



Hob Moor Oaks Scheme of Work for Physical Development

What is the intent of teaching physical development at Hob Moor Oaks?

Physical Development is not one size fits all at Hob Moor Oaks. All of our pupils bodies and minds are so unique so we are proud of how differently it is taught across the school. All children in Hob Moor Oaks School are working below age related expectations in Physical Education meaning our curriculum is very personalised to meet all the pupil's individual physical development needs. Each phase's curriculum is of course personalised to the pupils physical abilities but is not just focused on the physical in sessions. As a school we believe physical education should also support social, cognitive, creative and personal development. Physical Education is valued at Hob Moor Oaks as a way of developing our pupils' awareness and understanding of their own bodies and developing physical literacy for life.

There are two main schemes of work we follow in Hob Moor Oaks, MOVE and real PE. Real PE is a scheme that really brings together what we as a school want children to achieve in PE lessons. The scheme is a child centered approach to teaching and focuses on physical literacy as a whole. There are twelve fundamental movement skills linked to agility, balance and coordination which are each differentiated into six stages of learning allowing PE lessons using this scheme to be very personalised to meet the needs of each pupil. Real PE sessions are taught in the gym and appropriate classes have a weekly slot. The Move Programme is an activity based programme that increases and improves the functional mobility skills needed for sitting, standing, walking and transitioning. It is a collaborative programme that focuses the whole team's efforts on personalised goals set by the individual and their family or carers. The Move Programme is designed for anyone who has not learnt the skills of independently sitting, standing or walking, regardless of their age or cognitive ability. For example, the family and carers, teaching staff, physiotherapists, occupational therapists, support staff etc.

The Move Programme is designed to take place through activities that are already happening in the individual's life, so Move should be done in all of the individual's environments. For example in their home, in respite and short break centres, at school or day centres. The individual practises functional mobility skills throughout naturally occurring activities that already take place in their day to day lives. Opportunities for more movement can be found in all aspects of the individual's life, meaning Move is not an 'add on' to the person's day, but happens naturally. The programme's central philosophy is that movement is the foundation for learning. The programme is built around six-steps that are used collaboratively in all aspects of an individual's life, by all of the people that work and live with that person. It is not a therapy technique just for professionals; it gives equal worth to the input of every person involved. The disabled individual and their family are placed at the centre of the programme and it is their goals that the team focuses on. The six steps of the Move programme are: 1. Assessment 2. Goal Setting 3. Task Analysis 4. Prompt Measurement 5. Prompt Adjustment 6. Teaching the Skills. These steps are used collaboratively in all aspects of an individual's life. The disabled individual and their family are placed at the centre of the programme and it is their goals that the team focuses on.

How is this implemented in Hob Moor Oaks?

Pre-formal	Semi-formal	Formal
In this stage pupils follow the MOVE programme which supports them to gain independent movement skills. Some	In this phase during PE sessions the real PE foundation stage scheme is followed. This phase learn the real PE fundamental movement skills	In this phase PE sessions follow real PE units from year 1 up to year 6. The unit a class uses is based on the ability of the pupils. Some classes





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classes follow the motor activity training programme (MATP) which supports pupils to be able to access meaningful physical activity and sport suited to their abilities. This phase learn halliwick skills in the school hydro pool. They also have weekly soft play sessions to work on gross motor development.

through a story based approach. In this phase there is a mixture of pupils going to Energise for swimming lessons and using the hydro pool for water skills. Some classes access soft play sessions in which some of the fundamental movement skills from our real PE scheme are practiced as well as gross motor skill development.

may also link learning to mainstream curriculum group games and learning specific sport skills if appropriate. This phase goes to Energise for swimming lessons with trained swimming instructors.

All phases access rebound therapy, where appropriate, which supports body strength, communication, coordination, balance and body awareness. These sessions take place on our own trampoline in the gym.

What is the impact of this in Hob Moor Oaks?

Physical Education is assessed using the learning intentions taken from the schemes of work we follow and observations written up on tapestry. Our PE sessions also incorporate PSED and CLL links from Cherry Garden assessment as our sessions link a lot to independence, social skills, listening and concentration skills and shared attention. CLL and PSED Cherry Garden targets are assessed three times a year during each assessment cycle.

