	Cycle 1 (2025/26)						Cycle 2 (2026/27)						Cycle 3 (2027/28)					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Pathway 1	**Gross Motor:** Pupils will be able to actively explore their immediate environment in order to make choices. **Fine Motor:** Pupils will be able to use a range of grasps and actions in order to explore objects. **Swimming:** Pupils will be able to feel confident in the water when supported by an adult.	**Gross Motor:** Pupils will be aware of their bodies and some of the different movements they can make. **Fine Motor:** Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon. **Swimming:** Pupils will be aware of the different body movements they can make in the water.	**Gross Motor:** Pupils will be able to move across different levels to explore their environment. **Fine Motor:** Pupils will be able to use a range of grasps and actions in order to explore objects. **Swimming:** Pupils will be able to feel confident in the water when supported by an adult.	**Gross Motor:** Pupils will be able to actively explore their 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Pathway 2	**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. **Fine Motor:** Pupils will be able to use fine motor skills as part of construction activities. **Swimming:** Pupils will be able to kick and pull to propel	**Gross Motor:** Pupils will be able to throw and catch a range of different sized balls or objects. **Fine Motor:** 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. **Swimming:** Pupils	**Gross Motor:** Pupils will be able to apply a range of movements to different contexts. **Fine Motor:** Pupils will be able to use simple tools such as scissors and mark making tools with increasing control. **Swimming:** Pupils will be able to kick and pull to propel themselves in the water.	**Gross Motor:** Pupils will be able to use gross motor skills to confidently use simple 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	themselves in the water.	understand how to stay afloat in the water and use their body movements to help them stay safe in the water.		use their body movements to help them stay safe in the water.	and pull to propel themselves in the water.	to help them stay safe in the water.	in the water.	how to stay afloat in the water and use their body movements to help them stay safe in the water.		use their body movements to help them stay safe in the water.	and pull to propel themselves in the water.	to help them stay safe in the water.	in the water.	how to stay afloat in the water and use their body movements to help them stay safe in the water.		use their body movements to help them stay safe in the water.	and pull to propel themselves in the water.	to help them stay safe in the water.
Pathway 3	**Gross Motor:** Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using. **Fine Motor:** Pupils can use fine motor skills to complete all aspects of dressing and undressing independently. **Swimming:** Pupils will be able to swim independently on front and back.	**Gross Motor:** Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike. **Fine Motor:** Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc) **Swimming:** Pupils will be confident enough to access the water, including underwater, with an increasing level of independence.	**Gross Motor:** Pupils will use a range of gross motor skills and apply them to different contexts. **Fine Motor:** Pupils can handle a range of tools with increasing independence. **Swimming:** Pupils will be able to swim independently on front and back.	**Gross Motor:** Pupils will understand the rules of 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Curriculum: Implementation

Pathway 1

Key Strategies and types of resources:

· 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

Community/Specialist Provision:

· Yearly sports day.

· Walking short distances to places in the community.

· Soft Play / White room / Sensory room

· 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, modeling.

· Container play; variety of containers available throughout the week to encourage exploration and problem solving.

Community/Specialist Provision:

· Playgrounds; scooping and pouring mud kitchen.

· 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.

· Use of school hydro pool following the swimming award scheme.

Pathway 2

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

· 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.

· 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

Community/Specialist Provision:

· 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.

Pathway 3

Key Strategies and types of resources:

· 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.

Community/Specialist Provision:

· SSSP competitive events with other schools

· Sports Day

· Get cycle; adapted bikes.

· 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.

Community/Specialist Provision:

· Forest schools opportunities in the copse

· 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 and competitive sessions with other schools.