

School Scheme of Work for Physical Development

Intent

What outcomes do we want the pupils to achieve by the end of this curriculum stage?

Pre - formal curriculum (linked to branches 1-4)

By the end of this curriculum stage, pupils will be able to...

Gross Motor:

Pupils will be able to actively explore their immediate environment in order to make choices.

Pupils will be aware of their bodies and some of the different movements they can make.

Pupils will be able to move across different levels to explore their environment.

Implementation

What opportunities and provision will we provide in order to achieve this?

Key Strategies and types of resources:

- ☐ Access to table top and floor based motivating play activities and structured sessions- seated and standing.
- ☐ Resonance boards and reactive environments- opportunities to explore different movements and feel feedback from these movements.
- ☐ 'Little rooms', A frames and mobiles to encourage limb movement in order to explore the world around them.
- ☐ Specialist supportive equipment for children with physical needs- support from physio, OT and MOVE programme.
- ☐ MOVE Programme; individualised programmes of support and physiotherapy programs for children with physical needs with reduction of prompting clearly outlined
- ☐ Sensory room; opportunities to work on floor and bed with motivating switch operated equipment, as well as standing practice at touch wall or sensory wall. Develop independent and purposeful movement using floor projector.
- ☐ Soft play/soft zone in class; use motivating and exciting objects to work on head control, sitting, crawling, walking and transitioning.
- ☐ Open classroom set ups, free of obstacles for children to explore independently.
- ☐ Rebound therapy in trampoline room
- ☐ Body awareness songs
- ☐ Structured sessions such as TACPAC, VISPAC or story massage.
- ☐ Playground; sensory zones, sloping and undulating walkways. Roundabout, swing.
- ☐ Weekly Movement session with specialist teacher
- ☐ Opportunities to develop stair walking; transitioning to motivating sessions such as music, sensory room, cooking room. Use hands rails rather than adult prompting where possible.

Community/Specialist Provision:

- ☐ Aerial Yoga at Flying Fantastic

	☐ Sports Day ☐ Walking short distances in the community with access to mobility aides as required (local shops, library etc)
Fine Motor: Pupils will be able to use a range of grasps and actions in order to explore objects. Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon.	Key Strategies and types of resources: ☐ Access to motivating cause and effect toys and equipment. ☐ Access to motivating and exciting objects of different sizes and textures. ☐ Specialist cutlery and equipment for feeding; boat plates, chunky handles etc. ☐ 'Little rooms', A-frames and mobiles to encourage grasping and manipulating in order to explore the world around them. ☐ Light box or mirror work with objects or blocks. ☐ Class music corner with a range of instruments. ☐ Messy play; wet and dry for scooping, pouring and exploring ☐ Sensory room; using switch operated equipment. ☐ Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore ☐ Grasp bags with motivating items with a sensory element – squeaky toys, sensory balls, space blanket etc ☐ Exploring playdough and similar materials to develop grasps and strength. ☐ Differentiated prompting for carrying out functional tasks; hand under hand, initial physical prompt, modelling. ☐ Container play; variety of containers available throughout the week to encourage exploration and problem solving. Community/Specialist Provision: ☐ Nature Reserve; scooping and pouring mud kitchen.
Swimming: Pupils will be able to feel confident in the water when supported by an adult. Pupils will be aware of the different body movements they can make in the water.	Key Strategies and types of resources: ☐ Weekly hydrotherapy session in school pool with swimming coach; utilise large scale floating aids, floating jackets, high level of physical support from an adult, motivating light and sound toys. ☐ Water trays and water play regularly available in class/outdoor areas. Community/Specialist Provision: ☐ Southwark Playhouse swimming project.

Semi - formal curriculum (linked to branches 5-7) By the end of this curriculum stage, pupils will be able to... (include functional reasons for applying these skills) Gross Motor: Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc Pupils will be able to throw and catch a range of different sized balls or objects. Pupils will be able to apply a range of movements to different contexts.	Key Strategies and types of resources: ☐ Access to weekly PD session- zones to include climbing (benches, climbing frame, horse), active (simple circuits for moving in different ways) and ball skills (range of balls, nets, targets, Boccia, Kurling) ☐ Discrete PE sessions from PESSN; ball skills, throwing and catching. ☐ Playground; ball skills zones with nets, targets, containers. Climbing frames and active zones consistently in use. Range of tricycles and balance bikes available in all playgrounds, bike track in KS2. ☐ Soft Play; ball pit in use, gym balls available. ☐ Dance and Yoga sessions with specialist teacher ☐ Trampoline; develop jumping and range of movements ☐ Body awareness and action songs. Community/Specialist Provision: ☐ Aerial Yoga at Flying Fantastic ☐ PESSN Competitions- Boccia, Kurling, Bowling etc ☐ Sailing at Surrey Quays ☐ Sports Day ☐ Local parks and playgrounds
Fine Motor: Pupils will be able to use fine motor skills as part of construction activities. Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing. Pupils will be able to use simple tools such as scissors and mark making tools with increasing control.	Key Strategies and types of resources: ☐ Backwards chaining- for dressing and undressing skills. ☐ Visual schedules to support the ordering of actions in self-help routines. ☐ Specialist cutlery for eating skills. ☐ Exploring playdough and similar materials to develop grasps and strength. ☐ Construction area in classroom with large and small scale construction consistently available. ☐ Write-dance sessions; develop fine motor grasps with mark making tools. ☐ Snack and Dinner; opportunities to use grasps to select foods for self-service ☐ Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons. ☐ Mark making areas indoor and outdoor; range of mark making materials and tools available such as conditioner, hair gel, paint on easels, brushes, mops, combs etc. ☐ Role play areas with simple tools ☐ Pupil scrap books with motivating or familiar images cut out. ☐ Fine motor gym

