

BEDS PE Long Term Plan-Outdoors

| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Beech | Unit | Fundamentals | Team games | Ball games | Bat and ball skills | Outdoor team games | Outdoor games-The Olympics |
| | Knowledge | Fundamentals | Team Games | Ball Games | Bat and Ball Skills, | Outdoor team games , | Outdoor games |
| | Core Skills | throwing, catching, jumping , hoping , balancing basic skills within fun games. | we worked on throwing and catching and working in teams by playing different versions of dodgeball each week | We worked on different ways to throw a ball under arm, two hands , over arm and incorporated this into challenges and games such as bench ball. | Will be working on basic skills with a tennis racket and ball including tennis related challenges and rounders | Football, Hockey, Lacrosse, will have challenges within these 3 sports where they must work in teams. | Coordination and balance To develop the ability to throw an object |
| | Vocab | Throw, catch, hop, balance | Dodge, throw, catch, team, | Underarm, overarm, | Tennis, ball, net, challenge | Team, Football, Hockey, Lacrosse | Ball, bean bag, hoop, object |
| | NC links | | | | | | |
| Oak | Unit | Multi-Skills:Throwing and catching | Invasion games: At the fair | Attacking and defending | Multi-skills:Bat and Ball | Multi-Skills:Running and Jumping | Multi-Skills:Sports Day |
| | Knowledge | This unit will teach you class basic ball handling skills. They will learn to control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group. The unit progresses from simple rolling to underarm throwing and two handed catching. They will also develop tracking and receiving skills, which are | Teaches basic skills needed to take part in simple invasion games such as different ways of travelling, including moving backwards, sidestepping and changing direction. Children will consolidate and apply skills taught in a simple invasion game. | Teaches the skills players need in different team games. Children learn about attacking skills and dodging defenders. Play a range of mini team games to help identify and improve their skills. | Introduce children to using a tennis racket and a cricket bat. | This unit will develop your class understanding of different ways of travelling and different types of jumps. They will learn to travel at different speeds by walking, jogging, running and sprinting, and develop an understanding of | This unit will teach skills needed at sports day. Key skills needed for traditional running, jumping and throwing activities and they will practise these in a range of fun activities. Learn to travel with equipment such as egg and spoon. Learn the skill, practise the skill and then apply to a race situation. |

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| | | essential skills for playing ball games. The children will also gain experience of playing simple games, following rules, competing and supporting each other to win. Opportunity to showcase their learnt skills in a carousel of activities. | | | | when these speeds are most useful. They will understand how to use working space in PE. | |
| | Core Skills | <p>Roll a ball to a partner with some control.</p> <p>Track and stop a ball with success.</p> <p>Underarm throw to throw an object in a certain direction</p> <p>Use two hands to catch beanbag or ball</p> <p>Success catching with two hands</p> <p>Use two hands to bounce a ball on the floor or at a floor target</p> <p>Use two hands to catch a ball as it bounces off the floor.</p> | <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of an invasion game.</p> <p>To use all the travelling and passing skills I have learnt in a game.</p> | <p>Move to a free space in a team game</p> <p>Move to a space away from a defender</p> <p>Stay near to an attacker</p> <p>Follow an attackers movements</p> <p>Get into a space to intercept a ball.</p> <p>To use space to try to score points in a team game.</p> | <p>To master basic movements including running, jumping, throwing and catching in the context of throwing and catching skills.</p> <p>To learn how to track and receive a ball.</p> | <p>To run at different speeds, recognising the difference between walking, jogging and sprinting.</p> <p>Move along a wide range of different pathways.</p> <p>Jump as high and as far as possible using correct technique.</p> <p>Use different ways of jumping.</p> <p>Land safely with control.</p> <p>Create a sequence of jumps and show it to a partner.</p> | <p>Sprint in a straight line and explain how to move faster.</p> <p>Change direction quickly when sprinting.</p> <p>Balance an egg and spoon whilst travelling forwards.</p> <p>Jump from two feet to two feet.g. forwards, sideways, backwards</p> <p>Use arms and legs to help them jump further.</p> <p>Throw under and overarm with control.</p> |
| | Vocab | Aim, ball, beanbag, throw , catch , two handed , roll, track , underarm | Travel, throw, pass, kick, game, pressure, think, quick. | Attacking, attack , defending, defend , goal, score, space | Aim , ball, beanbag, throw , underarm throw , control, | | Sprint, race, straight line, forwards, direction. |

