



Oaklands School AOL Overviews:

Physical Development Curriculum Overview by stages (PD)

Our children need more time than neurotypical peers to develop strong foundations in learning and multiple opportunities to practice skills until they can become generalised. This means that, unlike a mainstream school, we do not set by year group, and so need curriculum documents that offer meaningful repetition of content and skills over a longer time frame than a school year. Within certain subjects, such as the PE element of PD, we have established an outline programme with flexible content that meets the core learning objectives we believe will support children to develop essential skills and behaviours, culminating each Summer in team games & sports. This ensures that a child who is learning within one pathway for several years has opportunities to learn, practice, and over learn skills until they become fully assimilated.

Social interaction and communication skills are areas of need for all Oaklands pupils and so all subjects need to plan development opportunities for these skills within their programme. In addition, PE sessions at Oaklands offer contextualised learning in self care through changing clothing, and opportunities to learn about health and exercise. To ensure that our children get sufficient active physical education learning time, without rushing them through dressing/ undressing time that is so vital, we have incorporated 15 minutes daily of 'Outdoor learning' time within the programme of study. Making links between the half term's core skills and this 'playtime' should ensure that there is more coherence for learners, as well as time to fully generalise learning.

In Primary school, a KS1-2 high-quality physical education curriculum should "inspire pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect" (NC 2014). Most Oaklands pupils' profile of needs will necessitate additional support and structures activities that encourage positive sharing of space before they can tolerate, let alone enjoy, team sports. Therefore the sequence of units begins each year with dance which promotes wellbeing and does not enforce pair or teamwork when children are recalibrating after the Summer break or are new to the school. We then work on sensory stimulus in Autumn 2 to provide staff with more insight into new learners' sensory profiles and to teach/ re-teach core physical skills necessary for learning. This 2nd unit provides skills that will be challenged further in the 3rd unit when precision and control will be needed in addition to specific movements. The 4th unit develops running and turning skills building on Unit 2 and preparing for the final units which bring all prior learning together through a focus on group games, and ultimately team sports.

This document should be read in conjunction with the *Physical Development* handbook which sets out the rationale & intent of the PD curriculum, as well as the PD OPAL ladder. The pathway content, knowledge & skills listed in each section should be acquired by most pupils after 1 year within that pathway and will then be deepened and developed further. Detailed planning by stages within each unit can be found in the OneDrive PD folder.

Dance curriculum content, knowledge & skills tracker				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Children can: - Respond positively to a piece of music - Respond with movement when a piece of music is played - Move around the room safely *If a child responds negatively to music, we will need to carefully consider if dance is an appropriate unit of study. Different genres should be tried as well as tempo/ volume	As before plus, children can: - Move around the school and transition into hall/studio - Move to music – Children will be able to move to the music. - Enjoy Intensive Interaction based movement – adults to copy children's moves - Follow adults modelling movement including use of eye-catching props	As before plus, children can: - Move to music, creating movement that matches the tempo of the music. - Engage in Intensive Interaction – adult to follow the child's moves. - Follow adult-led pattern of movements without music e.g. clap stamp stamp clap stamp stamp - Explore their own movement – jumps, steps, arm movements - Experiment with different ways of moving - Interact with the adults in their class - Accept props such as scarves e.g. children move around with the scarves and create different movements Some children might be starting to create their own movement to music without adult support Some children might be able to move around the room creating movement to the correct tempo of the music	As before plus, children can: - Follow movement to music (Tambourine Game) - Create patterns of movements to music which others follow e.g. <i>Mirror Me</i> - Link movements together (from memory or through visual prompts) - Make movements fast/slow and high/low after modelling - Perform a pattern of movements to others Some children may be engaged with stage 4 content but prefer to do it solo	As before plus, children can: - Work with a partner to create a wider range of movements - Use supported leans - Perform a pattern of memorised movements to others - Give & receive feedback on dance
Jumping & balancing content, knowledge & skills tracker				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Children may have difficulties: Standing upright for 1 minute	As before plus, children can: Jump in various directions with adult support.	As before plus, children can: Jump in various directions with minimal support.	As before plus, children can:	As before plus, children can: Participate in different balances – mirror play with their peers