	☐ A range of fine motor play activities in class with a range of tools easily accessible for pupils to use. Eg: scoops, spoons, tweezers, scissors, pipettes ☐ ICT; writing apps for iPad and whiteboard ☐ Turning on taps, using soap and towel dispenser ☐ Laundry room – activating appliances using index finger, turning dials Community/Specialist Provision: ☐ Nature Reserve; mark making with sticks, mud, water etc. ☐ Artist in residence project.
Swimming: Pupils will be able to kick and pull to propel themselves in the water. Pupils understand how to stay afloat in the water and use their body movements to help them stay safe in the water.	Key Strategies and types of resources: ☐ Weekly swimming session in school pool with swim coach; consistent and structured approach to develop early swimming skills and confidence in the water. ☐ Floating aides, jackets, noodles, small floats, adult support at lowest level required. ☐ Motivating items and toys to collect and explore. ☐ Floating and gliding with adult support Community/Specialist Provision: ☐ Peckham Pulse swimming sessions; deeper water for children who are more confident in the water and learning to swim with more independence.
Formal curriculum (linked to branches 8+) By the end of this curriculum stage, pupils will be able to... (include functional reasons for applying these skills) Gross Motor: Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using. Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike.	Key Strategies and types of resources: ☐ Weekly PD session; climbing zone, ball skills to include visuals for simple turn taking games. ☐ Equipment available to practice balance and gymnastic activities eg balance bean, wobble boards, high horse. ☐ Trampoline; apply different movements to different contexts. ☐ Playgrounds; football pitch with nets (KS2), basketball nets and balls (KS1), bike track with bikes and balance available (KS2), ☐ Races and relays on football pitch as part of PD sessions. ☐ Dance/Yoga session with specialist teacher ☐ Team games sessions; Boccia, Kurling etc. Visuals to explain rules, keeping scores. ☐ Soft Play; climbing, chase games, hide and seek. ☐ Discrete small group sessions from PESSN; simple games with rules, bike races, relay races.

Pupils will use a range of gross motor skills and apply them to different contexts. Pupils will understand the rules of and take part in simple team games.	Community/Specialist Provision: ☐ Aerial Yoga at Flying Fantastic ☐ PESSN Competitions- Boccia, Kurling, Bowling etc ☐ Surrey Quays; sailing ☐ Sports Day ☐ Dulwich Park; adapted bikes.
Fine Motor: Pupils can use fine motor skills to complete all aspects of dressing and undressing independently. Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc) Pupils can handle a range of tools with increasing independence.	Key Strategies and types of resources: ☐ Backwards chaining for dressing and undressing ☐ Visual schedules to support sequencing in self-help tasks ☐ Range of tools available through woodwork areas or design projects with staff modelling use of more complex tools ☐ Mark making areas indoor and outdoor; range of mark making tools available. ☐ Big Draw ☐ Write-dance ☐ Opportunities to include mark-making/writing, use of a range of tools in the role-play area. ☐ Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping. ☐ Cooking sessions; using knives to cut harder foods, using different tools (graters, ladels, tin openers etc) to prepare food items. ☐ Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons. ☐ ICT; use of one click and standard mouse ☐ Construction; more complex connecting construction such as Lego or Sticklebricks. Community/Specialist Provision: ☐ Artist in residence project ☐ Nature Reserve; preparing marshmallows and toasting.
Swimming: Pupils will be able to swim independently on front and back.	Key Strategies and types of resources: ☐ Minimal physical prompting from adults

Pupils will be confident enough to access the water, including underwater, with an increasing level of independence.	☐ Underwater swimming through hoops, retrieving toys from the bottom of the pool, chasing underwater lights. ☐ Balls and other resources available for simple games. ☐ Floating and gliding without adult prompting Community/Specialist Provision: ☐ Peckham Pulse swimming sessions
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