

# Physical Development Specialist

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.





## 2. Units

**SPECIALIST Physical Development is formed of 19 units and this is the recommended sequence:**

<b>Unit Title</b>	<b>Recommended year group</b>	<b>Number of lessons</b>
<b>1 Movement &amp; Balance</b>	<b>Applying Learning</b>	<b>3</b>
<b>2 Invasion Games</b>	<b>Applying Learning</b>	<b>3</b>
<b>3 Keeping Strong, Fit &amp; Healthy</b>	<b>Applying Learning</b>	<b>3</b>
<b>4 Target Sports &amp; Games</b>	<b>Applying Learning</b>	<b>3</b>
<b>5 Net/Racket &amp; Wall Games</b>	<b>Applying Learning</b>	<b>3</b>
<b>6 Striking &amp; Fielding Games</b>	<b>Applying Learning</b>	<b>3</b>
<b>7 Movement &amp; Balance</b>	<b>Building Understanding</b>	<b>3</b>
<b>8 Invasion Games</b>	<b>Building Understanding</b>	<b>3</b>



<b>9 Keeping Strong, Fit &amp; Healthy</b>	<b>Building Understanding</b>	<b>3</b>
<b>10 Target Sports &amp; Games</b>	<b>Building Understanding</b>	<b>3</b>
<b>11 Net/Racket &amp; Wall Games</b>	<b>Building Understanding</b>	<b>3</b>
<b>12 Striking &amp; Fielding Games</b>	<b>Building Understanding</b>	<b>3</b>
<b>13 Sensory Circuits</b>	<b>Early Development</b>	<b>3</b>
<b>14 Fitness Masterclass</b>	<b>Masterclasses</b>	<b>1</b>
<b>15 Athletics Masterclass</b>	<b>Masterclasses</b>	<b>1</b>
<b>16 Judo Masterclass</b>	<b>Masterclasses</b>	<b>1</b>
<b>17 Rugby Masterclass</b>	<b>Masterclasses</b>	<b>1</b>
<b>18 Tennis Masterclass</b>	<b>Masterclasses</b>	<b>1</b>
<b>19 Cricket Masterclass</b>	<b>Masterclasses</b>	<b>1</b>



# 3. Lessons

## Unit 1 Movement & Balance

3 Lessons

Lesson  
number

Lesson question

About the lesson

1.

Movement and balance (Part 1)

Pupils will learn

- Introduction to Yoga
- Controlling our breathing / the calming effects of Yoga
- Explore movements and simple balances (balance points)

Equipment

- comfortable clothes

Guidance warnings

- Physical activity required.

## 2. Movement and balance (Part 2)

### Pupils will learn

- Learn a range of simple Yoga poses (seated / standing / Floor)
- Begin to sequence movements and Yoga poses together

### Equipment

- comfortable clothes

### Guidance warnings

- Physical activity required.
- 

## 3. Movement and balance (Part 3)

### Pupils will learn

- Perform sequences of movement and Yoga poses with increasing control & accuracy
- Begin to show an awareness of our body and the changes we feel during and after exercise

### Equipment

- comfortable clothes

### Guidance warnings

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

1.

**Rugby (Part 1): Fundamental movement** Pupils will learn

- Explore a range of rugby specific movements that mirror key aspects of the game, e.g. tackle - down to the floor and back up / Scrum - crouch and squat / lineout - stretch and leap
- Learn, copy and develop the rugby skills of passing and catching

**Equipment**

- rugby ball, beach ball, chair, plant pots

**Guidance warnings**

- Physical activity required.

## 2. Rugby (Part 2): Sequences of movement

### Pupils will learn

- Sequence together different movements and explore the concept of fast and slow
- Refine skills in designated areas and show an awareness of space

### Equipment

- rugby ball, beach ball, chair, plant pots, balloon, ribbon

### Guidance warnings

- Physical activity required.