The end goal for Physical Education at Hob Moor Oaks is for the PE and sport premium grant to leave a lasting legacy across the school. We work hard to ensure that the money is spent wisely to provide the best opportunities for all pupils. We continually work towards this lasting legacy by ensuring we have confident and knowledgeable staff, accessible resources and opportunities for all to progress within developing their own physical literacy.

What we want all children to leave our school with because of the physical education we have provided:

- To have attended competitive competitions with other schools.
- To have confidence in water whether this being halliwick skills or swimming skills.
- To enjoy physical education and movement.
- To enjoy the social aspect of physical education and participating in movement activities with peers.
- To participate in an active and healthy lifestyle.





Intent What outcomes do we want the pupils to achieve by the end of this curriculum stage?	Implementation What opportunities and provision will we provide in order to achieve this?
<p>Pre - formal curriculum (linked to branches 1-4) By the end of this curriculum stage, pupils will be able to...</p> <p>Gross Motor: Pupils will be able to actively explore their immediate environment in order to make choices.</p> <p>Pupils will be aware of their bodies and some of the different movements they can make.</p> <p>Pupils will be able to move across different levels to explore their environment.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none">· Access to table top and floor based motivating play activities and structured sessions- seated and standing.· Resonance boards and reactive environments- opportunities to explore different movements and feel feedback from these movements.· A frames and mobiles to encourage limb movement in order to explore the world around them.· Specialist supportive equipment for children with physical needs- support from physio, OT and MOVE programme.· MOVE Programme; individualised programmes of support and physiotherapy programs for children with physical needs with reduction of prompting clearly outlined· Sensory room; opportunities to work on floor and bed with motivating switch operated equipment, as well as standing practice at touch wall or sensory wall. Develop independent and purposeful movement using floor projector.· Soft play/soft zones in classrooms; use motivating and exciting objects to work on head control, sitting, crawling, walking and transitioning.· Open classroom set ups, free of obstacles for children to explore independently.· Rebound therapy in the gym by trained staff.· Body awareness songs and sensory massage.· Playground; sensory zones, sloping and undulating walkways. Roundabout, swing.· Opportunities to develop walking skills; transitioning to motivating sessions such as soft play, sensory room, play zone.· MATP and / or real PE sessions <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">· Yearly sports day.· Walking short distances to places in the community.



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Fine Motor:

Pupils will be able to use a range of grasps and actions in order to explore objects.

Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon.

Key Strategies and types of resources:

- Access to motivating cause and effect toys and equipment.
- Access to motivating and exciting objects of different sizes and textures.
- Specialist cutlery and equipment for feeding; boat plates, chunky handles etc.
- A-frames and mobiles to encourage grasping and manipulating in order to explore the world around them.
- Light box or mirror work with objects or blocks.
- Class music corner with a range of instruments.
- Messy play; wet and dry for scooping, pouring and exploring
- Sensory room; using switch operated equipment.
- Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore
- Grasp bags with motivating items with a sensory element – squeaky toys, sensory balls, space blanket etc
- Exploring playdough and similar materials to develop grasps and strength.
- Differentiated prompting for carrying out functional tasks; hand under hand, initial physical prompt, modelling.
- Container play; variety of containers available throughout the week to encourage exploration and problem solving.

Community/Specialist Provision:

- Playgrounds; scooping and pouring mud kitchen.

Swimming:

Pupils will be able to feel confident in the water when supported by an adult.

Pupils will be aware of the different body movements they can make in the water.

Key Strategies and types of resources:

- Weekly hydrotherapy session in school pool with halliwick trained staff; utilise large scale floating aids, floating jackets, high level of physical support from an adult, motivating light and sound toys.
- Swimming awards differentiated across school
- Water trays and water play are regularly available in class/outdoor areas.

Community/Specialist Provision:

- Energise swimming pool for appropriate pupils when in upper KS2.





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Semi - formal curriculum (linked to branches 5-7)

By the end of this curriculum stage, pupils will be able to... (include functional reasons for applying these skills)

Gross Motor:

Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc.

Pupils will be able to throw and catch a range of different sized balls or objects.

Pupils will be able to apply a range of movements to different contexts.

Key Strategies and types of resources:

- Access to weekly PD session- zones to include climbing (benches, climbing frame, horse), active (simple circuits for moving in different ways) and ball skills (range of balls, nets, targets, Boccia, Kurling)
- Discrete PE sessions from PESSN; ball skills, throwing and catching.
- Playground; ball skills with nets, targets, containers. Climbing frames and active zones consistently in use. Range of tricycles and balance bikes available in all playgrounds, bike track in KS2 playground.
- Trampettes in most classrooms; develop jumping and range of movements.
- Big trampoline for rebound.
- Body awareness and action songs.
- May have real PE sessions in the gym weekly.

