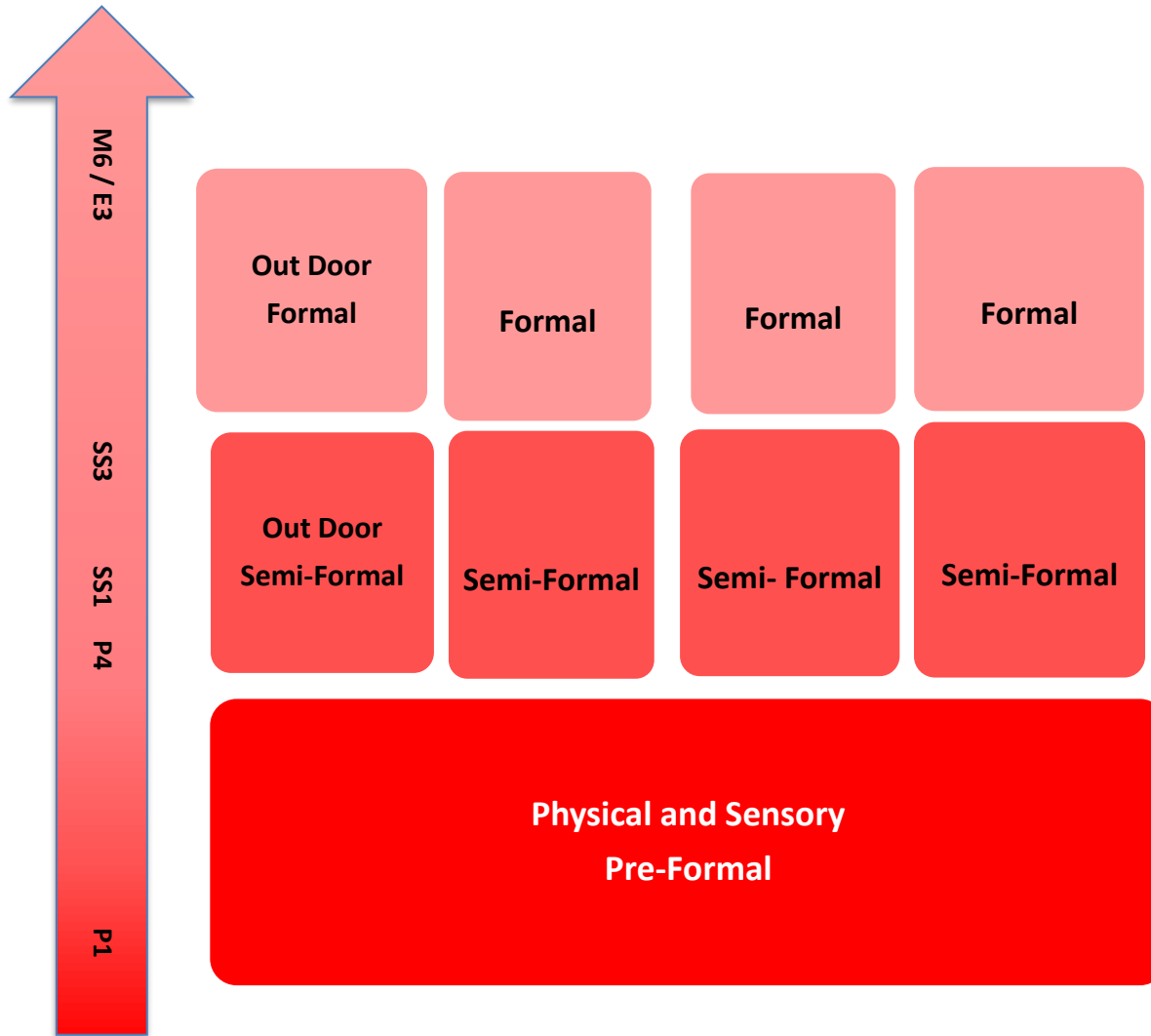


Curriculum Areas at St Giles

Physical and Sensory



Physical and Sensory

Semi-Formal Curriculum

Intent - What are we trying to achieve through our curriculum?