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| | | | | | coordination, roll, track. | Run, jog, walk, sprint, faster, slower, quicker | |
| | NC links | Basic movements including throwing and catching. | Basic movements including running, jumping, throwing and catching. | Participate in team games, developing simple tactics for attacking and defending | Basic movements including throwing and catching. | Basic movements including running, jumping, throwing and catching. | Develop balance, agility and coordination, and begin to apply these to a range of activities. |
| Elm | Unit | Multi-Skills:Throwing and catching | Invasion games | Attacking and defending | Multi-skills:Bat and Ball | Multi-skills:Target Games | Animal Olympics |
| | Knowledge | Developing existing throwing and catching skills, while introducing new skills to practise and develop. Children will be learning how to roll and stop a ball, and how to throw underarm for accuracy and overarm for distance. Learn the skill of bouncing and catching a ball. Gain experience playing some simple team games, following rules, competing and supporting each other. Evaluate how they perform using their skills. | Further develop their understanding of attacking, defending, scoring and teamwork. Dribble with a football, pass and receive the ball in a variety of ways for a range of invasion games and to use space effectively in a game. | Further develop their understanding of attacking and defending. | Further develop skills using a tennis racket and a cricket ball. | Activities and games that require a player to send an object towards a target | This unit is about different athletics skills including running, jumping and throwing. Concentrate on the Olympic values and how they fit in the lesson and their daily lives. The children will create their own mini animal Olympic event. |
| | Core Skills | Roll a ball along a line. Stop a ball with two hands. Reach a target with a rolling ball. Throw underarm and overarm using different objects with excellent control. Catch an object using the correct technique. | Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these | To master basic movements and apply these in a range of activities.To participate in team games, developing simple tactics for attacking and defending, in the | I can throw a ball underarm for my partner to hit. I can hit a ball that has been thrown to me. I recognise ways to be successful | Change the speed of the ball they are rolling. Hit the target with a rolling ball. To use different types of throws | Use arms and legs to jump as high as possible. Keep their eye on the target, to focus their aim. Bring their opposite leg forward as they bring their arm forward to release |

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| | | <p>Move to catch different objects with success. Bounce a ball on a spot or to a partner and sometimes catch it. Use skills learnt in a range of games and evaluate performance.</p> | <p>in a range of activities. In the context of throwing and catching a ball.</p> <p>Participate in team games, developing simple tactics for attacking and defending. In the context of passing and moving in a simple invasion game.</p> <p>To use throwing and catching to pass and receive the ball in a game.</p> | <p>context of using space effectively.</p> <p>To use space well in a team game.</p> | <p>when playing a team game.</p> | <p>in a target throwing game.</p> <p>Know how to throw an accurate under arm throw.</p> <p>Succeed in a game which involves moving targets.</p> | <p>the ball. Challenge themselves by sprinting different distances. Push themselves and show determination. Bend their knees to take off; lean forward, swing their arms back when jumping; swing their arms forward to propel themselves through the air. Show equality and fairness by making sure all group members have a turn and that some team members may need equipment changing to make it fairer for them.</p> |
| Vocab | <p>Accuracy, control, direction, distance, grip, overarm throw, quoit, roll, receive, target, technique, throwing, track, stopping, underarm throw.</p> | <p>Invasion game, throw, throwing, catch, catching, pass, passing, underarm throw, overhead pass, overarm throw, intercept, defender, defend, release, follow through, target.</p> | <p>Attack, defend, space, goal, score, intercept, possession, tactic, opponent, control, player, skill.</p> | <p>Racket, underarm throw, catch, hit, ball, score, successful.</p> | <p>Technique, overarm throw, underarm throw, distance, accuracy, aiming, follow through.</p> | <p>Olympics, values, friendship, respect, jump, height, determination, equality, inspiration.</p> | |
| NC links | <p>Basic movements including throwing and catching.</p> | <p>Basic movements including running, jumping, throwing and catching.</p> | <p>Participate in team games, developing simple tactics for attacking and defending</p> | <p>Basic movements including throwing and catching.</p> | <p>Basic movements including running, jumping, throwing and catching.</p> | <p>Develop balance, agility and coordination, and</p> | |

