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At Warren School, Physical Development has been planned as follows:

At Warren School, our vision is to offer a broad spectrum of skills to learn and achieve in a bespoke way for each child. We will develop all pupils in their physical development appropriate to their needs and in a way that students enjoy.

Physical Development needs will be met in a variety of environments:

- Soft play
- Sensory Circuits
- Sensory Room
- Gymnasium
- Sports Hall
- Classrooms
- Outdoor Areas
- In the Wider Community
- Swimming

We will hold events, involving and encouraging parents and carers to join in where possible, and celebrate progress made by each and every child and young person.

Physical Development Curriculum Intention	Physical Development Curriculum Implementation	Physical Development Curriculum Impact
<p>The curriculum will be fully inclusive of all needs</p> <p>Students will have fun and look forward to PE</p> <p>PE will be a safe and secure environment</p> <p>The curriculum will focus on PLGs and physio plans</p> <p>Sensory needs will be met</p> <p>The curriculum will allow students to process physical activity in their own time</p> <p>PE staff will network with other agencies to ensure that we are all working in the best interest of the child.</p> <p>Life skills such as learning body parts will be taught</p> <p>Basic instructions given to students in whichever way they communicate</p>	<p style="text-align: center;">PMLD ADAPTED PHYSICAL EDUCATION</p> <p>The curriculum focuses on the most appropriate activities for the student's developmental level and needs.</p> <p>The curriculum is based on activities that are functional, sensory and experiential, whilst providing stimulating and challenging learning environments.</p> <p>Preparation for life.</p> <p>Awareness of all medical needs and the impact of physical activities on these.</p> <p>The functional nature of the activities will hopefully enhance the lives of the students whilst with their families / carers.</p> <p>Repetition is important to allow the student's to internalise the physical and cognitive tasks.</p> <p>The focus of teaching physical education in this curriculum is to give the students opportunities to:</p> <ul style="list-style-type: none"> § Develop simple single actions and use a number of these actions consecutively. § Develop and improve basic control and co-ordination of these actions and movements. § Develop a small range of reactions to different stimuli and respond more consistently. § Begin to develop an element of purpose or intent in some actions 	<p>Students will achieve success in various physical development areas, subject to their specific targets and beyond</p> <p>Repetition tasks will ensure students can process information and retain this a life skills</p> <p>Students will learn life skills</p> <p>Senses will be stimulated by movements that we teach and appropriate resources that we use.</p> <p>Physiotherapy and Occupational therapy needs will be met within the curriculum</p> <p>PLG targets will be worked on at every opportunity within the curriculum</p> <p>Students will enjoy PE</p>
<p>The curriculum will allow all children to progress in their individual way.</p>		

<p>PE will be an exciting and engaging subject to be involved in.</p> <p>The PE environment will be adapted and differentiated to the class requirements.</p>		
<p>The curriculum will introduce sports in a fun and exciting way to encourage progression through the student's whole school life</p> <p>The curriculum will work on the fundamental physical skills needed throughout life</p> <p>We will focus on building confidence in student's abilities</p> <p>The curriculum will look at all aspects of physical development including learning about the sporting world</p> <p>The curriculum will add some more structure into PE and pupils</p>		
<p>The curriculum will allow young people to develop skills from previous schools' years and progress to further opportunities</p> <p>Teamwork and communication with all will be main focus alongside improving on previous knowledge</p>		<p>Young People will have a sense of independency and ownership of success</p> <p>Leadership qualities will start to show across the phase.</p>