The Physical and Sensory Semi-Formal Pathway curriculum;

- recognises that an important aim of the SLD physical and sensory curriculum is to maximise opportunities for functional movement, whenever and wherever possible, continually throughout each day.
- recognises that physical activity is vital for physical wellbeing and health.
- recognises that physical activity should be encouraged to be a lifestyle choice, facilitated by staff and that the emphasis must be on learners choosing to be physically active where possible and remaining to be so throughout the whole of their lives.
- recognises that staff, families, therapists and advocates need to support learners to select and adopt healthy options and where possible physical movement (assisted where necessary)
- acknowledges that teaching must have learning intentions to support the SLD learner to have the desire and the ability to engage with physical activity outside of school,
- recognises that motivation is key and it is important to support learners to find out what they enjoy doing by through exploring a wide range of physical activities in lessons and play
- acknowledges that learners need to know how to communicate what they really enjoy doing to make the long-term process meaningful.
- acknowledges that learners with SLD often have difficulties with cooperative and collaborative play
- acknowledges that play is important both for physical, emotional and sensory development and should be introduced to SLD learners of all ages
- acknowledges that learners with SLD who struggle with physical movement (those affected by cerebral palsy for example) can get very tired when taking part in physical activity
- recognises that activities must have a focus on success and progress which are personalised to meet the needs of each of the individual learners,
- recognises the importance of making physical exercise enjoyable and accessible to all and to include a wide range of activities
- recognises that for health benefits, physical activity should be of moderate or vigorous intensity that is suitable for each individual
- recognises the equal importance of improving self-confidence, self esteem and developing specific skills (like holding a bat or passing a ball) through the semi-formal PE Curriculum
- recognises that in participating in any physical activities, learning takes time and repetition is the key to learning.

- recognises that the curriculum must be personalised and individualised using specialised teaching approaches to provide motivating and engaging learning opportunities.
- recognises that some SLD learners will need to be prepared for and recognise the physical changes that occur with physical activity e.g. reflecting on how we feel before, during and after exercise with regards to heart rate, breathing, how hot we are and how sweaty we are.
- acknowledges the need to balance a learner's therapeutic / medical needs, alongside the promotion of independent activity and physical participation,
- recognises that the routine nature of gross motor circuits, PE and swimming sessions are excellent opportunities for developing thinking and problem solving because of the potential for lots of 'routine' to help learners with SLD with processing
- recognises that some learners with SLD may be over sensitive to sensations and will be fearful or withdraw from certain activities or sensations. We aim to carefully observe learners reactions and respect them.
- recognises that some learners with SLD may be sensory seeking and find many of these activities enjoyable. We aim to carefully observe learners reactions and respect them.
- recognise that some SLD learners who are sensitive to certain sensations (sounds, lights, water, smells) may like activities that provide intense deep pressure to the skin, resistance to the muscles, and input to the joints. In general, these inputs are calming for the system.
- recognises some learners with SLD may have sensory processing needs that result in the need to engage at different levels and different time frames. Therefore, they may need times to physically walk away from an activity or seek other forms of physical stimulation/relaxation e.g. jumping, fine motor manipulation of objects, use of roundabout etc . We aim to positively respond to very intense forms of sensory stimulation and look for ways to provide movement breaks to move, jump, kick, push, or take part in a Physical Sensory circuit as part of their daily routine.
- recognises the need to build in sufficient curriculum time to enable learners to make positional changes safely,
- acknowledges the school's duty of care to staff and the need to ensure that they have access to appropriate training and equipment to deliver this curriculum,
- recognises the opportunities the physical and sensory semi-formal curriculum gives to address Quality of Life issues for SLD learners.

Aims;

My Physical Wellbeing:

Posture

- We aim to work closely with learners' physiotherapists to understand their postural needs,
- We aim to give learners the opportunities to have regular positional changes throughout the day,
- We aim to be sympathetic to the experiences, feelings and emotions of the learner, follow guidance from therapists closely and try to make positional changes and use of equipment like standing frames as fun as possible,
- We aim to ensure that the body postures of learners with gross motor disabilities remain symmetric,
- We aim to enable learners who require weight bearing activities sufficient opportunities to do this.

Rebound Therapy

- We aim to use Rebound therapy to develop and promote posture, motor skills, body awareness, balance, co-ordination and communication by creating a multi-sensory environment,

Massage

- We aim to respect learners personal space and request consent prior to any massage experience by recognising their personalised communication methods,
- We aim to support learners with a range of massage experiences to teach whole body awareness, proprioception, loosen muscles and ease stiffness – this may include TacPac, Handi-Pac, Story Massage and Art to Body,
- We aim to be sensitive to the communications of the learner during the massage, giving learners the maximum opportunity to concentrate on what is happening to their bodies in sessions, reducing the potential for sensory confusion.
- We aim to provide opportunities for learners to carry out massage on their peers. This will be led by the teacher, asking permission every time. It brings calm, focus, and friendliness.
- We aim to include opportunities for massage to be carried out to music which promotes the development of different senses and rhythms of movement.