Community/Specialist Provision:

- Sports Day
- Local parks and playgrounds
- Get cycle events
- Energise swimming pool for appropriate pupils when in upper KS2.
- SSSP competitive events with other schools





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Fine Motor:

Pupils will be able to use fine motor skills as part of construction activities.

Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing.

Pupils will be able to use simple tools such as scissors and mark making tools with increasing control.

Key Strategies and types of resources:

- Backwards chaining- for dressing and undressing skills.
- Visual schedules to support the ordering of actions in self-help routines.
- Specialist cutlery for eating skills.
- Exploring playdough and similar materials to develop grasps and strength.
- Construction area in classroom with large and small scale construction consistently available.
- Write-dance sessions; develop fine motor grasps with mark making tools.
- Snack and Dinner; opportunities to use grasps to select foods for self-service
- Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons.
- Mark making areas indoor and outdoor; range of mark making materials and tools available including lots of sensory mark making experiences.
- Role play areas with simple tools
- Busy fingers areas / sessions
- A range of fine motor play activities in class with a range of tools easily accessible for pupils to use.
Eg: scoops, spoons, tweezers, scissors, pipettes
- ICT; writing apps for iPad and whiteboard
- Turning on taps, using soap and towel dispenser

Community/Specialist Provision:

- Copse / Forest Schools; mark making with sticks, mud, water etc.





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<p>Swimming: Pupils will be able to kick and pull to propel themselves in the water.</p> <p>Pupils understand how to stay afloat in the water and use their body movements to help them stay safe in the water.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none">· Weekly swimming session in local pool with swim coach; consistent and structured approach to develop early swimming skills and confidence in the water.· Floating aides, jackets, noodles, small floats, adult support at lowest level required.· Motivating items and toys to collect and explore.· Floating and gliding with adult support· Swimming awards <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">· Energise swimming pool for appropriate pupils when in upper KS2. These sessions are taught by swimming teachers and are differentiated based on ability by the depth of the water and targets working on.
<p>Formal curriculum (linked to branches 8+) By the end of this curriculum stage, pupils will be able to... (include functional reasons for applying these skills)</p> <p>Gross Motor: Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using.</p> <p>Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none">· Weekly PD session; climbing zone in gym, ball skills to include visuals for simple turn taking games.· Equipment available to practice balance and gymnastic activities eg balance beam, wobble boards, high horse.· Trampoline; apply different movements to different contexts.· Playgrounds; basketball nets and balls, bike track with bikes, climbing frame (sensory garden and KS1 playground)· Team games equipment available for sessions. Visuals to explain rules, keeping scores.· Soft Play; climbing, chase games, hide and seek.· Real PE sessions in the gym weekly. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">· SSSP competitive events with other schools· Sports Day· Get cycle; adapted bikes.





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<p>Pupils will use a range of gross motor skills and apply them to different contexts.</p> <p>Pupils will understand the rules of and take part in simple team games.</p>	
<p>Fine Motor:</p> <p>Pupils can use fine motor skills to complete all aspects of dressing and undressing independently.</p> <p>Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc)</p> <p>Pupils can handle a range of tools with increasing independence.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none">· Backwards chaining for dressing and undressing· Visual schedules to support sequencing in self-help tasks· Mark making areas indoor and outdoor; range of mark making tools available.· Opportunities to include mark-making/writing, use of a range of tools in the role-play area.· Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping.· Cooking sessions; using knives to cut harder foods, using different tools (graters, ladles, tin openers etc) to prepare food items.· Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons.· ICT; use of one click and standard mouse· Construction; more complex connecting construction such as Lego or Sticklebricks. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">· Forest schools opportunities in the copse
<p>Swimming:</p> <p>Pupils will be able to swim independently on front and back.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none">· Minimal physical prompting from adults





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Pupils will be confident enough to access the water, including underwater, with an increasing level of independence.

- Underwater swimming through hoops, retrieving toys from the bottom of the pool, chasing underwater lights.
- Balls and other resources available for simple games.
- Floating and gliding without adult prompting
- Swimming awards

Community/Specialist Provision:

- Energise swimming sessions