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| | | | | | | | begin to apply these to a range of activities. |
| Birch | Unit | Y3 Invasion Games:Fundamentals | Y4 OAA | Invasion Games:Football | Y3 Dodgeball | Y3 Striking and fielding games: Fundamentals | Y3 Athletics |
| | Knowledge | To develop ability to play competitive sports games. Use basic skills such as dribbling and passing. | Teamwork, problem solving, communication and orienteering. Different activities including scavenger hunts, blindfold challenges, map reading and map drawing exercises. In the final lesson, they will work with others to prepare a simple orienteering course for others to try and try their peers courses. Focus on cooperation, communication and teamwork throughout the unit. | Focuses on skills needed to play world's most popular sport. Practise dribbling, passing and receiving. Fundamental principles of attacking and defending. | Focus on dodgeball attacking and defending skills. Learning dodgeball specific throwing and catching. Take part in drills in small groups, pairs and whole class. | Developing skills pupils need in cricket, French cricket, rounders and Danish Longball. | Develop existing running, jumping and throwing skills. They will be learning about an effective sprint technique. Use a variety of throwing techniques, including underarm and overarm throws. They will learn the technique for throwing the shot-put and how to execute the standing long jump. |
| | Core Skills | To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To understand the basic principles of Invasion games. | To take part in outdoor and adventurous activity challenges, both individually and within a team. Talk about what OAA involves. Demonstrate effective teamwork to create and complete a scavenger hunt. | To develop flexibility, strength, technique, control and balance I can carry out different ball control skills. I can use the correct technique when dribbling with a football. | To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of fundamental attacking and defending tactics in dodgeball. | To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. I can design and play games that | To use running, jumping, throwing and catching in isolation and in combination in the context of athletics. To practise and refine existing running, jumping and throwing skills. Run with increasing coordination and rhythm over |

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| | | | <p>Solve problems and communicate effectively in a team. Give and follow a range of easy to follow directions.</p> <p>Orientate a map</p> <p>Work with others to complete an orienteering exercise</p> | I can stop the ball after dribbling with it. | <p>To work as part of a team.</p> <p>To participate in a class dodgeball tournament.</p> | use striking and fielding skills. | <p>obstacles. Jump a good distance using a learnt technique.</p> <p>Execute an overarm and underarm throw with with good control and accuracy.</p> <p>Identify, describe and execute a one handed and two handed push throw with good control, accuracy and distance.</p> |
| Vocab | Invasion game, invasion, possession, teamwork, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate. | <p>OAA, outdoor adventurous activities, scavenger hunt, teamwork, problem , Orienteering, map reading, map feature, map drawing, navigate, teamwork, cooperation, control marker, control point, control card, map symbols, key.</p> <p>solving, orienteering communication.</p> | Attacking, invasion game , ball control , dribbling , technique , toe taps, side-to-side taps, balance, control, direction. | Dodgeball, rules, court, boundary lines and court markings, back line, side line, centre line, Player Return Area, tournament, tactics, attacking, defending, opposition, fair play , honesty, teamwork . | Striking, fielding, hand-eye coordination, overarm throw, underarm throw, long-barrier stop, two-handed pick-up, fielder, cooperation, teamwork. | Athletics , event, track, field, running, jumping, throwing, fundamental movement skills, pace, safe landing , take-off , technique , underarm throw , overarm throw | |
| NC links | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Take part in outdoor and adventurous activity challenges both individually and within a team. | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Develop flexibility, strength, technique, control and balance. | |