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## 3. Rugby (Part 3): Passing and scoring skills

### Pupils will learn

- Explore and experiment with different passing techniques and perform with increasing accuracy
- Apply skills into games and specific situations and begin to develop an understanding of rules in sport

### Equipment

- rugby ball, beach ball, laundry basket, bin

### Guidance warnings

- Physical activity required.
-



Lesson  
number

Lesson question

About the lesson

1.

**Fitness circuit (Part 1): Dynamic movements**

**Pupils will learn**

- Simple fitness circuits that focus on explosive, dynamic movements (jump, skip, run)
- Add controlled movement and balances to our fitness circuit

**Equipment**

- yoga mat, cushions

**Guidance warnings**

- Physical activity required.

2.

**Fitness circuit (Part 2): Strength and power**

**Pupils will learn**

- Complete fitness circuits based around strength and power
- Introduce apparatus (household) objects and use safely

**Equipment**

- cans, milk bottle, scarf

**Guidance warnings**

- Physical activity required.

### 3.

## **Fitness circuit (Part 3): Designing a fitness circuit**

### **Pupils will learn**

- More complex circuits that include a mix of fundamental movements, balances and sport specific skills
- Develop an understanding of structure / rules and that our circuit has an order and set times for each exercise
- Show an awareness of our body and the changes before, during and after exercise
- Pupil to design their own fitness circuit

### **Equipment**

- cans, scarf, chair, ball

### **Guidance warnings**

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

1.

**Target sports (Part 1): Target sports and games**

**Pupils will learn**

- Enjoy and explore a variety of games e.g. foot golf in which pupils Throw,roll, bounce, kick a ball towards a target with increasing degrees of accuracy
- Develop our range of fundamental movements that underpin our skills (balance / coordination)

**Equipment**

- balls, socks, felt pens

**Guidance warnings**

- Physical activity required.

## 2. Target sports (Part 2): Coordinated movements

### Pupils will learn

- Transfer skills successfully in different games, e.g. dodgeball and work positively with a partner
- Design and create our own target game / sport to practice our skills

### Equipment

- balls, toys, socks, juice cartons

### Guidance warnings

- Physical activity required.



## 3. Target Sports (Part 3): Refining skills

### Pupils will learn

- Refine our technique and consider how we can best propel the ball towards a given target (height, force, direction) and begin to develop sport specific tactics
- Experience a variety of different target sports / games and generalise our skills

### Equipment

- balls, toys, socks, juice cartons

### Guidance warnings

- Physical activity required.



Lesson  
number

Lesson question

About the lesson

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**1.**      **Tennis (Part 1): Introduction**

**Pupils will learn**

- Introduce the concept of keeping a ball off the ground and striking over a net / barrier (use balloon to start before progressing to beach ball / soft tennis ball)
- Introduce the equipment (racket) & share rules on how to use safely
- Begin to apply skills whilst following sequences and patterns of movement (highlight levels of movement such as crouching and stretching)

**Equipment**

- tennis ball, frying pan, tennis racket, balloon

**Guidance warnings**

- Physical activity required.
-

2.

## Tennis (Part 2): Movements and 'power shots'

### Pupils will learn

- Using equipment safely and with a greater degree of control (one bounce hit static then moving)
- Begin to experiment with different shots from a static position eg striking the ball off a cone / plant pot

### Equipment

- tennis ball, soft ball, tennis racket, chalk, balloon

### Guidance warnings

- Physical activity required.



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3.

## Tennis (Part 3): Scoring

### Pupils will learn

- Apply our tennis specific skills and patterns of movement in game / match situations (against a wall / over a net / barrier)
- Develop an understanding of points scoring and tactics we would use in a game (direction and power of shots)

### Equipment

- tennis ball, frying pan, chalk, coloured paper, soft ball, table

### Guidance warnings

- Physical activity required.
-



Lesson  
number

Lesson question

About the lesson

1.

Cricket (Part 1)

**Pupils will learn**

- Introduce the cricket specific skill of bowling (build on previous work throwing towards a target moving from underarm to one bounce - extend to overarm if appropriate)
- Use equipment safely (bat) and begin to practice striking (move from static to in motion striking)

**Equipment**

- soft ball, bat, baking tray, bin

**Guidance warnings**

- Physical activity required.