Overview 3-year cycle

	Cycle Year 1	Cycle Year 2	Cycle Year 3
Autumn 1	<p><u>EYFS</u> Walking Playing through games</p> <p><u>Primary</u> Playing games Hands</p> <p><u>Secondary</u> Game sense invasion Health related exercise</p>	<p><u>EYFS</u> Walking Playing through games</p> <p><u>Primary</u> Playing games Hands</p> <p><u>Secondary</u> Game sense invasion Health related exercise</p>	<p><u>EYFS</u> Walking Playing through games</p> <p><u>Primary</u> Playing games Hands</p> <p><u>Secondary</u> Game sense invasion Health related exercise</p>
Autumn 2	<p><u>EYFS</u> Ourselves Rackets, Bats, Balls and Balloons</p> <p><u>Primary</u> Feet Mr Candy sweet factory</p> <p><u>Secondary</u> Basketball Dodgeball</p>	<p><u>EYFS</u> Ourselves Rackets, Bats, Balls and Balloons</p> <p><u>Primary</u> Feet Mr Candy sweet factory</p> <p><u>Secondary</u> Basketball Dodgeball</p>	<p><u>EYFS</u> Ourselves Rackets, Bats, Balls and Balloons</p> <p><u>Primary</u> Feet Mr Candy sweet factory</p> <p><u>Secondary</u> Basketball Dodgeball</p>
Spring 1	<p><u>EYFS</u> Moving High, low, over, under</p> <p><u>Primary</u> Growing Heros</p> <p><u>Secondary</u> Matching and mirroring Creating sequences</p>	<p><u>EYFS</u> Moving High, low, over, under</p> <p><u>Primary</u> Growing Heros</p> <p><u>Secondary</u> Matching and mirroring Creating sequences</p>	<p><u>EYFS</u> Moving High, low, over, under</p> <p><u>Primary</u> Growing Heros</p> <p><u>Secondary</u> Matching and mirroring Creating sequences</p>
Spring 2	<p><u>EYFS</u> Jumping Hands</p> <p><u>Primary</u></p>	<p><u>EYFS</u> Jumping Hands</p> <p><u>Primary</u></p>	<p><u>EYFS</u> Jumping Hands</p> <p><u>Primary</u></p>

	Health and wellbeing Wide, narrowed, curled <u>Secondary</u> Football Game sense invasion	Health and wellbeing Wide, narrowed, curled <u>Secondary</u> Football Game sense invasion	Health and wellbeing Wide, narrowed, curled <u>Secondary</u> Football Game sense invasion
Summer 1	<u>EYFS</u> Health and wellbeing Hands <u>Primary</u> Jumping Body parts <u>Secondary</u> Badminton Netball	<u>EYFS</u> Health and wellbeing Hands <u>Primary</u> Jumping Body parts <u>Secondary</u> Badminton Netball	<u>EYFS</u> Health and wellbeing Hands <u>Primary</u> Jumping Body parts <u>Secondary</u> Badminton Netball
Summer 2	<u>EYFS</u> Feet Games for understanding <u>Primary</u> Games for understanding Rackets, Bats and Balls <u>Secondary</u> Athletics Throwing and jumping	<u>EYFS</u> Feet Games for understanding <u>Primary</u> Games for understanding Rackets, Bats and Balls <u>Secondary</u> Athletics Throwing and jumping	<u>EYFS</u> Feet Games for understanding <u>Primary</u> Games for understanding Rackets, Bats and Balls <u>Secondary</u> Athletics Throwing and jumping

Progression map PE

Pathway	Physical education - Swimming	Processes	Creativity	Investigation	Nature
<p>Explorer</p>	<p><u>Swimming and water safety</u></p> <p>Able to enter the water</p> <p>Starting to use a combination of strokes in the water</p>	<p><u>Athletics</u></p> <p>Negotiate space successfully when running, jumping, hopping, skipping and throwing.</p> <p><u>Gymnastics</u></p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.</p> <p><u>Sending and striking</u></p> <p>Throw, catch, pat, aim, bat and kick a large ball.</p> <p><u>Team games</u></p> <p>Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p><u>Dance</u></p> <p>Experiment with different ways of moving the body and begin to remember sequences and</p>	<p><u>Evaluation</u></p> <p>Take part in different games and activities and begin to talk about which ones they enjoy.</p>		<p><u>Outdoor or adventurous activities</u></p> <p>Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.</p>

		patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.			
Discoverers	<p><u>Swimming and water safety</u></p> <p>Enters the water and swims for 10 metres</p> <p>Uses one stroke to swim 10 metres</p>	<p><u>Athletics</u></p> <p>Adjust speed when running, and jump off objects and land successfully.</p> <p><u>Gymnastics</u></p> <p>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p> <p><u>Sending and striking</u></p> <p>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p> <p><u>Team games</u></p> <p>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</p> <p><u>Dance</u></p>	<p><u>Evaluation</u></p> <p>Watch a variety of sporting activities. Talk about similar games and activities that they have taken part in and how it made them feel and their preferences.</p>		<p><u>Outdoor or adventurous activities</u></p> <p>Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p>

		Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.			
Adventurers	<p><u>Swimming and water safety</u></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p><u>Athletics</u></p> <p>Practice basic running, jumping, throwing and catching techniques.</p> <p><u>Gymnastics</u></p> <p>Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.</p> <p><u>Sending and striking</u></p> <p>Pat, throw, kick, stop and catch a ball.</p> <p><u>Team games</u></p> <p>Participate in simple playground games, following the rules.</p> <p><u>Dance</u></p> <p>Copy, create and remember simple movement patterns, showing awareness of rhythm.</p>	<p><u>Evaluation</u></p> <p>Comment on their own or others' performance, routine or game.</p>	<p><u>Data analysis</u></p> <p>Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p><u>Outdoor or adventurous activities</u></p> <p>Follow a simple route around the school grounds or a given outdoor space.</p>

Assessment Criteria – Explorers

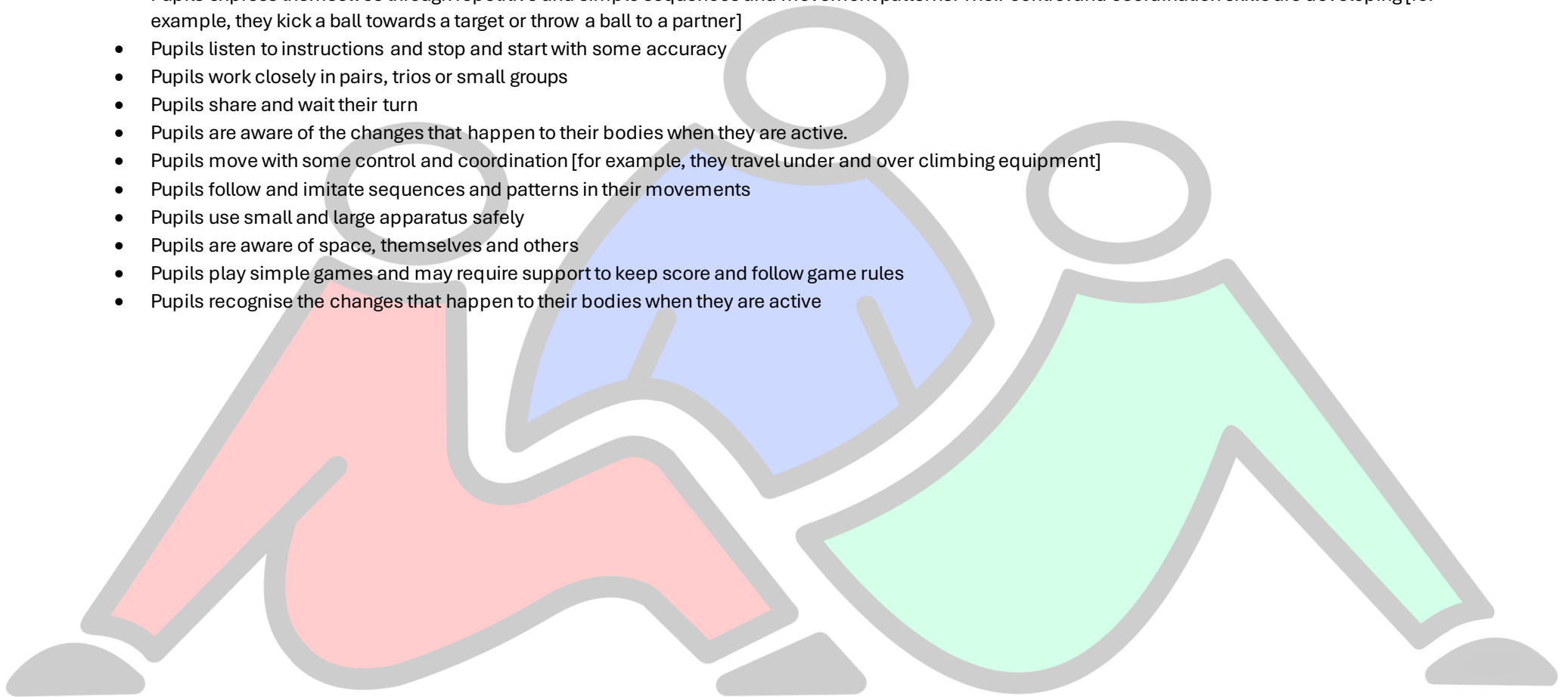
- Pupils begin to communicate intentionally
- Pupils seek attention through eye contact, gesture or action.
- Pupils request events or activities [for example, pointing to a particular piece of PE equipment]
- Pupils participate in shared activities with less support. They sustain concentration for short periods
- Pupils explore materials in increasingly complex ways [for example, tapping one item of equipment with another]
- Pupils observe the results of their own actions with interest [for example, dabbling their hands in the swimming pool and attending to the effects]
- Pupils remember learned responses over more extended periods [for example, bouncing up and down on a trampette]
- Pupils use emerging conventional communication
- Pupils greet known people and may initiate interactions and activities [for example, pushing a ball towards a peer or adult]
- Pupils can remember learned responses over increasing periods of time and may anticipate known events [for example, beginning to move when the music starts].
- Pupils may respond to options and choices with actions or gestures, [for example, moving towards one outdoor activity rather than another]
- Pupils actively explore objects and events for more extended periods [for example, moving around a space and encountering a range of objects or obstacles]
- Pupils apply potential solutions systematically to problems [for example, reaching out a foot or a hand to intercept a moving ball]