Yoga

- We aim to respect learners personal space and request consent prior to any Yoga experience by recognising their personalised communication methods
- We aim to support the learners with a range of Yoga movements to strengthen anatomical and neurological structures, balance and the nervous system
- We aim to be sensitive to the communication of the learner during yoga, giving learners the maximum opportunity to develop peace

My Body Awareness:

Handipac

- We aim to respect learners personal space and request consent prior to any Handi-Pac experience by recognising their personalised communication methods
- We aim to use Handi-Pac (use of hands) for some learners with SLD to develop learner's communication and body awareness through combining their sense of touch and music through social interaction,
- We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.

Tac Pac

- We aim to respect learners personal space and request consent prior to any Tac Pac experience by recognising their personalised communication method
- We aim to use Tac Pac (Use of objects and hands) for some learners with SLD to develop learner's communication and body awareness through combining their sense of touch and music through social interaction,
- We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.

Art to body

- We aim to respect learners personal space and request consent prior to any Art to Body experience by recognising their personalised communication methods
- We aim to use Art to Body (Use of objects, hands and art resources such as paint, foam etc) for some learners with SLD to develop learner's communication and body awareness through combining their sense of touch and music through social interaction,
- We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.
- We aim to gain parental consent for the use of paints, edible paints, foam etc to avoid reactions to allergie

My Play and Leisure:

Play opportunities

- We aim to provide SLD learners with an environment that is rich and full of opportunities for learning through play (free play)
- We aim to gently encourage learners with SLD to extend their ideas (child initiated activities)
- We aim to create specifically designed activities that build on learners' strengths and interests (adult –led activities)

What's in the box

- We aim to provide an alternative version of bucket time where learners are given the opportunity to engage with the objects of interest to enable them to get more of a sensory experience

Bucket time

- We aim to provide bucket time sessions at an appropriate level where learners with SLD can engage in a stimulating and sensory-based activity. Bucket time promotes joint attention with others and the ability to sustain attention. The activity uses sensory items that grab the learner's attention through their senses e.g. noisy and visual toys. Bucket time activities are adapted for each group of learners and can be used on a 1:1 basis.
- We aim to make the adapt the activity according to the SLD learners needs e.g. learners with visual impairments may have a chance to hold an item to engage them.
- We aim to group learners according to needs. Some learners with SLD may need to be part of a smaller group as they find it more difficult to share and physically participate in bigger groups. Some activities are very sensory based and about the learner using their senses and we recognise some SLD learners need that sensory feedback to engage.

Eye / hand coordination and fine motor control

- We aim to ensure that eye / hand coordination is not taught in isolation for some learners with SLD but worked on through activities that are motivating to the individual e.g. exploring art materials, accessing "individualised sensory environments",
- We aim to ensure fine motor control is not taught in isolation for some learners with SLD but worked on through activities that are engaging and motivating to the learner eg manipulating objects through rich sensory experiences,
- We aim to give some learners with SLD opportunities to develop hand / eye coordination through learning skills such as rolling, throwing, catching and bouncing balls both in PE lessons, class activities and outdoor play

- We aim to give some learners with SLD opportunities to develop fine motor coordination through learning skills such as stacking, posting and sorting both in PE lessons and class activities eg messy play & art activities
- We aim to encourage and promote joint attention through physical activities, What's in the Box, Bucket Time and intensive interaction

Gross motor control

- We aim to give some learners with SLD opportunities to develop gross motor control through learning skills such as crawling, climbing, balancing and kicking both in PE lessons, gross motor skills circuits and outdoor play
- We aim to give some learners with SLD the opportunity to take part in a weekly gross motor circuit to develop and refine the fundamental movements of stepping, core balance, crawling and jumping using large soft play equipment
- We aim to provide outdoor play activities that help develop gross motor skills such as cycling, using a scooter
- We aim to teach some SLD learners to use gross motor equipment independently remembering that the long-term aim of any physical activity taught is for the activity to be carried on into adulthood

Swimming

- We aim to offer a diverse experience of sensory exploration and developmental opportunities
- We aim to promote physical movement (assisted where necessary)
- We aim to provide resistive muscle activity which improves body awareness
- We aim to help develop gross motor skills by movement in the water, the development of muscle tone, coordination and balance
- We aim to help develop fine motor skills with the use of pool toys, floats and games
- We aim to enrich water confidence, improve attention, give instructions and use repetition for familiarity
- We aim to promote social interaction, group work and self-esteem to develop confidence
- We aim to make physical activity in the form of swimming fun

