



KELFORD SCHOOL – LONG TERM PLAN – Physical Development

| Key: EYFS Phase 1 & 2 Phase 3 | Autumn 1 | Autumn 2 | Spring | Summer 1 | Summer 2 |
|--|---|---|--|--|---|
| TOPIC | Who we are and Where we belong | Time travellers | Animal Kingdom | Our Beautiful Planet | Lights camera action |
| Cycle 1 | Dance & Gymnastics Dance & Gymnastics Dance | Multi Skills Multi Skills – Striking Badminton | Ball skills – Football Ball Skills - Football Effects of Training – CV Fitness | Striking Activities Striking & Fielding Cricket | Athletics Athletics Athletics |
| TOPIC | Changes | Power to the people | Out of this world | We are the champions | The Carnival |
| Cycle 2 | Dance & Gymnastics Dance & Gymnastics Dance | Multi Skills Multi Skills- Net Games Badminton & Tennis | Ball skills – Football Ball skills - Basketball Effects of Training – CV Fitness | Striking & Activities Striking & Fielding Rounders | Athletics Athletics Athletics |
| TOPIC | Evolution and revolution | Celebrate the world | Shaping the world | From Field to Fork – planting and planning | From Field to Fork/Glorious galleries. |
| Cycle 3 | Dance & Gymnastics Dance & Gymnastics Dance | Multi Skills Multi Skills- Net games Tennis | Ball skills – Basketball Ball skills – Tag Rugby Effects of Training – CV Fitness | Striking Activities Striking & Fielding Rounders & Cricket | Athletics Athletics Athletics |

** Rotherham United Football club deliver sessions to all classes across the academic year – when it is a class’s turn to participate, they substitute the PE activity for this session and then come back to what they should have taught later in the year

Key Indicators (linked to Pupil Premium)

1. Engagement in regular PE/Physical activity
2. Raise profile of sport across school;
3. Increase confidence, knowledge and skills in teaching staff
4. Broader experiences of a range of activities
5. Increase participation in competitive sport



| Cycle 1 | Who we are and Where we belong | Time travellers | Animal Kingdom | Our Beautiful Planet | Lights camera action |
|--------------------|---|--|--|--|---|
| Phase 1 (Year 1-3) | <p>Dance & Gymnastics (Yr1)</p> <p>Listening to instructions Explore the space & environment Listen to music & explore ways of moving the body. Look at different ways to travel</p> | <p>Multi-Skills (Yr1)</p> <p>Listening to instructions Turn taking Listening to friends & peers Basic skills – throwing & catching, stopping a ball</p> | <p>Ball Skills -Football (Yr1)</p> <p>Listening to instructions Turn taking Control: Throwing & catching Rolling & passing a ball Stopping a ball Kicking into a direction with aim</p> | <p>Striking Activities (Yr1)</p> <p>Turn taking Listening to instructions Listening to friends & peers</p> | <p>Athletics (Yr1)</p> <p>Listening to instructions Turn taking Explore: Jumping Throwing Running</p> |
| Phase 2 (Year 4-6) | <p>Dance & Gymnastics (Yr4)</p> <p>Listening to instructions Move in coordinated way Link, combine & perform a short sequence Balance ideas</p> | <p>Multi-Skills (Yr4)</p> <p>Listening to instructions Control: Ball skills – throwing & catching, stopping & passing the ball Rules</p> | <p>Ball Skills - Football (Yr4)</p> <p>Listening to instructions Turn taking Stopping & passing Small sided games Rules</p> | <p>Striking & Fielding (Yr4)</p> <p>Listening to instructions Turn taking Reading maps & clues teamwork</p> | <p>Athletics (Yr4)</p> <p>Listening to instructions Turn taking Repeat throwing, jumping & running Explore measure – time & distance</p> |
| Phase 3 (Year 7-9) | <p>Dance & Gymnastics (Yr7)</p> <p>Explore movement ideas Link ideas into short routines Levels, speed, directions Performance – WWW/EBI</p> | <p>Multi-Skills (Yr7)</p> <p>Teamwork Selecting, combining & performing skills necessary Rules Boundaries of play</p> | <p>Effects of Training – Football (Yr7)</p> <p>Heart rate Warm-up & cool-down Impact of physical activity Passing & dribbling Control & accuracy Small sided games WWW/EBI</p> | <p>Cricket (Yr7)</p> <p>Throwing & catching Hitting & fielding</p> | <p>Athletics (Yr7)</p> <p>Accuracy & good technique for throwing & jumping Pace when running Measure – time & distance WWW/EBI</p> |