## 2.

### Cricket (Part 2)

#### Pupils will learn

- Introduce and practice a number of fielding techniques and cricket specific skills (long / short barrier, point and throw)
- Games to develop accuracy and technique when throwing at a target

#### Equipment

- soft ball, target, bin

#### Guidance warnings

- Physical activity required.
- 



### 3.

## Cricket (Part 3)

### Pupils will learn

- Apply our cricket skills of bowling / batting and fielding into game / match type activities
- Refine our movements and perform with increasing accuracy
- Show an awareness of changes in my body during and after exercise
- Develop an understanding of tactics and how we score in Cricket
- Work together as part of a team

### Equipment

- soft ball, target, bin

### Guidance warnings

- Physical activity required.





Lesson  
number

Lesson question

About the lesson

1.

**Movement and balance (Part 1)**

**Pupils will learn**

- Copy simple movements
- Explore different ways to move and travel & introduce levels of movement
- Begin to link 2 movements together and explore patterns of more coordinated movement

**Equipment**

- comfortable clothes

**Guidance warnings**

- Physical activity required.

2.

## Movement and balance (Part 2)

### Pupils will learn

- Introduce the concept of balance and experiment with the different ways we can use our body to create a balance
- Link a simple movement and balance to form a 2 step sequence

### Equipment

- comfortable clothes

### Guidance warnings

- Physical activity required.
- 

3.

## Movement and balance (Part 3)

### Pupils will learn

- Begin to move and travel with an awareness of space around us
- Copy and follow simple sequences of movement

### Equipment

- comfortable clothes

### Guidance warnings

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

1.

**Basketball (Part 1)**

**Pupils will learn**

- To explore movements in different directions linked to basketball / netball (forwards / backwards / side to side)
- To explore fundamental skills of bouncing / throwing and rolling a ball.

**Equipment**

- basketball, soft ball, foil, bubble wrap, targets, chair

**Guidance warnings**

- Physical activity required.

2.

**Basketball (Part 2)**

**Pupils will learn**

- Explore ways in which we can move the ball and develop the concept of passing
- Practice and refine simple skills and movements with simple games

**Equipment**

- basketball, soft ball, targets

**Guidance warnings**

- Physical activity required.

### 3.

## Basketball (Part 3)

### Pupils will learn

- Develop and practice the sport specific skill of catching and passing and shooting (aiming for a target)
- Build sequences of movement with increasing control and begin to apply skills in simple games

### Equipment

- basketball, soft ball, chalk, tape, coloured card

### Guidance warnings

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

1.

**Fitness circuits (Part 1)**

**Pupils will learn**

- Copy and explore a number of Gross motor skills and big movements eg walk, run , jump, lift
- Begin to complete movements and exercise for sustained periods of time

**Equipment**

- tins, ribbon, stick

**Guidance warnings**

- Physical activity required.

2.

**Fitness circuits (Part 2)**

**Pupils will learn**

- Introduce the concept of a fitness circuit and link movements and exercises together with short breaks
- Introduce apparatus (household) objects and use safely

**Equipment**

- cans, milk bottle, scarf

**Guidance warnings**

- Physical activity required.

### 3.

## Fitness circuits (Part 3)

### Pupils will learn

- Complete more complex circuits and follow instructions as we change from station to station
- \*Begin to discuss and describe how we feel after exercise e.g. tired & hot
- Pupil to design and create their own fitness circuit

### Equipment

- cans, milk bottle, scarf

### Guidance warnings

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

1.

**Boccia**

**Pupils will learn**

- Pupils to experiment with the different ways in which they can propel a ball towards a target eg roll / bounce / kick - extend by creating their own unique method (Introduce Sport of Boccia)
- Encourage movement and the concept of 'dodging' with a game of Attack and defend (soft ball / balloon)

**Equipment**

- socks, tea tray, balloon, soft ball

**Guidance warnings**

- Physical activity required.