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| | | | | | | for attacking and defending. | |
| Rowan | Unit | Y4 Invasion Games | Y5 OAA | Y5 Invasion Games :Basketball | Y4 Invasion Games:Hockey | Y4 Striking and fielding games:Cricket | Y4 Athletics |
| | Knowledge | Fundamental skills needed to play a range of invasion games. | Further develop these skills practised in Birch class teamwork, problem solving, communication and orienteering. Different activities including scavenger hunts, blindfold challenges, map reading and map drawing exercises. In the final lesson, they will work with others to prepare a simple orienteering course for others to try and try their peers courses. Focus on cooperation, communication and teamwork throughout the unit. | Teaches skills needed to play both defensively and offensively. | This 'Hockey' unit will teach your class about the basic skills players need to play hockey. The children will learn how to pass, receive and travel with the ball as well as tackle and shoot. They will develop their understanding of the principles of attacking and defending in invasion games. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills. | Develop the skills needed to take part in Kwik cricket games and matches. Learn the skills of batting and bowling, develop the ability to hit and strike a ball towards different areas of the cricket ground.Develop fielding skills. | Develop existing running, jumping and throwing skills. Learn how to work as a relay team with effective baton changeover. Learn the technique for the javelin and the standing triple jump. Last lesson will be a class pentathlon. |
| | Core Skills | To develop flexibility, strength, technique, control and balance in the context of dribbling techniques used in invasion games. To use a range of techniques to move with the ball. | Collaborate to help others complete challenges Use verbal communication to communicate with others. Get better at running at a sustained pace over a longer distance. | I can use the correct dribbling technique for basketball. I can look up while dribbling with the ball. I can move in different directions and at different speeds with the ball. I can dribble with control and fluency. | To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | I can hold and grip a bat correctly. I can adopt the correct stance and backlift for batting in cricket, standing sideways, with my knees bent and shoulder-width apart, | Recognise and name some athletic events and techniques. Show some control and coordination when running and performing a jump or throw. Follow step-by-step instructions, copy actions and learn |

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| | | | <p>Change direction with increasing speed and efficiency.</p> <p>To work as part of a team to complete a range of challenges.</p> | | To tackle an opponent. | <p>looking at the ball.</p> <p>I can use the correct defensive batting technique to protect the stumps from a ball.</p> | <p>new techniques with some accuracy.</p> <p>Combine and apply new skills and techniques with increasing success.</p> <p>Work as part of a team.</p> |
| | Vocab | Invasion game, dribble, dribbling, travelling, moving with the ball, control, fluency, technique, opponent, straight dribble, football, hockey, basketball. | OAA, outdoor adventurous activities, orienteering, challenge, problem-solving, communication, verbal, non-verbal, hand gestures, eye contact, visual, written, collaboration, teamwork. | Invasion game, ball familiarisation, dribble, dribbling, travelling, moving with the ball, control, fluency, technique, opponent, passing, chest pass, bounce pass, intercepting. | Tackle, control, possession, opponent, technique, attack, defend, block tackle, shaft, grip. | Striking and fielding, ball, bat, batsman , batting, block, boundary, bowler, bowling, bye, catch, crease, drive, fielding, forward defensive , grip, infield, innings, Kwik Cricket, no-ball, outfield, over, overarm throw, pathway, pitch, stance , stumps, wicket keeper. | Athletics, Olympics, Stadion, track event, sprint , 100m, 200m, 400m, starting blocks, sprint relay, hurdles, reaction , technique , running pace , pumping, horizontal, acceleration |
| | NC links | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Take part in outdoor and adventurous activity challenges both individually and within a team. | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. | Develop flexibility, strength, technique, control and balance. |
| Willow | Unit | Y5 Invasion Games | Y6 OAA | Y6 Invasion games:Netball | Y6 Net and wall games:Volleyball | Y5 Striking and fielding games:Rounders | Y5 Athletics |