- Evenly spreading body weight between 2 feet - Standing on one leg - Jumping 2 feet to 2 feet Stage 1 content: - Sitting up straight in centre of a chair - Sharing weight evenly on 2 feet - Leaning from side to side safely	- Jump from different heights with adult support - Jump on different pieces of apparatus such as trampettes with adult support - Jump from two feet to two feet with adult support - Explore different balances with adult support - Explore different balances on equipment with adult and visual support Some children will be able to jump from two feet to one foot with some support.	- Jump from different heights with minimal support. - Jump on different pieces of apparatus such as trampettes with minimal support. - Jump from two feet to two feet with minimal support. - Explore different balances with minimal support. - Explore different balances on equipment with minimal adult and visual support. Some children will be able to jump from two feet to one foot with no support	- Perform different types of jumps in various directions with minimal support. - Jump from two feet to one foot (Hopscotch) - Jump from one foot to the same foot (Hopping & leaping) - Copy balances an adult demonstrates with little or no support - Balance on an object such as an A Frame or on a balance beam with some support - Jump over obstacles - Create their own weight bearing balance on the floor - Balance on an object independently	- Jump in various directions and at different heights - Jump using the correct technique (bend knees before and after we jump and use our arms to push us up further). - Explore different ways they can jump in a competitive nature e.g. who can jump the furthest. - Take part in athletics events such as triple jump Some children may be able to use their maths skills and links to work out the progress their peers make in terms of jump height etc.
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Striking and Kicking content, knowledge & skills tracker

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	As before plus, children can: Striking: - Push a ball back and forth using a partner with support - Push a ball back and forth against a wall with support. - Use large balls such as blow-up balls, Balzac (balloon ball), balloons, Velcro ball with paddle to catch, screwed up paper, beanbags, and square chiffon scarves to begin to	As before plus, children can: Striking: - Push a ball back and forth using a partner/peer - Push various types of balls back and forth against a wall. - Balance objects on different objects such as body parts, racquets etc with support. - Strike a stationary object (a balloon off a tee/hanging on a string) with a piece of	As before plus, children can: Striking: - Strike (make contact with) a stationary object (a balloon off a tee/hanging on a string) with an open palm - Strike large, slow-moving target, such as a balloon, with an open palm - Balance objects on different objects such as body parts, racquets etc. - Strike a slow oncoming object (balloon) with a racquet	As before plus, children can: Striking: - Strike a ball off a tee with different pieces of equipment - Strike a moving ball and aim it into a particular direction (Tactically). - Use the skills learnt in previous stages and implement them in game like situations such as rounders, cricket, hockey etc. Some children may be able to use tactics when striking the

	understand striking an object with an adult supporting. - Strike (make contact with) a stationary object (a balloon off a tee/hanging on a string) with an open palm with support. Some children may be able to strike large, slow-moving target, such as a balloon, with an open palm As before plus, children can: Kicking: - Kick a ball back and forth using a partner - Push a ball with their foot against a wall and collect it using their hands. - Use large balls such as blow-up balls, Balzac (balloon ball), balloons, beanbags, and square chiffon scarves to begin to understand kicking an object Some children will be able to kick a slow-moving target such as a balloon/large, inflated ball.	equipment (such as a fly swat/racquet) with support. Some children will be able to strike a ball off a tee with different pieces of equipment As before plus, children can: Kicking: - Correctly implement the basics of kicking with support - Complete the four stages of kicking with support - Kick a ball towards a target with support. Some children may be able to kick different types of objects without support.	- Strike a ball off a tee with different pieces of equipment Some children may be able to strike a moving ball and aim it into a particular direction (Tactically). As before plus, children can: Kicking: - Correctly implement the basics of kicking - Complete the four stages of kicking - Kick a ball towards a target - Kick different types of objects. Some children may be able to kick a moving ball towards an intended target	ball and know which tactics may win the game As before plus, children can: Kicking: - Kick a moving ball towards an intended target - Stop a moving ball with control and aim it in the correct direction towards a target/peer. - Use the skills learnt above and implement them in game like situations such as kick rounders, football etc. Some children may be able to use tactics when kicking the ball and know which tactics may win the game
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Throwing and Catching content, knowledge & skills tracker

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Show an interest in the action of an object in motion. E.g., Follow a windup toy with my eyes.	As before plus, children can: Throwing: Throw an object underarm with no direction.	As before plus, children can: Throwing:	As before plus, children can: Some children will be able to throw a ball into a target. As before plus, children can:	As before plus, children can: Throwing: Throw overarm with intent and some direction.

To experiment by manipulating objects. E.g., roll, push, throw, and hold.	- Throw an object away from my self but my throw lacks direction. Some children may be able to hold a beanbag and throw it in the air. As before plus, children can: Catching: - Position their bodies to stop the object. - Show a reaction to the movement of a ball as it rolls towards me. - Attempt to catch a ball with two hands. Some children will be able to stop an object moving towards them.	- Throw the object underarm with some direction and purpose to a target. - Throw a ball underarm towards a target. Some children may be able to hold and throw a beanbag towards a target. As before plus, children can: Catching: - Catch a moving object/ball being rolled towards me, with support. - Move their feet in position with the object they are ready to catch. - Able to catch an object with two hands. Some children will be able to move themselves into a position to catch.	Throwing: - Throw overarm with limited direction and purpose - Throw underarm with full intent and purpose to a target. - Change throwing style/force to throw for distance. - Change throwing style appropriately for the activity I am playing with prompts. E.g., overarm, underarm, chest pass, sidearm. Catching: - Catch a small object with one or both hands. - Continuous focus on object as it is thrown to them. - Catch the object with one hand Some children will be able to catch an object after being thrown to them.	- Change throwing style appropriately for the activity I am playing independently. E.g., overarm, underarm, chest pass, sidearm. As before plus, children can: Catching: - Cup their hands together to catch an object. - Distinguish the appropriate catching technique they need depending on the game they are playing. - Bounce a ball and catch the ball with my elbows in front of my body. Some children will be able to catch an object as it moves towards them.
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Group & playground games curriculum content, knowledge & skills tracker