## 2. Target sports & games

### Pupils will learn

- Transfer skills across a range of other Target games sport eg Skittles / Footgolf / New Age Kurling
- Refine movements and aim for targets with increasing accuracy

### Equipment

- soft ball, yoghurt pots, coloured paper, cushions

### Guidance warnings

- Physical activity required.



## 3. Target sports & games

### Pupils will learn

- Begin to introduce the concept of distance by propelling the ball with more / less force when aiming for targets that are closer / further away (Introduction of tactics)
- Apply our skills in game / match situations, following simple rules, taking turns and playing positively with a partner

### Equipment

- socks, tea tray, milk cartons, yoghurt pots

### Guidance warnings

- Physical activity required.



Lesson  
number

Lesson question

About the lesson

1.

Volleyball (Part 1)

**Pupils will learn**

- Explore ways in which we can keep a balloon off the ground using different body parts
- Introduce the game of seated volleyball and work with a partner to keep the balloon off the ground (encourage movement in different directions eg side to side)

**Equipment**

- balloon, rice, beach ball, table, bubble tube, pipe cleaners

**Guidance warnings**

- Physical activity required.

## 2. Volleyball (Part 2)

### Pupils will learn

- Practice specific volleyball skills and movements against a wall progressing from a balloon to beach ball
- Refine skills of pass / set / spike and begin to perform them with increasing accuracy in defined spaces

### Equipment

- balloon, rice, beach ball, chalk

### Guidance warnings

- Physical activity required.



## 3. Volleyball (Part 3)

### Pupils will learn

- Introduce Volleyball specific skills and movements eg set (stretch), spike (jump) and begin to perform skills with increasing accuracy
- Apply skills in simple game type situations.
- Develop an understanding of tactics, scoring and work together positively with a partner

### Equipment

- balloon, soft ball, foil, coloured card

### Guidance warnings

- Physical activity required.



Lesson  
number

Lesson question

About the lesson

1.

**Rounders / Baseball (Part 1)**

**Pupils will learn**

- Introduce and explore equipment used in (baseball / rounders / striking & fielding games) and use safely
- Practice basic striking from a static position (with hand progressing to bat / racket)
- Practice pre-requisite skills of throwing, catching and fielding the ball (reduce the size of ball to increase challenge and difficulty)

**Equipment**

- soft ball, tea tray, baseball, tennis ball

**Guidance warnings**

- Physical activity required.

## 2. Rounders / Baseball (Part 2)

### Pupils will learn

- Develop the understanding of speed and direction of movement
- Games in which pupils sequence together fast movements with changes of direction that mirror baseball / rounders movements (stations)

### Equipment

- soft ball, tea tray, baseball, tennis ball, coloured card

### Guidance warnings

- Physical activity required.



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## 3. Rounders / Baseball (Part 3)

### Pupils will learn

- Begin to apply our skills into simple game situations (striking / fielding / aiming at a target)
- Work successfully with a partner and follow games with simple rules

### Equipment

- soft ball, bat, cushions, baseball cap

### Guidance warnings

- Physical activity required.
-



Lesson  
number

Lesson question

About the lesson

1.

Sensory circuit (Part 1)

**Pupils will learn**

- In this lesson, we will explore a range of movements through multi-sensory activities. Our sensory circuits are longer sessions and are designed to be enjoyed and explored over a full term. You may focus on one element of the session for several weeks before moving onto the next activity and eventually sequencing them together.

**Equipment**

- chalk, cushions, blanket, bubble wrap, foil, egg timer, large ball

**Guidance warnings**

- Physical activity required.

## 2. Sensory circuit (Part 2)

### Pupils will learn

- In this lesson we explore a range of movements through multi-sensory activities. You may focus on one element of the session for several weeks before moving onto the next activity and eventually sequencing them together.

### Equipment

- ribbons, string, cardboard, stic, balloons, paper plates, socks, laundry basket

### Guidance warnings

- Physical activity required.
- 

## 3. Sensory circuit (Part 3)

### Pupils will learn

- In this lesson we explore a range of movements through multi-sensory activities. You may focus on one element of the session for several weeks before moving onto the next activity and eventually sequencing them together.