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| | <p>Knowledge</p> | <p>Fundamental skills needed to play a range of invasion games such as dribbling with the ball, passing and keeping possession.</p> | <p>Work as part of a team to solve a range of different problems that focus on collaboration and effective communication, testing their levels of perseverance as well as leadership skills.</p> | <p>This 'Netball' unit will teach your class the skills players need to play both in defence and attack. The children will learn how to pass and catch the ball using a range of techniques. Defensively, they will develop their skills of marking, including one-on-one marking. Offensively, they will learn how to get free from a defender using skills such as the dodge and straight lead run and the skill of pivoting. They will also learn the technique for shooting and how to do a toss-up. Different netball rules will be covered each week and there will also be a focus on playing as part of a team and evaluating their own and others' performances. The unit culminates with a High 5 Netball tournament, where the children will have an opportunity to put their newly developed skills into practice in competitive games.</p> | <p>This Volleyball unit will teach your class the skills players need in order to play both attacking and defensive shots in volleyball. The children will learn the fundamental skills such as digging, underarm serving, setting and spiking a volleyball. This unit will also explore the different ways in which players can access volleyball through a variety of different games and activities for all ability levels and will focus on different rules and court positionings each week. The unit culminates with children being introduced to sitting volleyball, an extremely popular Paralympic sport that teaches children about inclusion within the net and wall sports.</p> | <p>This Striking and Fielding: Rounders unit will teach your class a range of skills to equip them for playing a competitive rounders game. The children will learn correct techniques for different types of throws and catches, practise batting and bowling techniques and learn all about the roles and responsibilities of different fielding positions. In addition to this, they will learn how to think strategically and choose and apply a range of tactics to help them perform their best.</p> | <p>Develop existing running, jumping and throwing skills. Running at speed and endurance as well as learning the technique for the standing vertical jump.</p> |
| | <p>Core Skills</p> | <p>I can pass and receive the ball with control. I can pass the ball with accuracy over a range of distances. I can use a range of techniques to pass the ball.</p> | <p>To take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of solving a range of problems and challenges with a focus on</p> | <p>Use running, jumping, throwing and catching in isolation and in combination in the context of passing the ball in netball. To improve and refine catching and throwing in netball.</p> | <p>To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of</p> | <p>To play competitive games, modified where appropriate, in the context of playing a competitive game of rounders. To know and apply the rules of rounders during a game. To use a range of throwing, catching,</p> | <p>To use running, jumping, throwing and catching in isolation and in combination in the context of running for distance in athletics. Practise and improve reaction times and identify an effective sprint start.</p> |

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| | | | <p>communication and collaboration.</p> <p>To work systematically and as part of a team to solve a range of problems. Use a step by step approach.</p> <p>Successfully orientate and follow a map to find control points in timed conditions.</p> <p>Design a themed orienteering activity that includes these essential features: control card, map with control points, appropriate questions.</p> | | <p>developing volleyball skills.</p> <p>To perform a set shot with control and accuracy. To be able to pass the ball using different shots.</p> | <p>fielding and battling strategies</p> | <p>Good control and coordination for their running technique.</p> <p>To sustain my running pace over longer distances. Evaluate the effectiveness of a performance. Offer suggestions of how to improve a skill such as jumping.</p> |
| Vocab | <p>Pass, passing, receive, control, technique, accuracy, contact, cushion, absorb, impact, grip, push pass, possession, teammate.</p> | <p>OAA, outdoor adventurous activities, orienteering, challenge, problem solving, solution, strategy, systematically, logic, 'act it out', trial and error, communication, collaboration, teamwork, monitor, evaluation</p> | <p>Chest pass, shoulder pass, teamwork, passing, shooting, catching, position, non-contact, High Five Netball.</p> | <p>Ace, aim, assist, attack, baseline, block, coordination, court, defence, dig, net, opponent, overhead pass, rally, ready position, set, smash, spike, transition, underarm serve.</p> | <p>Match, tactics, strategy, rules, outwit, game plan, sportsmanship, rounder.</p> | <p>Athletics, discipline, endurance, stamina, pace, sustain, continuous, long distance, running, mental strength, 800 metres, 1500 metres, 5000 metres, 10,000 metres, marathon, 3000 metres steeplechase.</p> | |
| NC links | <p>Play competitive games, modified where appropriate, and apply</p> | <p>Take part in outdoor and adventurous activity challenges both</p> | <p>Play competitive games, modified where appropriate, and apply</p> | <p>Play competitive games, modified where appropriate, and apply</p> | <p>Play competitive games, modified where appropriate,</p> | <p>Develop flexibility, strength, technique, control and balance.</p> | |

