



Cromwell Curriculum Area:	
Physical Education.	
Curriculum Area 5-year core learning strands	<p><u>What we will teach all students:</u></p> <p>What they need to do to be healthy? (Physically and mentally)</p> <p>How exercise helps their body.</p> <p>How to work safely when taking part in exercise, movement and when working with others.</p> <p>The students will learn skills related to the core National Curriculum areas, the sequence of learning for each area is located within each of the relevant schemes of work.</p>
Non-module based curriculum delivery (eg theme weeks, contemporaneous lessons, repeated messages)	
<ul style="list-style-type: none">• Sports day(s) working.• Healthy school's week / Healthy eating day.• Sessions with Ashton Curzon Football team – Community link partner.• Wellbeing day – This is twinned with Personal Growth.• Repeated messages:• Mindfulness skills.• The importance of staying healthy and how our bodies work.	
Modular Plan:	
<p><u>Sequence rationale:</u></p> <p>Each learning sequence will begin with subject matter that is familiar and relevant to pupils' experiences, interests or motivations. From this meaningful content further learning will be built up to link to pupils' existing skills and knowledge at the appropriate level for their cognition; by association, concrete connections and the development of categorisation, comparisons (including ordination), and sequencing.</p> <p>For example:</p> <p>Learning to throw a ball begins with learning to hold and let go, then throw without direction and overtime throwing a ball/bean bag over an increasing distance.</p>	

To ensure that developmental progress is realistic! Cromwell high has produced two sets of 'Developmental targets in the area of Physical Education.

Children with a complex physical need (PMLD) follow our 'Sensory Curriculum' for P.E. (Range C1 – C4 roughly equivalent to P levels of a similar developmental level.)

Children within the other departments follow our 'Physical Education' Curriculum.'

This tracks key developmental skills and knowledge from C4 to C11 – roughly equivalent P4 to NC 2 Lv.

Within each of the C levels for P.E are core skills linked to:

Movement and coordination – Gymnastics & dance

Team Games and skills – Invasion games

Dealing with obstacles and following paths

Reviewing my own skills and the skills of others. (These occur much later within the developmental model.)

All planning is driven by the individual progress that is made, which is broken down into even more smaller steps as needed. (See LRS that have been sampled/BlueSky feedback)

The 'New Curriculum model', will also mean that P.E will address skills linked to Mindfulness and the promotion of good mental health. (Currently these are being taught in Personal development sessions)

Year 1 – Key stage three

Y1.1a	Dance PMLD: Dance and use of resonance boards. Structured: Dance and use of resonance boards. Conceptual: Dance - musical theatre	NC reference KS1- perform dances using simple movement patterns. KS2- perform dances using a range of movement patterns KS3 -perform dances using advanced dance techniques within a range of dance styles and forms	Skills: Balance and coordination.	Overview: Knowledge – My Body / Senses Skills – exercise
Y1.1b	Gymnastic	KS1 - master basic movements KS2 - develop flexibility, strength, technique,	Skills:	

	PMLD Rebound therapy, stretches and massage Structured large apparatus/obstacle courses Conceptual large apparatus/ obstacle courses	control and balance <i>KS3</i> - develop their technique and improve their performance	Balance and coordination. Controlled movements	Overview: Knowledge – My Body / Senses Skills – exercise
Y1 2a	Striking skills and invasion games PMLD Accessible ball skills and games Sensory Assessable ball skills and games. Conceptual Hockey Shared games PMLD Parachute games Structured Parachute games Conceptual Striking and Fielding Games -	NC Reference <i>KS1</i> - participate in team games, developing simple tactics for attacking and defending <i>KS 2</i> - play competitive games, modified where appropriate <i>KS 3</i> - take part in competitive sports and activities outside school through community links or sports clubs.	Skills Working with others Problem solving	Overview: Knowledge – My Body / Senses Skills – exercise Citizen – Team work.
Y1. 2b	Area of P.E. – Shared games Parachute games Levels SENSORY (C1- C3ii) Parachute games and functional			

	<p>skills Levels Structured (C4- C8)</p> <p><u>Concrete level:</u> : Striking and Fielding Games – cricket Nc1 onwards</p>			
Y1.3a	<p>PMLD Exploring outdoors – Focus on transitions and surfaces.</p> <p>Structured Course and effect games Conceptual Striking and Fielding Games- cricket</p>	<p>NC Reference KS1- participate in team games, developing simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate KS 3- take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>Skills Working with others Shared engagement</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise Citizen – Team work.</p>
Y1.3b	<p>Outdoor and Adventures - Exploring the wider world and treasure hunts. PMLD Exploring outdoors – Focus on transitions and surfaces. Structured Outdoor activities and following simple paths Conceptual Outdoor activities and following simple paths and maps.</p>	<p>KS1 master basic movements including ,developing balance, agility and co-ordination, and begin to apply these in a range of activities. KS2 take part in outdoor and adventurous activity challenges both individually and within a team KS3 take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p>	<p>Skills Working with others Shared engagement Dealing with new location.</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise / the environment Citizen – Team work.</p>