### Equipment

- ribbons, string, cardboard, stic, balloons, paper plates, socks, laundry basket

### Guidance warnings

- Physical activity required.
- 





Lesson number	Lesson question	About the lesson
1.	Fitness Masterclass	<p data-bbox="1043 331 1263 354"><b>Pupils will learn</b></p> <ul data-bbox="1081 395 1986 472" style="list-style-type: none"><li data-bbox="1081 395 1986 472">• In this lesson, we will learn a new routine. Ella Beaumont delivers a seated fitness workout.</li></ul> <p data-bbox="1043 507 1312 529"><b>Guidance warnings</b></p> <ul data-bbox="1081 571 1496 603" style="list-style-type: none"><li data-bbox="1081 571 1496 603">• Physical activity required.</li></ul>



**Lesson  
number**

**Lesson question**

**About the lesson**

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**1.**

**Athletics Masterclass**

**Pupils will learn**

- In this lesson, we will learn about sprinting drills. Libby Clegg MBE teaches us some sprinting drills and talks through her amazing achievements in athletics.

**Guidance warnings**

- Physical activity required.
-



**Lesson  
number**

**Lesson question**

**About the lesson**

---

**1.**

**Judo Masterclass**

**Pupils will learn**

- In this lesson, we will learn how to build fitness. Paralympian Dan Powell teaches us exercises that build strength and fitness and help us in the sport of Judo.

**Guidance warnings**

- Physical activity required.
-



Lesson  
number

Lesson question

About the lesson

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1.

Rugby masterclass

Pupils will learn

- In this lesson, we will learn from Darren Carew - Disability Rugby Coordinator from the Welsh Rugby Union leads an inclusive session helping us to develop our skills and become more active.

Guidance warnings

- Physical activity required.
-



**Lesson  
number**

**Lesson question**

**About the lesson**

---

**1.**

**Tennis masterclass**

**Pupils will learn**

- In this lesson, we will learn from elite athlete Samanta Bullock and Coach Mark Bullock as they share inspiring stories and 'Top tips' to improve our tennis skills.

**Guidance warnings**

- Physical activity required.
-



**Lesson  
number**

**Lesson question**

**About the lesson**

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**1.**

**Cricket masterclass**

**Pupils will learn**

- In this lesson, we will learn from Cricket World Cup winner Danni Wyatt as she talks through her career highlights and shares 'Top tips' to improve our cricket skills.

**Guidance warnings**

- Physical activity required.
-

# 4. Learn More



## Contents

Section number	Section contents
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	An introduction to our Physical Development curriculum
4.	Subject structure overview
5.	Additional information about sequence
6.	Unit summaries

### 1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.

We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.



## **Developmental Stages**

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

## **Domains of learning**

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy

- Physical Therapy
- Sensory Integration



Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.

## **2. Specialist curriculum principles**

### **Supported learning**

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

### **Subject domains**

Our specialist curriculum is structured by subject domains: Communication and Language. Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

### **Content selection**

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from the across the entire Oak curriculum and therapy modules that best suit their children's starting points.

### **Inclusive and ambitious**



We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.

### **Pupil engagement**

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

### **Motivation through learning**

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

## **3. An introduction to our Physical Development curriculum**

Our Specialist Physical Development curriculum has been designed to engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. It is our strong belief that sport is for all and should be accessible regardless of a young person's disability or needs. Basing our movement activities around a variety of sports we hope will provide new, exciting experiences that will spark an interest and motivate pupils to be more physically active and enjoy the associated health and social benefits this can bring.

Our units have been designed to make the best use of everyday activities, spaces and resources to develop valuable Physical Development skills and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

## **4. Subject structure overview**



Physical Development is structured to cater for 3 developmental starting points:

- **Early Development:** Sensory circuits support pupils to explore their body and movement in an engaging multi- sensory approach.
- **Building Understanding:** Sessions focus on fundamental movements and start to introduce and develop pre-requisite skills required to play Sport.
- **Applying Learning:** Sessions refine movement patterns and support pupils to apply their developing skills into Sport specific games and activities.