| Cycle 2 | Changes | Power to the people | Out of this world | We are the champions | The Carnival |
|--------------------|---|--|---|---|--|
| Phase 1 (Year 1-3) | <p>Dance & Gymnastics (Yr2)</p> <p>Listening to instructions Turn taking Copy & repeat movements to action songs Start to work on simple routines/sequences Coordination</p> | <p>Multi-Skills (Yr2)</p> <p>Listening to instructions Turn taking Develop basic movements – jumping, running, throwing & catching Control accuracy</p> | <p>Ball Skills - Football (Yr2)</p> <p>Listening to instructions Turn taking Control – stopping the ball Begin working with a partner</p> | <p>Striking Activities (Yr2)</p> <p>Listening to instructions Turn taking Listening to friends & peers Begin reading clues & maps</p> | <p>Athletics (Yr2)</p> <p>Listening to instructions Turn taking Control & accuracy of throws, jumps & running</p> |
| Phase 2 (Year 4-6) | <p>Dance & Gymnastics (Yr5)</p> <p>Control Travel & balance Imagination Sequence/routines</p> | <p>Multi-Skills (Yr5)</p> <p>Work cooperatively Control of body Accuracy of skills</p> | <p>Ball Skills - Football (Yr5)</p> <p>Power Accuracy Awareness of space Possession in small sided games</p> | <p>Striking & Fielding (Yr5)</p> <p>Group work Listening to others Clues & maps Problem solving</p> | <p>Athletics (Yr5)</p> <p>Springing & distance running Range of throwing actions Agility Control & accuracy</p> |
| Phase 3 (Year 7-9) | <p>Dance & Gymnastics (Yr8)</p> <p>Decide on own music to create a routine to Select, combine & perform movement ideas & balances Beat pattern Convey expression WWW/EBI</p> | <p>Badminton/Tennis (Yr8)</p> <p>Racket control – forehand & backhand Accuracy of shot over a net Hand-eye coordination Scoring system Boundaries of play WWW/EBI</p> | <p>Effects of Training - Football (Yr8)</p> <p>Heart as a muscle Recognise good health balance Control & Accuracy – stopping, passing, dribbling Scoring Outwitting an opponent Rules & regulations Boundaries of play WWW/EBI</p> | <p>Rounders (Yr8)</p> <p>Throwing & catching Spatial awareness Hitting – directional play Outwitting an opponent Rules WWW/EBI</p> | <p>Athletics (Yr8)</p> <p>Perform with greater speed, fluency & accuracy in jumping, throwing & running Measure – time & distance WWW/EBI</p> |



| Cycle 3 | Evolution and revolution | Celebrate the world | Spring - Shaping the world | From Field to Fork | From field to fork/ Glorious Galleries |
|---------------------------|--|--|---|--|---|
| Phase 1 (Year 1-3) | <p>Dance & Gymnastics (Yr3)</p> <p>Listening to instructions Working in pairs Spatial awareness Select, combine & perform a simple sequence – action songs</p> | <p>Multi-Skills (Yr3)</p> <p>Listening to instructions Turn taking Control Accuracy Working in pairs/small teams Rules of play</p> | <p>Ball Skills - Football (Yr3)</p> <p>Listening to instructions Turn taking Control of ball – stopping, dribbling, movements Accuracy – aim & direction</p> | <p>Striking Activities (Yr3)</p> <p>Listening to instructions Turn taking Reading instructions Group discussions – clues Reading maps</p> | <p>Athletics (Yr3)</p> <p>Listening to instructions Turn taking Control of jumps, running & throwing Measurement – time & distance</p> |
| Phase 2 (Year 4-6) | <p>Dance & Gymnastics (Yr6)</p> <p>Precision, control & fluency Direction, levels, speed Performances – WWW/EBI</p> | <p>Multi-Skills (Yr6)</p> <p>Sending, receiving & travelling Perform with speed, fluency & accuracy</p> | <p>Ball Skills - Football (Yr6)</p> <p>Combine stopping, moving, passing skills Small sided games Accuracy & power</p> | <p>Striking & Fielding (Yr6)</p> <p>Work with a partner or in small groups Map reading Teamwork</p> | <p>Athletics (Yr6)</p> <p>Pace during running Power & strength Measure – time & distance</p> |
| Phase 3 (Year 7-9) | <p>Dance & Trampolining (Yr9)</p> <p>Experience a variety of action songs from across the decades Select & combine movement ideas Body control & tension Accuracy of movement Beat patterns WWW/EBI</p> | <p>Badminton/Tennis (Yr9)</p> <p>Repeat shots – forehand & backhand Introduce drop shot Outwitting an opponent Scoring Boundaries of play Doubles play WW/EBI</p> | <p>Effects of Training - Football (Yr9)</p> <p>Health benefits Design own warm-up & cool-down routines Games – zones Attack & defence Outwitting an opponent Rules Referee WWW/EBI</p> | <p>Rounders & Cricket (Yr9)</p> <p>Fielding – position of play Hitting – accuracy, control, aim & direction Scoring Throwing & catching accuracy Boundaries & rules of play WWW/EBI</p> | <p>Athletics (Yr9)</p> <p>Competition – jumping, running & throwing Accuracy & control Measure – time & distance Personal best WWW/EBI</p> |