My Creative movement:

Movement / Dance

- We recognise that movement and dance can reduce anxiety, increase confidence, self-esteem and can be used as a vehicle for team work, integration and awareness of self and others

- We aim to adopt the principle of “doing with” rather than “doing to” during movement sessions. We aim to be responsive and sympathetic to the learner’s feelings and emotions by monitoring how they are physically reacting to the experience, enabling them to create a movement dialogue
- We aim not to confine our understanding of dance to movement that the able bodied can do e.g. learners in wheelchairs may respond to rhythmic music when out of their chairs on a resonance board.
- We aim to allow learners to express themselves through movement to music through whole body movement or facilitated by staff for learners in wheelchairs who may respond to rhythmic music creating a movement dialogue

Write dance

- We aim to use Write Dance to provide movement opportunities so learners can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence

Dough Disco

- We aim to use Dough disco to provide opportunities to mould play dough, clay and sensory balls in time to music to performing different actions such as rolling into a ball, flattening, putting each individual finger into the substance, rolling into a sausage and squeezing. These activities promote fine motor coordination and develop the physical skills to develop mark making and hand writing skills.

My Sensory Awareness:

Sensory Integration

- We aim to provide appropriate sensory integration techniques and opportunities for learners with a sensory processing disorder.
- We aim to work closely with learners and OT’s to understand and deliver sensory diets and programmes.
- We recognise that some Sensory seekers tend to be very active learners, who are on the go. They often respond positively to very intense forms of sensory stimulation and look for ways to move, jump, fall, crash, kick, push, etc. We aim to create ways to incorporate these needs into safe and fun activities that provide the desired intensity may allow the learner to come to a calm and focused place.
- We recognise that learners who are sensitive to certain sensations (sounds, lights, smells) may like activities that provide intense deep pressure to the skin, resistance to the muscles, and input to the joints to help calm them.

Sensory Circuits

- We aim to provide Sensory circuits for some learners who are sensory seekers as part of their daily routine. These circuits provide organised movement breaks. These circuits involve 3 sections of Alerting, Organising and Calming.

Sensory Calendar

- We aim to respect learners personal space and request consent prior to any sensory calendar experience by recognising their personalised communication methods
- We aim to use the Sensory Calendar to develop SLD learner's communication and body awareness through combining their sense of touch, smell and music through social interaction. Each day has a different song which allows learners to recognise the day and develop their body awareness and rhythms of different types of songs e.g. classical day to be calm and still and chart music day to be more upbeat and more physical movement.
- We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.

Multi-sensory Environments

- We aim to provide appropriate, planned activities for learners with SLD in dedicated multi-sensory environments where the amount of sensory stimulation can be controlled e.g. visual tracking work, noticing stimuli and as a base for delivering some activities for working on and with senses.

Sensory rooms

- We aim to provide appropriate physical and sensory activities in the sensory rooms according to SLD learners needs. These activities include opportunities to explore and use their senses, to explore and use sensory materials and to use and develop their physical skills. To promote joint engagement with physical activities and massage and dance movements.

Activities for working on and with senses

- We aim to provide appropriate **sensory stories** that offer learners opportunities for repetition within the story and of the story – the same story should be repeated for at least half a term. Learners should participate as much as possible with opportunities to explore the props and have an interactive relationship with them. Staff should act as 'secondary' storytellers – repeating the lines on a one-to one basis.
- We aim to provide learners with **Individualised Sensory Environments** e.g. tray of objects that a learner can experience through their senses e.g. touch, scent, taste. This is used as a means of discovering the learners' sensory preferences
- We aim to provide our learners with opportunities to take part in **sensory cookery** to access a variety of sensory exploration and experiences. This is process based teaching and learning rather than product (skills) based teaching and learning.
- We aim to provide learners with opportunities to take part in sensory and interactive art to access a variety of sensory exploration and experiences.
- We aim to provide appropriate physical and sensory activities in the sensory rooms according to the learners's needs. These activities include opportunities to explore and use their senses, to explore and use sensory materials and to use and develop their physical skills.

