

# PE

2023-2024

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Grange Drive	EYFS/KS1	Nightingales	<b>MATP</b> Motor skills individual programmes. PD in morning and afternoon set up Inc. fine and gross motor, MATP, Sensory Circuits,	<b>MATP</b> Games – sharing together Prance and Dance	<b>MATP</b> Gymnastics- push me pull me.		<b>MATP</b> Athletics: Starting Blocks		
		Kingfishers							
	KS2	Hummingbirds	<b>MATP</b> Working on pupils individual motor Activity Training Programme targets. MATP targets will focus on the main subject being studied below.						
			<b>Functional Movement (OAA/Team Building)</b> 4 Lessons Min  Comp: Teaching Fundamental movement skills (e.g. walk, run, co-ordination, balance, jump) Initial movement assessment made by teacher.  Cre: Establishing rules and routines  Com: Teaching communication skills.  <b>Team Games</b> Remaining Lessons  Comp: Ball skills (Throwing, catching, rolling etc).  Cre: Negotiating space and embedding rules.  Com: Developing communication for team games.	<b>Team Games</b> Remaining Lessons  Comp: Ball skills (Throwing, catching, rolling etc).  Cre: Negotiating space and embedding rules.  Com: Developing communication for team games.	<b>Functional Movement (Gymnastics)</b> 7-8 lessons  4 weeks of floor gymnastics minimum – progression to vaulting or parkour.  Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.  Cre: Modeling giving feedback on performance.  Comm: Develop awareness of personal space and boundaries of touch.	<b>Net Games</b> 5-6 lessons  Comp: Continued development of fundamental movement skills specifically that of striking.  Cre: Further establishing rules and routines  Com: Development of co-operational play.	<b>Striking and Fielding</b>  Comp: Continued development of fundamental movement skills specifically that of striking.  Cre: Further establishing rules and routines  Com: Development of co-operational play.	<b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b>  Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)  Cre: Further establishing rules and routines  Com: Development of co-operational play.	
<b>OAA/Team Building</b> 4 Lessons Min  Initial movement assessment made by teacher.  Establishing rules and routines.  Teaching Fundamental movement and communication skills.  <b>Team Games</b> Remaining Lessons  Negotiating space, embedding rules and developing communication for team games.			<b>Functional Movement (Gymnastics)</b> 7-8 lessons  4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.  Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.  Cre: Modeling and begin giving feedback on performance.  Comm: Develop awareness of personal space and boundaries of touch.  3 weeks progression lessons – Vaulting, Parkour, Moving for Fitness or Indoor Athletics practise.	<b>Invasion Games</b>  Ball skills (Throwing, catching, kicking etc).  Comp: Ball skills (Throwing, catching, rolling etc).  Cre: Negotiating space and embedding rules.  Com: Developing communication for team games (this may still be with adults).  This is a progression from team games – where appropriate groups may continue with team games.  Groups may cover 1 choice of sport or complete 2 intro's over the term.	<b>Net Games</b> 5-6 lessons  Comp: Continued development of fundamental movement skills specifically that of striking.  Cre: Further establishing rules and routines  Com: Development of co-operational play.	<b>Striking and Fielding</b>  Comp: Continued development of fundamental movement skills specifically that of striking.  Cre: Further establishing rules and routines  Com: Development of co-operational play.	<b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b>  Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)  Cre: Further establishing rules and routines  Com: Development of co-operational play.		
Penguins	<b>OAA/Team Building</b> 4 Lessons Min  Initial movement assessment made by teacher.  Establishing rules and routines.  Teaching Fundamental movement and communication skills.	<b>Functional Movement (Gymnastics)</b> 7-8 lessons  4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.	<b>Invasion Games</b>  Ball skills (Throwing, catching, kicking etc).  Comp: Ball skills (Throwing, catching, rolling etc).  Cre: Negotiating space and embedding rules.	<b>Net Games</b> 5-6 lessons  Comp: Continued development of fundamental movement skills specifically that of striking.  Cre: Further establishing rules and routines  Com: Development of co-operational play.	<b>Striking and Fielding</b>  Comp: Continued development of fundamental movement skills specifically that of striking.  Cre: Further establishing rules and routines  Com: Development of co-operational play.	<b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b>  Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)  Cre: Further establishing rules and routines			