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	As before plus, children can - Make attempts to takes steps of different sizes – big/small steps with support from an adult. - Experiment with different ways of moving with support - Experiment with different styles of moving with support - Run safely on their whole foot.	As before plus, children can - Run at different speeds with support. - Run in different directions under instruction with support. - Complete different activities for different command words such as ‘Green Light – Run’ with support.	As before plus, children can - Follow instructions from adults to complete different activities independently. - Run in different directions under instruction independently. - Participate in group games with their peers independently	As before plus, children can - Work with a partner to follow different instructions. - Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Make sudden stops and starts and changes in direction

	• Be exposed to group games slowly. • Some children will be able to run at different speeds with support and will be able to run in different directions under instruction with support.	• Run without falling over with support. • Explore group games and working with their peers and against them. • Some children may be able to participate in group games with their peers with support when needed.	• Some children may be able to transfer running skills into group games and activities.	• Lead their own running or group game for the rest of their peers. • Begin to understand playing tactically in group games. • Some children may be able to adults how important physical activity is and should be able to recognise and describe how their bodies feel during different activities.
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Team games content, knowledge & skills tracker

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	As before plus, children can • Begin to be able to link together movements learnt over the year such as throwing and kicking in game like situations i.e. children to kick a ball into a net or throw a ball into a hoop with support. • Explore skills needed to explore team games together i.e. teamwork etc with support. • Some children may be able to follow instructions from adults to participate in team game like situations.	As before plus, children can • Use some of the skills learnt with support to use skills such as kicking/throwing into game like situations. • Begin to explore team game situations such as tag, river cross etc with adult support where relevant • Follow instructions from adults. • Some children may be able to begin to understand tactics with adult support.	As before plus, children can • Use the skills learnt over the year in team game situations such as dodgeball, cone game or such like activities. • Work together in a team to complete the activity set by an adult. • Children to follow instructions from adults and peers. • Begin to understand tactics independently. • Some children may be able to work together to begin to understand tactics in game situations.	As before plus, children can • Work together to play games such as dodgeball, group games etc. • Work together to begin to understand tactics in game situations. • Use skills learn throughout the year in game like situations. • Follow instructions from adults and peers to participate in team games. • Work together to understand the rules of each sport. • Work with their teammates to implement tactics. • Understand tactics in different team games such as kicking in football. • Understand the importance of physical activity and the benefits of exercise.

				Develop simple tactics for attacking and defending
Team games content, knowledge & skills tracker				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
		- Begin to be able to link together movements learnt over the year such as throwing and kicking in game like situations i.e. children to kick a ball into a net or throw a ball into a hoop with support. - Begin to explore skills needed to explore team games together i.e. teamwork etc with support. Some children may be able to follow instructions from adults to participate in team game like situations.	As before plus, children can - Use the skills learnt over the year in team game situations such as dodgeball, cone game or such like activities. - Work together in a team to complete the activity set by an adult. - Children to follow instructions from adults and peers. - Begin to understand tactics with adult support. Some children may be able to work together to begin to understand tactics in game situations.	As before plus, children can - Children to use the skills learnt throughout the year to explore different sports such as hockey, football, tennis etc. - Children to work together to begin to understand tactics in game situations. - Children to use skills learn throughout the year in game like situations. - Children to follow instructions from adults and peers to participate in team games. - Children to work with their teammates to implement tactics. - Children to understand tactics in different team games such as kicking in football. - Children to know the importance of physical activity and the benefits of exercise. Some children may be able to develop simple tactics for attacking and defending
Gross Motor Skills content, knowledge & skills tracker				