- We aim to utilise our sensory rooms in the best possible ways and some of the activities include TACPAC sessions, massage, sensory stories and carrying out the learners's physio program

Bucket time

- We aim to provide bucket time sessions at an appropriate level where learners with SLD can engage in a stimulating and sensory-based activity. Bucket time promotes joint attention with others and the ability to sustain attention. The activity uses sensory items that grab the learner's attention through their senses e.g. noisy and visual toys. Bucket time activities are adapted for each group of learners and can be used on a 1:1 basis.
- We aim to make the adapt the activity according to the SLD learners needs e.g. learners with visual impairments may have a chance to hold an item to engage them.
- We aim to group learners according to needs. Some learners with SLD may need to be part of a smaller group as they find it more difficult to share and physically participate in bigger groups. Some activities are very sensory based and about the learner using their senses and we recognise some SLD learners need that sensory feedback to engage.

My Outdoor School Learning:

Outdoor Education

- We aim to plan activities in outdoor multi-sensory environments that give opportunities to develop eye / hand coordination and fine motor control and where appropriate gross motor activities,
- We aim to plan activities outdoors that can provide vestibular and proprioception stimulation through the use of accessible bikes and sensory playground equipment,
- We aim to provide opportunities for some Learners with SLD to access gross motor play equipment such as climbing equipment, slides, trikes, bikes and scooters to develop functional movement and refine gross motor skills.
- We aim to provide opportunities for some learners to play outside and be involved in Mud kitchen play activities. These can promote sensory play and fine motor skills development through using utensils such as spoons and spatulas. Participating in mud kitchens play can help to develop the muscles in the hands to supports fine motor skill development, activities such as mixing and stirring and also boosts hand-eye coordination.
- We aim to provide opportunities for some learners to take part in orienteering activities in PE lessons. These can develop directional language understanding and give learners opportunities to explore their outdoor environment whilst trying to problem solve.

My independence

- We aim to provide opportunities for learners to take the lead in their activities
 - cooking – students are given appropriate tools to be able to complete stages or sequences of cooking, for example wooden spoons to stir the mixture, potato mashers to mash bananas
- -art – students are given appropriate tools to be able to complete stages or sequences of their creation, for example choosing from things including utensils, fly squatters, mops and brooms to make their marks
- -swimming – students are given the opportunity to undress themselves and put their belongings in a basket in preparation for the lesson and help to get dry and dressed once the session has finished
- -health and hygiene – students are given the opportunity to learn how to brush their teeth and hair both through role play and in real life situations e.g school journey.

Curriculum Design;

For learners at EYFS and in Year 1 the semi-Formal Pathway curriculum for Physical and Sensory Well-being is informed by the content of the Early Years Foundation Stage for learners aged between 8 and 36 months.

For learners from Year 2 onwards, it is informed by the EQUALS Pre-Formal Curriculum.

Other curriculum documents that inform practice **Physical toolkit, B-squared, Portage, EQUALS,**

The classes and pupils following the semi-Formal Curriculum pathway will deliver some activities that reflect the Lower, Middle or Upper School Department cycle of termly classroom cross-curricular topics. Some curriculum areas such as Music and PE will be delivered by specialist teachers through a timetabled lesson a week linked to the termly theme of each department. This supports and enables SLD pupils to actively participate in inclusive whole school activities.

Implementation - How is our curriculum being delivered?

Curriculum Delivery

Like other semi-Formal curriculum areas, some of the Physical and Sensory Wellbeing Semi-Formal curriculum is delivered holistically rather than as a series of separate skills and subject areas. However, all SLD learners receive a dedicated PE lesson each week and have access to a dedicated multi-sensory room at least once a week. There are further opportunities to access these rooms to reflect Learners sensory needs. Learners receive a swimming lesson once a fortnight.

Curriculum Coverage :

Learners from Middle School onwards may be supported with physical and sensory development through the content below;

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<p>Development (P4 – semi-formal)</p> <p>Characterised by remembered responses and intentional communication.</p>	<p>Learners are supported to establish movement patterns and perform single actions.</p>	<p>In PE support learners to:</p> <ul style="list-style-type: none"> • respond to simple commands e.g. ‘stop’; • recognise familiar pieces of equipment e.g. a ball or hoop; • show awareness of cause and effect e.g. knocking down skittles 	<ul style="list-style-type: none"> • Provide novelty in the environment that encourages learners to use all of their senses and move indoors and outdoors. • Provide tunnels, slopes and low-level steps to stimulate and challenge learners where appropriate. Plan space to encourage free movement. • Provide opportunities to use warm up activities that involve music to “Stop” and “Go”. A Song like the “Party Freeze Game” is ideal for promoting this understanding.