# Long Term Curriculum Map

			<p><b>Team Games</b> Remaining Lessons</p> <p>Negotiating space, embedding rules and developing communication for team games.</p>	<p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: Modeling and begin giving feedback on performance.</p> <p>Comm: Develop awareness of personal space and boundaries of touch.</p> <p>3 weeks progression lessons – Vaulting, Parkour, Moving for Fitness or Indoor Athletics practise.</p>	<p>Com: Developing communication for team games (this may still be with adults).</p> <p>This is a progression from team games – where appropriate groups may continue with team games.</p> <p>Groups may cover 1 choice of sport or complete 2 intro's over the term.</p>			<p>Com: Development of co-operational play.</p>
Engagement	Merlins	<p><b>MATP</b> Working on pupils individual motor Activity Training Programme targets.</p>						
	Owls	<p><b>MATP</b> Working on pupils individual motor Activity Training Programme targets. MATP targets will focus on the main subject being studied below.</p>						
KS2/3	Eagles	<p><b>MATP</b> 4 Lessons Min</p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p>	<p><b>MATP &amp; Functional Movement (Gymnastics)</b> 7-8 lessons</p> <p><u>Working on pupils individual motor Activity Training Programme targets.</u></p> <p>Embedded within; 4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: Modeling and begin giving feedback on performance.</p> <p>Comm: Develop awareness of personal space and boundaries of touch.</p> <p>3 weeks progression lessons – Vaulting, Parkour, Moving for Fitness or Indoor Athletics practise.</p>	<p><b>MATP &amp; Invasion Games</b></p> <p><u>Working on pupils individual motor Activity Training Programme targets.</u></p> <p>Embedded within; Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>This is a progression from team games – where appropriate groups may continue with team games.</p> <p>Groups may cover 1 choice of sport or complete 2 intro's over the term.</p>	<p><b>MATP &amp; Net Games</b> 5-6 lessons</p> <p><u>Working on pupils individual motor Activity Training Programme targets.</u></p> <p>Embedded within; Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>MATP &amp; Striking and Fielding</b></p> <p><u>Working on pupils individual motor Activity Training Programme targets.</u></p> <p>Embedded within; Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>MATP &amp; Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p><u>Working on pupils individual motor Activity Training Programme targets.</u></p> <p>Embedded within; Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	
		<p><b>MATP &amp; Team Games</b> Remaining Lessons</p> <p>Negotiating space, embedding rules and developing communication for team games.</p> <p>Working on pupils individual motor Activity Training Programme targets.</p>	<p><b>Functional Movement (OAA/Team Building)</b> 4 Lessons Min</p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p>	<p><b>Team Games/ Invasion Games</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students should begin on a team game and move onto a specific invasion game or game play of kinball for development.</p>	<p><b>Functional Movement (Gymnastics)</b> 7-8 lessons</p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: give opportunities to reflect and feedback on performance.</p> <p>Comm: Develop awareness of personal space, boundaries of touch and building on co-operative activities.</p> <p>3 weeks progression lessons – Vaulting, Parkour, HRF or Indoor Athletics practise.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational competition.</p>
KS3	Goldfinches	<p><b>Team Games</b> Remaining Lessons</p> <p>Negotiating space, embedding rules and developing communication for team games.</p>	<p><b>Invasion Games/ Kinball</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space, game tactics and embedding rules.</p>	<p><b>Functional Movement</b> 7-8 lessons</p> <p>2 x 3-4 week blocks or 1 long block.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: give opportunities to reflect and feedback on performance.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p>	
		<p><b>Functional Movement (Team Building or HRF)</b></p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p>	<p><b>MATP</b> Working on pupils individual motor Activity Training Programme targets.</p>					
Post 16		<p><b>Functional Movement (Team Building or HRF)</b></p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p>	<p><b>Invasion Games/ Kinball</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space, game tactics and embedding rules.</p>	<p><b>Functional Movement</b> 7-8 lessons</p> <p>2 x 3-4 week blocks or 1 long block.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: give opportunities to reflect and feedback on performance.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p>	
		<p><b>Functional Movement (Team Building or HRF)</b></p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p>	<p><b>MATP</b> Working on pupils individual motor Activity Training Programme targets.</p>					