At Kelford school, the Sensory development curriculum is bespoke and there is no aim for students to complete any aspects built into this. This type of curriculum is intended to support the overall development and progression for students and allows them to access their entitlement with regards to sensory aspects and therapies to enable both their sensory and physical development.

| KELFORD SCHOOL – LONG TERM PLAN – Sensory Development | | |
|---|---|--|
| Areas of Curriculum | Activities Available | Impact of Activities |
| Motor Activity Training Programme (MATP) | <p>Mobility – commando crawling, rolling, stepping onto and over objects, stepping on different surfaces</p> <p>Dexterity – Fine finger manipulation grasp and release and maintenance of grasp</p> <p>Striking – Table top activities and using upper body</p> <p>Kicking – laying on the ground and seated</p> | <p>This programme is designed to halt the spiral of inactivity, increase physical activity and optimise physical functioning through the learning and development of skills, students will have the opportunities for:</p> <p>Feeling involved in a variety of activities</p> <p>Explore a variety of sensory and physical aspects to increase and improve concentration coordination and control</p> <p>Realisation -becoming aware of something new (equipment or skills)</p> <p>Anticipation – predicting something new (is the ball coming back?)</p> <p>Persistence – continuing a course of action in spite of difficulty (new skill not performed before, physical difficulties)</p> <p>Initiation – introduction to a new skill</p> <p>Enjoyment – process of taking pleasure in something</p> |
| Sensory Circuits | <p>3 types of activities in a circuit</p> <ul style="list-style-type: none"> - Alerting - Organising - Calming <p>Activities should be done in a set order for best outcomes.</p> <p>Each activity should be done for about 1 minute</p> <p>The following slides are examples of ideas from each section but other ideas could be used</p> <p>Activities can be graded to suit individual children or as they become more skilled.</p> | <p>A series of activities done at the start of the school day to help children become ready to work.</p> <p>Food for the brain – giving children opportunities to get the right/best sort of sensory input</p> <p>Repetition of activities to help them develop better processing and integration of sensory input.</p> |



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|--------------------------------------|---|---|
| <p>Rebound</p> | <p>Rebound therapy uses bounce, momentum and rhythm to facilitate active movement in a gravity free scenario. It is fun and challenging activity enjoyed by children of all ages and all abilities</p> | <p>This is a therapeutic exercise for individuals with a range of physical and learning disabilities on a trampoline. Rebound therapy improves both high and low muscle tone as well as cardiovascular fitness. It is appropriate for children who have a lack of awareness of body position, reduced sensation and problems with posture.</p> |
| <p>Hydrotherapy</p> | <p>Hydrotherapy involves carrying out exercises and specific physiotherapy techniques in warm water to help relieve pain, relax and strengthen muscles, increase circulation and subsequently improve function.</p> | <p>Hydrotherapy allows students who have limited mobility to maximise their mobility in water, other benefits include:</p> <ul style="list-style-type: none"> Reduced pain Faster recovery from surgery Re-education and encouragement of normal movement Allows standing for those who are unable to weight-bare out of water – the buoyancy effects of water Improves walking technique Improves aerobic fitness levels Improves balance & coordination Increases strength and weak muscles Increases range of movement of joints Improves independence and function Improves circulation Mobilises and lengthens muscles Improves self-confidence Reduces fear of falling A relaxing & calming experience |
| <p>Praxis Room</p> | <p>A range of exercises and small activities using a range of soft play equipment and apparatus.</p> | <p>A room developed specifically to support students to learn new skills and execute these in a controlled environment. This space is accessed on a 1:1 basis and allows for bespoke learning to take place.</p> |
| <p>White & Dark Rooms</p> | <p>Two separate rooms available for bespoke work on a 1:1 basis that helps supports visual impairments.</p> | <p>The white and dark rooms are specifically designed to encourage the development of students who require CVI support to help meet their needs as part of their bespoke curriculum. Students work 1:1 with a trained CVI specialist and work on their set targets.</p> |