		<p>In structured lessons support learners to:</p> <ul style="list-style-type: none"> • Engage and stay focused during What’s in the box • Push and pull paint rollers, paint brushes and toys with wheels through paint in a sequence of movements in write dance • engage in an aspect of cooking, e.g. push a switch to operate cooking equipment like a blender, to squeeze ingredients and cooking mixtures <p>In play support learners to:</p> <ul style="list-style-type: none"> • engage in sand play to squeeze sand in hands and out of containers • In Disco play dough Squeeze, pat, flatten play dough, clay or textured sensory balls to music • pull objects such as toys, small rakes and spades through sand. • push objects and toys such as cars and sand moulds through sand. • engage in water play by pushing a range of sensory floating toys across the surface of the swimming pool or containers containing water 	<ul style="list-style-type: none"> • Provide a circuit of target activities where each station has the opportunity to use a “ball” “bean bag” “hoop” “target” “bowl” so language is modelled at each station to allow learners to become familiar with key pieces of equipment. • Provide activities where objects can be knocked down by the learner. Use a variety of equipment e.g.: Stacked cans for learners to swipe with arms or legs to knock down, large bricks to push over. Bell balls to roll a ball off a lap or use a ramp to push ball down to knock over skittles. • Plan opportunities ‘what’s in the box’ and explore the interesting objects • Provide a range of stimulating objects for what’s in the box • Plan opportunities for write dance • Plan for opportunities for learners to engage in cookery lessons • Plan opportunities for sensory, sand, water and small world play. Sensory textures to use include, but are not limited, to play dough, moon sand, dry and wet pasta, lentils, coffee granules, cornflour gloop, clay, soil, paint, shaving foam. • Plan opportunities for Disco play dough to music
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		<ul style="list-style-type: none"> engage in pushing the floating switch in the swimming pool so they can change the colours of the sensory lights use pool noodles and various shaped floats in the swimming pool to pull across the surface of the water, the floats range in thickness to create a different level of challenge depending on the student use a range of sensory toys, including squirting toys to encourage squeezing in the swimming pool use a range of traction toys, e.g. cars that you can pull backwards and then move forward when you let go use push and go toys in a range of small world play scenarios e.g. an airport or car race push toy passengers and vehicles up ramps on to a boat push dinosaurs into a swamp/mud pit and pull them out 	<ul style="list-style-type: none"> In swimming plan opportunities to use key words for recognition of simple commands like “ Splash” Bubbles, Kick In swimming provide opportunities to play games where splashing is encouraged e.g. Splash the Swim teacher/ assistant In swimming plan opportunities to play treasure hunt games for key pieces of equipment e.g. Ball, duck, boat Plan for opportunities for learners to engage in small world play including, but not limited to, car wash, car garage, train station, boat port/seaside, dinosaur world, car races, dolls house, fire station
<p>Exploration SS1</p> <p>Characterised by concentration, recall and observation</p>	<p>Learners are supported to link two actions in a sequence e.g. crawling and walking.</p>	<p>In PE support learners to:</p> <ul style="list-style-type: none"> follow simple instructions although they may need the support of symbols or other prompts; explore a variety of movements and show some awareness of space; understand some basic concepts e.g. taking big and little steps in movement activities or placing big and small balls in different baskets; take turns with a partner or in a small group with adult support 	<ul style="list-style-type: none"> Provide space and time for movement and dance both indoors and outdoors. Use music to stimulate exploration with rhythmic movements. Provide different arrangements of toys and soft play materials to encourage crawling, rolling and climbing where appropriate and possible. Provide action songs in warm up activities to promote following instructions e.g. “Ready” “Go” “Stop”