# Long Term Curriculum Map

		The Lodge	<p><b>Team Games</b> Remaining Lessons</p> <p>Negotiating space, embedding rules and developing communication for team games.</p>	<p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students can cover 1 or 2 invasion games or Kinball in this time period.</p>	<p>Comm: Develop awareness of personal space, boundaries of touch and building on co-operative activities.</p>		<p>Com: Development of co-operational play and competition.</p>	<p>Com: Development of co-operational competition.</p>	
Birch Wood Vale	Nurture	JM- Nurture							
	Transition	DH - Transition	<p><b>OAA/Team Building</b> 4 Lessons Min</p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p>	<p><b>Invasion Games</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>This is a progression from team games – where appropriate groups may continue with team games.</p> <p>Groups may cover 1 choice of sport or complete 2 intro's over the term.</p>	<p><b>Functional Movement (Gymnastics)</b> 7-8 lessons</p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: Modeling and begin giving feedback on performance.</p> <p>Comm: Develop awareness of personal space and boundaries of touch.</p> <p>3 weeks progression lessons – Vaulting, Parkour, Moving for Fitness or Indoor Athletics practise.</p>	<p><b>Net Games</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	
			Year 7	<p><b>Team Games</b> Remaining Lessons</p> <p>Negotiating space, embedding rules and developing communication for team games.</p>	<p><b>Team Games/ Invasion Games</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students should begin on a team game and move onto a specific invasion game or game play of kinball for development.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Functional Movement (Gymnastics)</b> 7-8 lessons</p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: give opportunities to reflect and feedback on performance.</p> <p>Comm: Develop awareness of personal space, boundaries of touch and building on co-operative activities.</p> <p>3 weeks progression lessons – Vaulting, Parkour, HRF or Indoor Athletics practise.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational competition.</p>
			Year 8	<p><b>Functional Movement (OAA/Team Building)</b> 4 Lessons Min</p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p> <p><b>(Indoor Athletics Prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Team Games/ Invasion Games</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students should begin on a team game and move onto a specific invasion game or game play of kinball for development.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Functional Movement (Gymnastics)</b> 7-8 lessons</p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination.</p> <p>Cre: give opportunities to reflect and feedback on performance.</p> <p>Comm: Develop awareness of personal space, boundaries of touch and building on co-operative activities.</p> <p>3 weeks progression lessons – Vaulting, Parkour, HRF or Indoor Athletics practise.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational competition.</p>
	KS3	Year 9	<p><b>Functional Movement (Team Building or HRF)</b></p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p> <p><b>Functional Movement (Indoor Athletics Prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Invasion Games/ Kinball</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space, game tactics and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students can cover 1 or 2 invasion games or Kinball in this time period.</p> <p><b>Functional Movement (Gymnastics)</b></p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p>	<p><b>Net Games</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational competition.</p>	
		Year 10	<p><b>Functional Movement (Team Building or HRF)</b></p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p> <p><b>Functional Movement (Indoor Athletics Prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Invasion Games/ Kinball</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space, game tactics and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students can cover 1 or 2 invasion games or Kinball in this time period.</p> <p><b>Functional Movement (Gymnastics)</b></p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p>	<p><b>Net Games</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational competition.</p>	
KS4	Year 11	<p><b>Functional Movement (Team Building or HRF)</b></p> <p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p> <p><b>Functional Movement (Indoor Athletics Prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Invasion Games/ Kinball</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p> <p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space, game tactics and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students can cover 1 or 2 invasion games or Kinball in this time period.</p> <p><b>Functional Movement (Gymnastics)</b></p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p>	<p><b>Net Games</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational competition.</p>		



