> <p>Development Matters Physical development: Birth to 3</p> <p>Enrichment: Physio programmes</p> <p>Cross-curricular links to Humanities theme</p>



## Education Health Care Plans

There are clear links that impact across all four areas of the EHCP within Physical Education.

- **Communication:** the ability to express opinions, communicate and interact confidently about a range of topics, including ourselves, our own bodies and how they feel and how exercise makes us feel whilst developing choice making skills, and learning to follow directions.
- **Cognition and Learning:** to develop our physical and gross motor skill including problem-solving skills. Whilst learning about our bodies and the effects exercise has physically and mentally on our bodies and transferring these skills to real life situations. Being active participants in planning what we will do, interacting with a variety of different resources. Evaluating our work and reflecting on our own and other's work. Learning new physical skills and learning to become independent within these skills.
- **Social, Emotional and Mental Health:** the ability to use the Physical Education Curriculum to support with Healthy Living and making good lifestyle choices. Looking after ourselves and others, including developing empathy for others, working with others in a team and working independently. The ability to communicate when something is not right and when we are experiencing pain, illness and discomfort. Recognising and embracing the differences between each other. To begin to understand the need to assess risk and how to keep ourselves safe in a variety of situations. Working as part of a team, with each team member having a specific and valuable contribution to make. PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations. They learn how physical activity can have a positive impact within their lives both physically and mentally and learning coping strategies for co and self-regulation through physical activities.
- **Sensory and Physical:** Identifying sensory experiences that have a positive impact on my well-being and self - regulation. Developing hand – eye coordination, gross motor skills and fine motor skills, which will have an impact on our independence skills and quality of life. Provides opportunities to interact with and experience a variety of different environments. Being able to look after our bodies with good personal hygiene and preparing for changes as we move towards adulthood. Develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

## Pre-Subject Specific Learners

Pre–subject specific learners are able to engage with a sensory curriculum in which Physical Education plays a major role. Pupils working at this level, benefit from a range of experiences and stimuli which supports to maximise their engagement and transfer learned skills over time, following the long-term structured sequence. This maximises the opportunity of these learners to respond expressively to different experiences and areas of learning as they revisit each strand of the Physical Education Curriculum. This supports them to be active participants within the world that they are living and promotes a healthy lifestyle and improves the quality of life for our complex learners both physically and mentally. In line with their cognitive and physical development, pupils develop emergent communication of their awareness of an interaction, responding consistently to the same familiar people or resources around them, and moving towards or away from others to indicate basic wishes to interact, seek comfort, or reject touch from another. They begin to respond consistently to preferred stimuli, for instance certain music, sensory PE equipment, certain movements and

experiences. Their personalised physio programmes are incorporated within PE lesson which improve their quality of life.

### **Subject Specific Learners**

Subject specific learners develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles including the impact on their bodies physically and mentally. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

### **Preparation for Adulthood**

During an Old Park School stakeholder consultation on Post 19 hopes and aspirations across all pathways, a variety of responses were received. The following are addressed through the PE curriculum:

- To have all my physical needs met daily to promote comfort and prevent pain.
- To increase young peoples' physical abilities, developing independence of movement and spatial awareness.
- Explore physical activities which I enjoy/make me happy.
- To stay physically active.
- To develop my fine and gross motor skills.
- To understand about healthy eating, healthy life styles and therefore make informed choices.
- To know how to keep myself fit and healthy.
- To take part in physical exercise safely.
- Know where leisure centres are and how to join community groups.
- Join a club to take part in activities I enjoy.
- To have developed confidence to try new activities.
- To be able to dress and undress myself.
- To be active and be able to do everything I can do and do whatever I put my mind to.
- To be exposed to a variety of different physical activities that will both motivate and improve his physical fitness
- To give young people access to adult services and to ensure these continue into adulthood
- To recognise that children have different needs, likes and dislikes. It is important to incorporate healthy life style choices into everyday school life.