Year 2 – Key stage three

Y2.1a	<p>Area of P.E. – Gymnastics PMLD topic - Rebound therapy, stretches and massage Structured - Large apparatus/obstacle courses Conceptual - Floor routines/sequences of movements</p>	<p><i>KS1</i> - master basic movements <i>KS2</i> - develop flexibility, strength, technique, control and balance <i>KS3</i> - develop their technique and improve their performance</p>	<p>Skills: Balance and coordination.</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise</p>
Y2.1b	<p>Area of P.E. – Dance. – Street and modern dance. Dance and use of sensory props. Modern Dance and use of resonance boards. Theme for module: Dance - Street dance.</p>	<p>NC reference <i>KS1</i>- perform dances using simple movement patterns. <i>KS2</i>- perform dances using a range of movement patterns <i>KS3</i> -perform dances using advanced dance techniques within a range of dance styles and forms</p>	<p>Skills: Balance and coordination.</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise</p>
Y2.2a	<p>Area of P.E. – Ball games and skills. (Rounders) Games- Sensory and accessible ball games. Assessable skills and games. Level C8 and beyond Introduction to rounders.</p>	<p><i>KS1</i>- participate in team games, developing simple tactics for attacking and defending <i>KS 2</i> - play competitive games, modified where appropriate <i>KS 3</i>- take part in competitive sports and activities outside school through community links or sports</p>	<p>Skills Working with others Problem solving</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise Citizen – Team work.</p>

Y2.2b	<p>Ball games and skills (Focus on Football)</p> <p>Games- Archery/kurling/Boccia</p> <p>Assessable skills and games</p> <p>Striking and Fielding Games-rounders</p>	<p>KS1- participate in team games, developing simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate</p> <p>KS 3- take part in competitive sports and activities outside school through community links or sports</p>	<p>Skills</p> <p>Working with others</p> <p>Problem solving</p>	<p>Overview:</p> <p>Knowledge – My Body / Senses</p> <p>Skills – exercise</p> <p>Citizen – Team work.</p>
Y2.3a	<p>Areas of P.E.</p> <p>Big Parks and Landmarks</p> <p>Outdoor and Adventures - Exploring the wider world/ treasure hunts and orienteering</p> <p>Outdoor and Adventures- treasure hunt and simple dens</p> <p>Outdoor activities, treasure hunt and simple dens</p> <p>Outdoor and Adventures-orienteering</p>	<p>KS1</p> <p>master basic movements including ,developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>KS2</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>KS3</p> <p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p>	<p>Skills</p> <p>Working with others</p> <p>Shared engagement</p> <p>Dealing with new location – Simple maps and signs</p>	<p>Overview:</p> <p>Knowledge – My Body / Senses</p> <p>Skills – exercise</p> <p>Citizen – Team work.</p>

Y2.3b	<p>Areas of P.E. PMLD - Outdoor and Adventures - Exploring different textured surfaces - Indoor and Outdoor Athletics</p> <p>Exploring outdoors – surfaces and textures.</p> <p>Basic indoor Athletics</p> <p>Outdoor Athletics (Focus on throwing and jumping events)</p>	<p><i>KS1</i> - master basic movements <i>KS2</i> - develop flexibility, strength, technique, control and balance <i>KS3</i> - develop their technique and improve their performance KS3analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Skills: Balance and coordination. Local environment</p>	<p>Overview: Knowledge – My Body / Senses / Places Skills – exercise</p>
Year 3 – Key Stage three				
Y3.1a	<p>Area of P.E. – Gymnastics and movement.</p> <p>PMLD topic – Shared experiences with others.</p> <p>Structured - large apparatus/ obstacle courses.</p> <p>Conceptual - Sequences of movements in relation to a theme or context</p>	<p><i>KS1</i> - master basic movements <i>KS2</i> - develop flexibility, strength, technique, control and balance <i>KS3</i> - develop their technique and improve their performance</p>	<p>Skills Working with others Problem solving</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise Citizen – Team work/ Communication</p>