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
- Sit with support - Creeps on hands and knees - Roll over front to back - Still has wide gait but walking/running is less clumsy	- Roll over back to front - Transitions into different positions with support - Rolls a ball in imitation of adult - Sits, crawls and walks - Pushes against ball (not kicking) - Sit independently - Pulls self to stand - Crawls forward on belly - Imitates standing on one foot - Imitates simple bilateral movements of limbs (e.g. arms up together) - Able to walk on tip toes	- Assume seated position unaided - Transitions into different position independently - Walks smoothly and turns corners - Begins running - Pull/carry toy - Climbs onto/down from furniture without assistance - Walks up and down steps with support - Picks up toys from the floor without falling over - Pedals a tricycle - Walks up/down stairs alternating feet - Jumps in place with two feet together - Catches using body - Runs lightly on toes	- Stands on one foot for up to 5 seconds - Kicks a ball forwards - Throws a ball overarm - Catches a ball that has been bounced - Runs around obstacles - Able to walk on a line - Able to hop on one foot - Jumps over an object and lands with both feet together - Walks backward toe-heel - Steps forward with leg on same side as throwing arm when throwing a ball - Catches a small ball using hands only - Able to walk on a balance beam - Climbs jungle gym and ladders	- Sits up straight on a stool independently - Able to walk up stairs while holding an object - Jumps forward 10 times without falling - Skips forwards after demonstration - Hangs from a bar for at least 5 seconds - Able to skip using a skipping rope - Can cover 2 metres when hopping - Demonstrates mature throwing and catching patterns - Mature (refined) jumping skills

Fine Motor Skills content, knowledge & skills tracker

Visual Motor Skills

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Eyes can follow (track) an object towards the middle (midline) or starting at midline to either side.	Eyes can follow (track) an object to right and left sides, past the midline.	Eyes can follow objects in a circular motion.		

Grip

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
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• Grasp objects when placed in child's hands. • May begin to notice their own hands. • Transfers object from one hand to the other. • Uses thumb and index finger (pincer grasp) to pick up small objects like Cheerio's. • Bangs two objects together (i.e. two blocks) • Claps hands • 1 or 2 handed palmer grasp • Drop and pick up toys	• Infant is able to look at an object and will attempt to reach for that object. (Referred to as "visually directed reaching.") • Touches fingers together • Begins reaching with both hands at the same time. • Able to reach and grasp a small toy using both hands. • Touches or bangs an object on a table or hard surface. • Able to pull an item that is placed vertically in Playdoh. • Removes or dumps out objects from a container. • Point finger at objects. • Controlled reach • Controlled release of objects. • Can place multiple medium-sized objects (i.e. blocks) into a container.	• Reaches for an object with dominant hand. • Shakes a rattle. • Uses a raking grasp (all fingers at the same time) to pick up small objects. • Able to hold an object with the pad of the thumb facing the pad of the index finger. • Can poke objects with index finger. • Pull out three items that are placed vertically in Playdoh. • Releases an object into an adult's hand upon request. • Places small objects into a medium or large container. • Picks things up with a pincer grip (Thumb and one finger) • Can string four large beads onto a piece of yarn. • Rolls, pounds, squeezes and pulls playdough • Places pegs in pegboard • Turns knobs	• Scribbles spontaneously (without demonstration). • Can build a four- to six-block tower. • Can push, pull or dump things out. • Is able to remove a screw/twist on lid to a container. • Can build an eight-block tower. • Can build a 10-block tower. • Builds tower of nine small blocks • Manipulates clay material (rolls, balls, makes snakes, cookies) • Uses non-dominant hand to assist and stabilise the use of objects	• Can build Lego, K'nex and other blocks independently
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Cutting				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	• Explores safety scissors with an adult. • Adult to model using scissors correctly	• Snips paper with child-safe scissors • Moving scissors forward while cutting a longer area	• Can cut a paper in half with child-safe scissors. • Cuts on line continuously • Cuts out simple shapes • Pastes and glues appropriately • Cuts 15cm straight line, relatively close to the drawn line • Cuts curvy line, relatively close to the drawn line	• Independently uses scissors safely. • Turns page when cutting • Use both non-dominant and dominant hand to help when cutting. • Cut out pictures from a magazine.
Writing				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
• Scribbles with no real purpose • Paints with whole arm movement, shifts hands, makes strokes	• Paints with some wrist action • Uses one hand consistently in most activities	• Begins to make small marks on a paper. • Imitates circular, vertical and horizontal strokes • Paints with some wrist action, makes dots, lines, circular strokes • Hold crayon with thumb and finger (Not fist)	• Imitates drawing a vertical line. • Imitates horizontal strokes on paper. • Copies a circle on paper. • Copies circles, square and triangles • Copies cross • Writes name • Writes numbers 1-5 • Copies letters • Handedness is well established • Copies triangle • Colours within lines • Can draw basic pictures • Uses a 3 fingered grasp of pencil and uses fingers to generate movement	• Draws circles, squares and triangles • Forms most letters and numbers correctly • Writes consistently on the lines • Demonstrates controlled pencil movement • Good endurance for writing • Maintains legibility of handwriting for entirety of a story