		<ul style="list-style-type: none"> recognise and collect, on request, familiar pieces of equipment e.g. a mat to lie on or a hoop to jump into. <p>In structured lessons support learners to:</p> <ul style="list-style-type: none"> engage in Bucket Time trace vertical and horizontal straight lines in sensory textures with paint brushes in Write Dance grasp equipment used in cooking and try to use it in an appropriate way, e.g. roll a rolling pin, use jugs to pour ingredients into bowls to be mixed, use spoons and spatulas to stir mixtures, use a dustpan and brush to clean up afterwards <p>In play support learners to:</p> <ul style="list-style-type: none"> engage in sand play to brush sand off a range of objects to find hidden objects in a treasure hunt 	<ul style="list-style-type: none"> Provide movement to music activities to promote linking 2 actions together e.g. walk & turn / stretch up high and down low. Provide action songs in warm up activities for learners to move in different directions to negotiate space and increase spatial awareness. Provide warm ups and movement to music activities give opportunities for learners to take large and small steps, make large and small stretches/ movements. Provide opportunities to play adapted team games in a small group e.g. Steal the Gold. Learners have to collect bean bags from different corners of the hall to bring back to their Hoop. Use activities such as target games e.g. Roll or throw boccia balls/ bean bags at a variety of targets: skittles/ cones/ mats/ discs. Learners take turns as part of a team game. <ul style="list-style-type: none"> Plan opportunities for Bucket Time Provide a range of stimulating objects for Bucket Time Plan opportunities for Write Dance Plan for opportunities for learners to engage in cookery lessons <ul style="list-style-type: none"> Plan opportunities for sensory, sand, water and small world play. Sensory textures to use include,
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		<ul style="list-style-type: none"> • pour sand out of a range of containers such as bottles, buckets, watering cans and teapots • roll a range of objects in the sand such as textured balls to make marks, textured rolling pins to make tracks. • stir a range of objects in the sand such a spoons, forks, small trowels and spades. • In Disco play dough roll play dough, clay or textured sensory balls to music • engage in water play to pour water from a range of equipment including watering cans, buckets and teapots in the swimming pool or into a large container, grassed area or sand • use floats and noodles to make a gross motor stirring action in the swimming pool • engage in creative play to use a range of objects e.g.: paintbrushes, brooms, mops, dusters to brush different types of mediums e.g. paint, soil, glue. • engage in creative play to use a range of objects e.g.: rollers, rolling pins, textured wheels to roll different types of mediums e.g. paint, sand, glue, foam • brush the fur of the pets and brush the hair of the dolls 	<p>but are not limited, to play doh, moon sand, dry and wet pasta, lentils, coffee granules, cornflour gloop, clay, soil, paint, shaving foam.</p> <ul style="list-style-type: none"> • Plan opportunities for Disco play dough to music • Provide opportunities in swimming to use routine, repetition and choice making to encourage movement and actions • Provide opportunities in swimming to use floats, toys, music to promote understanding and retention of movements needed in the pool. • Provide opportunities in swimming to play games that involve recovering objects and placing into containers. e. g Ball, duck, boat • Provide opportunities In swimming for learners to collect arm bands and floats to help recognise key pieces of equipment and promote independence • Plan for opportunities for learners to engage in small world play including, but not limited to, pet and beauty parlours, cafes, pizza parlour, garden centre
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		<ul style="list-style-type: none"> • pretend to make tea and cakes to develop their pouring, stirring and rolling skills • make pretend pizzas using rolling pins to roll out the pizza base and pour on shredded paper for the pizza toppings • pour water to water the plants in a small world garden centre 	
<p>Initiation SS2</p> <p>Characterised by initiation and maintenance of established responses over increasing periods of time</p>	<p>Learners are supported to work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task.</p>	<p>In PE & swimming support learners to:</p> <ul style="list-style-type: none"> • move in a variety of ways e.g. slowly and quickly; • link movements in a simple sequence, although they may require support to do this; • take turns with a partner or in a small group • recognise small and large apparatus and use it with some basic control; • throw and kick a ball, but lack direction. 	<ul style="list-style-type: none"> • Plan opportunities for learners to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. • Provide a range of large play equipment that can be used in different ways such as slides, tunnels, climbing frames and trikes. • Plan time for learners to experiment with equipment and to practise movements they choose. • Plan activities that involve moving and stopping, • Plan activities that use action songs/music in warm up and movement to music activities to move at different speeds. This can be linked to moving like animals e.g.: The tortoise – slowly and the mouse quickly. • Plan activities that use movement to music/ dance activities to give opportunities to link movements in a sequence. Use symbol and prompt support to help. E.g. Link 3 shapes into a sequence: Circle, Star and rectangle OR Mr Men shapes: Tall, round, spiky • Plan activities where learners can stack cones, bricks discs and stacking cups. • Plan activities where learners can post bean bags, balls into targets, discs onto cricket stumps.