# Long Term Curriculum Map

				Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination. Cre: give opportunities to reflect and feedback on performance. Comm: Develop awareness of personal space, boundaries of touch and building on co-operative activities.				
Options	KS4	BTEC Sport Award	<p><b>Unit SP5 – How the body works</b></p> <p>A) Carry out tests to measure the effects of exercise on the body B) Manage information and communicate test results.</p> <p><b>A2 – Creating a personal progression plan</b></p> <p>A) Explore the skills and behaviours needed to meet personal progression goal B) Produce a progression plan to meet intended progression goal.</p>		<p><b>SP6 – Training for Fitness</b></p> <p>A) Plan a training session that meets specific needs B) Demonstrate communication skills in the delivery of a training session to meet specific needs.</p> <p><b>A2 – Creating a personal progression plan</b></p> <p>A) Explore the skills and behaviours needed to meet personal progression goal B) Produce a progression plan to meet intended progression goal.</p>			
		BTEC Sport Certificate	<p><b>Unit SP5 – How the body works</b></p> <p>A) Carry out tests to measure the effects of exercise on the body B) Manage information and communicate test results.</p> <p><b>A1 – Being Organised</b></p> <p>A) Explore techniques to improve own organisational skills B) Review the use of techniques to improve own organisational skills.</p>		<p><b>SP6 – Training for Fitness</b></p> <p>A) Plan a training session that meets specific needs B) Demonstrate communication skills in the delivery of a training session to meet specific needs.</p> <p><b>A1 – Being Organised</b></p> <p>A) Explore techniques to improve own organisational skills B) Review the use of techniques to improve own organisational skills.</p>			
BW College	Post 16	BVC A BVC N + R	Engaging in physical activity in the community to develop independent life skills.					
Autism Provision	KS2	The Treehouse	<p><b>OAA/Team Building</b> 4 Lessons Min</p> <p>Initial movement assessment made by teacher. Establishing rules and routines. Teaching Fundamental movement and communication skills.</p> <p><b>Team Games</b> Remaining Lessons</p> <p>Negotiating space, embedding rules and developing communication for team games.</p>	<p><b>Functional Movement (Gymnastics)</b> 7-8 lessons</p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group.</p> <p>Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination. Cre: Modeling and begin giving feedback on performance. Comm: Develop awareness of personal space and boundaries of touch.</p> <p>3 weeks progression lessons – Vaulting, Parkour, Moving for Fitness or Indoor Athletics practise.</p>	<p><b>Invasion Games</b></p> <p>Ball skills (Throwing, catching, kicking etc). Comp: Ball skills (Throwing, catching, rolling etc). Cre: Negotiating space and embedding rules. Com: Developing communication for team games (this may still be with adults). This is a progression from team games – where appropriate groups may continue with team games. Groups may cover 1 choice of sport or complete 2 intro's over the term.</p>	<p><b>Net Games</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking. Cre: Further establishing rules and routines Com: Development of co-operational play.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Continued development of fundamental movement skills specifically that of striking. Cre: Further establishing rules and routines Com: Development of co-operational play.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination) Cre: Further establishing rules and routines Com: Development of co-operational play.</p>
	KS3	The Yard The Den	<p><b>Functional Movement (OAA/Team Building)</b> 4 Lessons Min</p> <p>Initial movement assessment made by teacher. Establishing rules and routines. Teaching Fundamental movement and communication skills.</p> <p><b>(Indoor Athletics Prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination) Cre: Further establishing rules and routines Com: Development of co-operational play.</p>	<p><b>Team Games/ Invasion Games</b></p> <p>Ball skills (Throwing, catching, kicking etc). Comp: Ball skills (Throwing, catching, rolling etc). Cre: Negotiating space and embedding rules. Com: Developing communication for team games (this may still be with adults). Split the weeks as appropriate to the group – students should begin on a team game and move onto a specific invasion game or game play of kinball for development.</p>	<p><b>Functional Movement (Gymnastics)</b> 7-8 lessons</p> <p>4 weeks of gymnastics minimum – this could be floor or vaulting depending on needs and ability of group. Comp: Teaching fundamental movement through space – focus on strength, balance and co-ordination. Cre: give opportunities to reflect and feedback on performance. Comm: Develop awareness of personal space, boundaries of touch and building on co-operative activities.</p> <p>3 weeks progression lessons – Vaulting, Parkour, HRF or Indoor Athletics practise.</p>	<p><b>Striking and Fielding</b></p> <p>Comp: Development of fundamental movement skills specifically that of striking. Cre: Further establishing rules and routines Com: Development of co-operational play.</p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p> <p>Comp: Continued development of fundamental movement skills specifically that of striking. Cre: Further establishing rules and routines Com: Development of co-operational play and competition.</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination) Cre: Further establishing rules and routines Com: Development of co-operational competition.</p>
	KS4	The Nook	<p><b>Functional Movement (Team Building or HRF)</b></p>	<p><b>Invasion Games/ Kinball</b></p> <p>Ball skills (Throwing, catching, kicking etc).</p>	<p><b>Net Games</b> 5-6 lessons</p>	<p><b>Striking and Fielding</b></p>	<p><b>Net Games (Tennis)</b> 5-6 lessons</p>	<p><b>Functional Movement (Moving for Fitness and Athletics/ Sports day prep)</b></p>



# Long Term Curriculum Map

			<p>Initial movement assessment made by teacher.</p> <p>Establishing rules and routines.</p> <p>Teaching Fundamental movement and communication skills.</p> <p style="text-align: center;"><b><u>Functional Movement</u></b> <b><u>(Indoor Athletics Prep)</u></b></p> <p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p>Comp: Ball skills (Throwing, catching, rolling etc).</p> <p>Cre: Negotiating space, game tactics and embedding rules.</p> <p>Com: Developing communication for team games (this may still be with adults).</p> <p>Split the weeks as appropriate to the group – students can cover 1 or 2 invasion games or Kinball in this time period.</p>	<p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p> <p>Comm: Develop awareness of personal space, boundaries of touch and building on co-operative activities.</p>	<p>Comp: Development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play.</p>	<p>Comp: Continued development of fundamental movement skills specifically that of striking.</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational play and competition.</p>	<p>Comp: Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p>Cre: Further establishing rules and routines</p> <p>Com: Development of co-operational competition.</p>
--	--	--	---	---	---	--	--	--