Y3 1b	<p>Area of P.E. – Dance – Urban dance</p> <p>PMLD Dance- Street dance, Urban and Pop music.</p> <p>Structured – Street Dance</p> <p>Conceptual – Street Dance.</p>	<p>KS1- perform dances using simple movement patterns.</p> <p>KS2- perform dances using a range of movement patterns</p> <p>KS3- perform dances using advanced dance techniques within a range of dance styles and forms</p>	<p>Skills:</p> <p>Balance and coordination.</p>	<p>Overview:</p> <p>Knowledge – My Body / Senses /imagination</p> <p>Skills – exercise</p>
Y3 2a	<p>Area of P.E. – Invasion games and introduction to basketball</p> <p>PMLD</p> <p>Accessible games, including parachute and classic playground games.</p> <p>Structured</p> <p>Assessable ball skills and games of all types.</p> <p>Conceptual</p> <p>Invasion Games- Introduction to basketball.</p> <p>Area of P.E. – Ball Games and Skills (Focus on Rugby)</p>	<p>KS1- participate in team games, developing simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate</p> <p>KS 3- take part in competitive sports and activities outside school through community links or sports</p>	<p>Skills</p> <p>Working with others</p> <p>Problem solving</p>	<p>Overview:</p> <p>Knowledge – My Body / Senses /imagination</p> <p>Skills – exercise</p>
Y3 2B	<p>Games- Archery/kurling/ Boccia</p>	<p>KS1- participate in team games, developing</p>	<p>Skills</p> <p>Working with others</p>	<p>Overview:</p> <p>Knowledge – My Body / Senses /imagination</p>

	<p>PMLD</p> <p>Assessable skills and games. (How different balls effect play and skills) Structured</p> <p>Invasion Games – Introduction to Tag Rugby Conceptual</p>	<p>simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate</p> <p>KS 3- take part in competitive sports and activities outside school through community links or sports</p>	<p>Problem solving Skills practice and review.</p>	<p>Skills – exercise</p>
Y3a	<p>PMLD - Outdoor and Adventures - Exploring different textured surfaces / Indoor and Outdoor Athletics</p> <p>Exploring outdoors – surfaces and textures. Levels SENSORY (C1- C3ii)</p> <p>Basic indoor Athletics Levels Structured (C4- C8)</p> <p>Outdoor Athletics (Focus on outdoor events) Level C8 and beyond</p>	<p>KS1master basic movements including ,developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><i>KS2</i> - develop flexibility, strength, technique, control and balance</p> <p><i>KS3</i> - develop their technique and improve their performance</p> <p>KS3analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Skills Working with others Problem solving Skills practice and review.</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise/ Team work</p>

Y3b	<p>Sport days skills – Taking part with others. (Competitive games)</p> <p>Sports Day skills, Levels SENSORY (C1- C3ii)</p> <p>Sports Day skills. Levels Structured (C4- C8)</p> <p>Sports day skills and races Level C8 and beyond</p>	<p>KS1master basic movements including ,developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>KS2 - develop flexibility, strength, technique, control and balance</p> <p>KS3 - develop their technique and improve their performance</p> <p>KS3analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Ideas of sporting conduct.</p>	<p>Skills</p> <p>Working with others</p> <p>Problem solving</p> <p>Skills practice and review.</p>	<p>Overview:</p> <p>Knowledge – My Body / Senses</p> <p>Skills – exercise/ Team work</p>
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Requirements:

Specify- to be relevant for at least the three main department levels plus extension for higher attainers- 4 levels:

- How the learning/topic is related to the school's main intent: - learn about the world, skills to be successful, good citizens
- How we sequence learning so that concepts are linked- one concept/skill leads to, and builds on, the next /building out from the pupil's life experiences – can we refer to the 'thinking tools' of "develop concepts", "organise concepts" and "relationships between concepts"? e.g.: perception/identification of a police officer/ sorting pics of police helping v arresting (developing concept)- parts; noticing different clothes/equipment, car etc, grouping varieties of police uniform (organising concept), close to fire crew and ambulance crew (relationship between concepts)
- What skills are being taught? – can we refer to the IEP, the communication skills and the cognition skills (focus, finding patterns/rules, applying patterns/rules, recall)? (ego finding the rule that means a uniform is police and not fire- grouping examples of police helping vs arresting)
- What knowledge is being taught? – Spiral curriculum? can the same 'knowledge' be accessed at a sensory, pictorial, symbolic and abstract level? – eg: working as a police officer – sensory- meeting and experiencing equipment etc, pictorial- identifying police officers in wider contexts- eg the news, symbolic- police and the law/plain clothes police, abstract- police and society
- What is the deeper learning targeted? Is this the most directly related idea to the school key intent statements? Eg: Police help, police

protect- good citizen

- Cultural capital access /entitlement to mature (access to 'common knowledge' / adult/wider life experiences)- [access to police experiential stimuli for all](#)
- How we are covering the National Curriculum – KS1 with extension to Yrs 3 & 4 as necessary
- Activity ideas to achieve the above including 'real life' access/ed visits