Assessment Criteria – Discoverers

- Pupils' movement patterns are established and they perform single actions [for example, rolling, running, jumping or splashing]
- Pupils respond to simple commands [for example, 'stop']
- Pupils recognise familiar pieces of equipment [for example, a ball or hoop]
- Pupils show awareness of cause and effect [for example, knocking down skittles].
- Pupils link two actions in a sequence [for example, crawling and walking, or climbing and jumping]
- Pupils follow simple instructions although they may need the support of symbols or other prompts
- Pupils explore a variety of movements and show some awareness of space. They understand some basic concepts [for example, taking big and little steps in movement activities or placing big and small balls in different baskets]. They take turns with a partner or in a small group
- Pupils recognise and collect, on request, familiar pieces of equipment [for example, a mat to lie on or a hoop to jump into].

Assessment Criteria – Adventurers

- Pupils work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task
- Pupils move in a variety of ways [for example, slowly and quickly]. They link movements in a simple sequence, although they may require support to do this.
- Pupils recognise small and large apparatus and use it with some basic control. They throw and kick a ball, but lack direction.
- Pupils express themselves through repetitive and simple sequences and movement patterns. Their control and coordination skills are developing [for example, they kick a ball towards a target or throw a ball to a partner]
- Pupils listen to instructions and stop and start with some accuracy
- Pupils work closely in pairs, trios or small groups
- Pupils share and wait their turn
- Pupils are aware of the changes that happen to their bodies when they are active.
- Pupils move with some control and coordination [for example, they travel under and over climbing equipment]
- Pupils follow and imitate sequences and patterns in their movements
- Pupils use small and large apparatus safely
- Pupils are aware of space, themselves and others
- Pupils play simple games and may require support to keep score and follow game rules
- Pupils recognise the changes that happen to their bodies when they are active



Action plan

Focus area:	Quality of Education
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Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
<p>SDP2 - Curriculum/Teaching and Learning 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.</p>	<p>Raise the profile of physical development across the school.</p> <p>Improve the standard of work – ensure all staff fully understand and share the expectations.</p> <p>Provide CPD for all staff</p> <p>Work with new teachers to provide support and exemplar work.</p>	Christian Stent & Sadie Hills	<p>Teachers fully aware of and share the high expectations of physical development.</p> <p>Schemes of work followed and each part of the process evidenced on EfL.</p> <p>CPD session in place</p>	<p>Implement September 2024</p> <p>Review November 2024</p>
<p>SDP3 - Planning and Assessment 3.3 Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.</p>	<p>Lesson explorations Regular monitoring of pupils work on EfL</p> <p>Staff voice</p> <p>Pupil Voice</p>	Christian Stent & Sadie Hills	<p>We have a clear monitoring system in place through EfL (TAGS) that supports the teaching of physical development and ensures consistency across the school.</p> <p>Pupils voice to be used throughout the year.</p> <p>Leaders are able to identify</p>	<p>Implemented September 2024</p> <p>Review November 2024</p>

			areas for development and provide support for staff	
			Feedback to all teachers after learning exploration.	
SDP4 - Learning Environment 4.1 Connections to be formed with other schools to enable sharing of good practice.	Connections to be formed with other schools and external agencies	Christian Stent & Sadie Hills	Links formed with Riverwalk School	Implemented September 2024 Review November 2024
SDP2 - Curriculum/Teaching and Learning 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.	To provide staff with bespoke CPD so that they can confidently deliver their schemes of work. Staff to understand the skills being taught Progression maps	Christian Stent & Sadie Hills	Teachers possess the skills, enjoy and be confident when delivering the schemes of work.	Implemented September 2024 Review November 2024