		<p>In structured lessons support learners to:</p> <ul style="list-style-type: none"> • engage in Bucket Time • sieve flour in cooking <p>In play support learners to:</p> <ul style="list-style-type: none"> • Engage in sand play to dig sand with a range of objects such as spades, trowels, cups to make heaps, holes and tunnels. • Sieve sand using a range of objects such colander, sieve , containers with holes to make heaps. <p>In life skills activities support learners to:</p> <ul style="list-style-type: none"> • dig the soil to plant seeds to sell in a 'garden centre' • sieve flour to make food to sell in a 'café' or 'restaurant' 	<ul style="list-style-type: none"> • Plan opportunities for learners to kick different size and textured balls off a tee or in free play. Use cones, skittles or goals to aim at. • Plan activities in swimming that encourage games playing with specific tasks e.g. Using a ball to throw to teacher, at a target using both legs and hands. • Plan activities in Swimming for warm up activities to move in the water in different ways e.g. jumping, hopping, skipping • Plan activities in swimming that plan to give opportunities to use legs and arms to develop swimming technique <ul style="list-style-type: none"> • Plan opportunities for stage 3 & 4 of bucket time where the activity includes digging or sieving • Provide opportunities for learners to engage in cooking lessons <ul style="list-style-type: none"> • Plan opportunities for sand and water play <ul style="list-style-type: none"> • Plan opportunities for life skills and enterprise activities.
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<p>Consolidation and Application SS3</p> <p>Characterised by the formation of skills, knowledge, concepts and understandings.</p>	<p>Learners are supported to express themselves through repetitive and simple sequences and movement patterns. Where possible, they are moving with some control and coordination.</p>	<p>In PE & swimming support learners to:</p> <ul style="list-style-type: none"> • listen to instructions and stop and start with some accuracy; • work closely in pairs, trios or small groups; • share and wait their turn; • follow and imitate sequences and patterns in their movements; • use small and large apparatus safely; • become aware of space, themselves and others; • play simple games - they may require support to keep score and follow game rules; • become aware of the changes that happen to their bodies when they are active. • Coordinate actions to develop swimming strokes • In swimming use two hands to hold a large hoop and push a ball through it 	<ul style="list-style-type: none"> • Provide time and space to enjoy energetic play daily. • Practise movement skills through games with beanbags, cones, balls and hoops. • Plan activities where learners can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching • Plan activities in music to movement and dance where learners can work in a pair or trio to create a small dance piece. Encourage them to select a movement and share with others in the group to copy. • In music to movement activities and dance provide opportunities for learners to share their work with others to promote turn taking. • In warm up activities allow learners to share their stretch with others for all to copy. • In music to movement activities and dance provide opportunities for learners to change speed, direction, levels and shape patterns e.g.: straight, forwards, backwards, turn, • Plan games activities where learners play simple games e.g.: Jack ball boccia, polybat, table cricket,

		<p>In structured activities support learners to:</p> <ul style="list-style-type: none"> • engage in bucket time • draw spontaneous and unrecognisable forms in write dance • copy simple shapes in write dance <p>In play support learners to:</p> <ul style="list-style-type: none"> • Engage in construction play using a range of large blocks, boxes and bricks to build a structure. • Engage in construction play using a range of large blocks, boxes and bricks to take apart to remove structure. • Engage in creative play to tear a variety of materials e.g.: paper, foil, tissue paper, newspaper, magazines to create a collage, big art, display board, expressive piece of art. • Engage in creative play to cut a variety of materials e.g.: paper, foil, tissue paper, newspaper, magazines and fabrics 	<p>Steal the Gold. Use symbol support and prompts where necessary to help keep score and the rules.</p> <ul style="list-style-type: none"> • Plan warm up and cool down activities that promote understanding of why we get hot, sweat and then need to cool down at the end of exercise. Provide learners with opportunities to be involved in their own warm up and cool down showing others their stretches. • In swimming plan activities to encourage more independent movement e.g. with leg kicks and arm pulls • Plan opportunities for stage 3 & 4 of bucket time where the activity requires the coordination of 2 hands/stacking/tearing • Plan opportunities for write dance • Plan opportunities for construction, creative and small world play. Small world play can include, but not limited to, Doctors, hospital, café, restaurant • Plan opportunities for life skills and enterprise activities.
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Impact - What difference is our curriculum making?

Individual outcomes for learners in this curriculum area are set for each key stage through the learner's Education, Health and Care Plan under Physical and Sensory Wellbeing. Annual targets are set and broken into smaller steps on Timelines. Progress is recorded regularly using the Timelines. These are discussed and moderated on a termly basis at Progress meetings, Liaison meetings and reported on annually through the EHCP Annual Review.

Progress in the Physical and Sensory Wellbeing Semi-Formal Curriculum is currently assessed for EYFS learners using the Early Years Foundation Stage assessment framework. Progress for SLD learners from Middle school onwards is currently assessed using P levels, Steppingstones, Bridging levels and Milestones From year 10 onwards SLD learners will have the opportunity to achieve accreditations from a range of AQA unit awards, WJEC Personal Progress Entry 1 awards, ASDAN New Horizons PSE award and Arts Mark Bronze award.