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| | | basic principles suitable for attacking and defending. | individually and within a team. | basic principles suitable for attacking and defending. | basic principles suitable for attacking and defending. | and apply basic principles suitable for attacking and defending. | |
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Physical Education

Planning Inclusive Lessons

A valuable tool to help us plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs.

Communication

Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays. Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.



An example of symbols/key words being used to support a learner participate in a gymnastics lesson warm up.

Space

Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs.



Increasing the space and ensuring there is room for wheelchairs to easily manoeuvre can help make a PE lesson fully inclusive and accessible for all.

Task

Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.



Adapting a volleyball lesson by playing a match of seated volleyball is a great way to practise key skills and make the activity accessible to all learners.

Equipment

The equipment we use can make a big difference as to whether a lesson is inclusive and accessible or not. By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons.

- Using balloons with rice in to support visually impaired learners in a tennis session.
- Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap.
- Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs.
- Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.

People

The support learners receive from key people throughout a PE lesson can make arguably the biggest impact on their skills, attitudes and progress. A key adult can model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners. Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult. Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently.

Physical Education

Curriculum Considerations

An inclusive physical education curriculum should both engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. Physical education and sport should be accessible regardless of a young person's disability or needs. Basing a curriculum and activities around a broad variety of sports and physical activities helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.

Active, Healthy Lifestyles & Long-Term Outcomes

The Institute of Health Equity outlines some very bleak statistics for people with learning disabilities (significantly lower life expectancy and 1 in 2 to suffer from chronic loneliness). In addition to this Sport England (2018) share that disabled adults are twice as likely to be inactive as non-disabled adults whilst Activity Alliance (2020) discovered that 70% of disabled people believe that sport is not for somebody like them.

The above statistics show us how important it is to provide positive experiences in physical education, that support learners with SEND to develop a love of exercise and the skills needed to lead a healthy, active lifestyle. A key role for teachers is to help 'flip the narrative' and support learners in having positive experiences and high aspirations in sport and exercise. An awareness and engagement with groups such as Activity Alliance, IMAS and The Special Olympics can support and inform our practice helping to connect our learners with opportunities to participate and compete in sport outside of school.

Key Stage 1

Learners develop the fundamental movement skills of running, jumping, throwing, co-ordination, balance and agility and begin to develop patterns of movement. As learners develop their confidence and competence these movements can become more complex and linked together. The aim is for all learners to develop their accuracy and fluency of movement execution over time. A big focus is being able to co-operate with others, share and develop strong communication skills. Learners will be taught the basic conventions of games and different activities that have rules and boundaries. This is a particularly important stage for learners with SEND as they build core movement skills that support and shape their physical development.



Key Stage 2

As learners progress, they begin to develop a broader range of skills and start to put sequences of movement together. Some of these movements become more specialised and related to particular sports or physical activities. Competition between oneself and others and rules are introduced with learners beginning to demonstrate more refined technique and improvement in their performance. Learners begin to display a greater control of their skills/movements and start to develop a greater strength and flexibility as they approach the end of Key Stage 2. Skills and more complex movements may need to be broken down into smaller steps for learners with SEND and teachers should make adaptations to activities and sports to ensure they are accessible.