Additional **Masterclass** sessions draw on the experiences of elite athletes from across the sporting arena. Inspiring athletes will share their journey in sport and provide ‘top tips’ to help us improve our skills.

## 5. Additional information about sequence

The inclusive nature of Physical Development means that families could choose to access sessions and content from across the stages as a pupil working at early development may find for example masterclass sessions highly engaging whilst a pupil working at the Applying Learning stage might find completing the sensory circuits lots of fun. Our main driver for Physical Development is to get young people inspired and motivated to be more physically active whilst introducing exciting, engaging new Sports and activities.

Schools and families should work together to determine the best sequence for each pupil. Content within each unit will be sequenced, with units containing three distinct entry points to account for prior learning. There is no optimum time to spend on each unit as some pupils will benefit from repeating and rehearsing content several times and/or in slightly different contexts.

## 6. Unit summaries

### Unit: Movement and Balance

#### Early Development

#### Building Understanding

#### Applying Learning

#### Masterclass

Sensory Circuit 1

● Movement & Travelling

● Yoga

TBC



- Exploring different ways to move & travel
- Sequences of Movement
- Linking movements together
- Performing movements and balances with an increasing degree of control
- Travelling in a confined area with an emerging awareness of space
- Showing an awareness of changes to my body and how I feel during and after exercise
- Exploring different ways to balance

## Unit: Invasion Games

### Early Development

Sensory Circuit 1

### Building Understanding

- Basketball / Netball
- Moving in different directions (forwards / backwards and sideways)
- Throwing and bouncing a ball with some degree of accuracy
- Develop some pre - requisite skills of playing basketball e.g. catch and pass

### Applying Learning

- Rugby
- Sequence together rugby specific movements e.g. to the ground and getting back up to represent a tackle
- Passing and catching the ball with increasing accuracy

### Masterclass

Mixed Ability International Rugby Players (IMAS)

## Unit: Keeping Fit, Strong and Healthy

### Early Development

### Building Understanding

### Applying Learning

### Masterclass



Sensory Circuit 2

● Fitness Circuits

● Fitness circuits

TBC

● A number of exercises focussed on gross motor skills and big movements (walk, run, and balance jump, lift)

● A variety of fitness circuits that focus on strength, speed

● Showing an awareness of

● Beginning to link actions and how my body feels during and movements together as part of after the exercise our Circuit

### Unit: Target Sports and Games

**Early Development**

**Building Understanding**

**Applying Learning**

**Masterclass**

Sensory Circuit 2

● Boccia / Skittles

● Target Games

TBC

● Understanding the concept of aiming for a target

● Refine skills and aim for a target with increasing accuracy.

● Throwing / rolling / kicking a ball with some degree of accuracy

● Transfer skills successfully in different games

● Concept of turn taking

● Follow simple rules and instructions successfully

### Unit: Net/Racket and Wall Games

**Early Development**

**Building Understanding**

**Applying Learning**

**Masterclass**

Sensory Circuit 3

● Volleyball

● Tennis

Samantha Bullock

- Moving in different directions and showing an emerging awareness of space

- Developing sport specific skills (pass and spike)

- Working together successfully with a teammate

- Using equipment with increasing levels of control (Fine motor)

- Applying skills whilst moving and travelling

- Develop an understanding of rules and how to score points

(Paralympian & International Tennis player)



## Unit: Striking and Field Games

### Early Development

Sensory Circuit 3

### Building Understanding

- Rounders / Baseball

- Using equipment safely and effectively

- Develop the prerequisite sports skills of throwing, catching and fielding

### Applying Learning

- Cricket

- Develop sport specific skills of batting and bowling

- Using equipment safely and effectively

- Begin to develop an awareness of tactics we can use within games

### Masterclass

Danni Wyatt (England Cricket)