



# Rationale for Physical Development at Curnow School.

## School Context

Curnow school is a 2-19 specialist provision for students with special educational needs. We have two learning pathways within school. Our curriculum is divided into the Engagement, Access to Learning and Discovery pathways, the EYFS curriculum and the Post 16 curriculum. Our Engagement and Access pupils are assessed using annual EHCP outcomes broken down into termly targets. The engagement model looks at how the children learn most effectively. Our Discovery pupils follow a curriculum based on the national curriculum, split into the core subjects (including Physical Development), the creative curriculum and understanding the world. At Curnow we are proud of the levels of engagement in the classroom which is supported by teacher's knowledge of how to plan a highly individualised timetable which takes into account pupil's interests and learning styles.

## Intent

At Curnow School we believe that Physical Development is an important and core element of our curriculum offer and that it is essential to:

- Promote a physically active and healthy lifestyle in which pupils are able to make informed decisions about keeping themselves healthy beyond school
- Ensure all pupils are able to maintain their mobility and strength through a range of physical and therapeutic activities.
- Learn and develop skills and knowledge in PE through a well sequenced curriculum that prepares them well for adult life
- Ensure that pupils have access to engaging and motivating activities and sports within their local community
- Develop social, emotional and communication skills, developing confidence and raising self -esteem

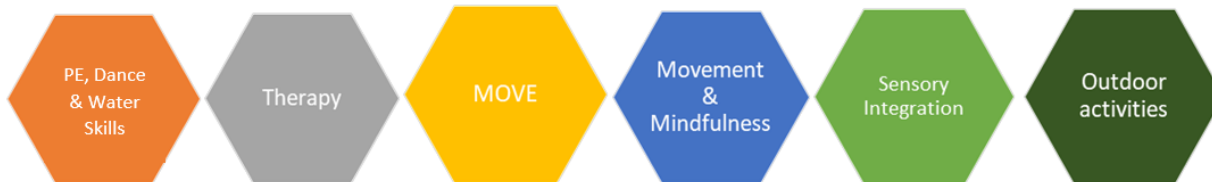
Our Physical Development offer includes 6 aspects that ensure that Physical Development is fully inclusive and meets the individual needs of all of our pupils across the school. Pupils will have different aspects making up their Physical development offer, dependent upon their need identified through their Education Health and Care Plan (EHCP), ability and individual interests and skills.



# Implementation

## IMPLEMENTATION - THE OFFER

Physical development at Curnow will be implemented through the following areas:



These 6 aspects ensure that Physical Development is fully inclusive and meets the needs of all our pupils across the school. Pupils will have different aspects making up their Physical development offer dependent upon their need identified through their Education Health and Care Plan (EHCP), ability and individual interests and skills.

The impact of each of these aspects is detailed within the [Physical Development Curriculum offer](#).

We fully understand the importance of Physical Education and Physical Development as a core curriculum subject for our learners and have high aspirations for progress in short and long term goals.

## Physical Education

*The National curriculum aims to ensure that all pupils develop the confidence to excel in a broad range of activities which encourages them to be physically active for sustained periods of time and to engage in competitive sports and activities and lead healthy and active lives'.*

At Curnow School our P.E provision ensures that all pupils study a broad range of physical education as part of their basic academic entitlement and is of vital importance to our Core curriculum offer.

Within the Physical Education strand of Physical Development (PD), Children will experience and develop sporting competencies through a range of sports and sporting activities. These are laid out in our long term plan to ensure breadth and depth of coverage and development of skills. Pupils on our Engagement pathway experience sports through a sensory program developed by [The Bristol Bears](#) and our Access pupils will progress through the EQUALS curriculum skills.



ENGAGEMENT		
EXPRESSIVE GAMES & ACTIVITIES	TEAM & COMPETITIVE GAMES	OUTDOOR GAMES & ACTIVITIES
<p><b>Base:</b></p> <ul style="list-style-type: none"> <li>Intrusive and expressive.</li> <li>Structured.</li> <li>Free movement.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Sensory engagement and stimulation (balance, sensory stories).</li> <li>Thematic explorations ("Bear Hunt").</li> <li>Thematic explorations (the jungle, under the sea).</li> <li>Seated/dance routines ("We're 'N' Shake).</li> </ul> <p><b>Symantics:</b></p> <ul style="list-style-type: none"> <li>Apparatus.</li> <li>Objects &amp; Accessories.</li> <li>Floor based.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Introducing safe negotiation, turn-taking.</li> <li>Sensory integration.</li> <li>Exploring levels, width, balance, entry/exit.</li> <li>Body levels, body awareness, simple application.</li> <li>Balance, circling, ribbon, planks, roll mats.</li> <li>Roll work - personal space, shape, moving space.</li> </ul> <p><b>Yoga:</b></p> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Exploring themes (animals, buildings, sports).</li> <li>Physical awareness (able routines, breathing).</li> <li>Symbols - leading to poses, prompting, making choices.</li> </ul>	<p><b>Ball games:</b></p> <ul style="list-style-type: none"> <li>Rugby/hodgepodge.</li> <li>Basketball/netball.</li> <li>Football.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Exploring and exploring a range of balls.</li> <li>Handling balls for extended periods (balance, control).</li> <li>Striking balls - emerging passing and receiving skills.</li> <li>Travelling with ball - using voice and to a fixed point.</li> <li>Identifying points of scoring (goals, baskets, bins).</li> <li>Rolling towards goals, baskets).</li> </ul> <p><b>Target games:</b></p> <ul style="list-style-type: none"> <li>Badminton.</li> <li>Netball.</li> <li>New Age Kurling.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Exploring sensory objects - bean bags, soft balls, quads.</li> <li>Handling objects for extended periods (turn taking).</li> <li>Releasing, writing towards throwing.</li> <li>Identifying targets - visual distraction, communicating what they see, what the target is.</li> <li>Striking objects towards fixed point - target.</li> <li>Cause and effect of hitting target (skittle).</li> </ul> <p><b>Net games:</b></p> <ul style="list-style-type: none"> <li>Tennis.</li> <li>Badminton.</li> <li>Volleyball.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Striking balls/objects across a circle, within a group.</li> <li>Developing reflex response to moving ball/objects.</li> <li>Handling balls/objects over distance barriers.</li> <li>Dividing the group with physical barriers (net).</li> <li>Striking balls/objects over physical barriers (net).</li> <li>Independent response to a ball/object coming into personal space over a barrier.</li> <li>Developing reflex response to returning ball/object.</li> </ul>	<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>Onlie - landmark walks, social walks, introducing maps.</li> <li>Offlie - specialist routes, community inclusion.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Exploring and formulating immediate environment.</li> <li>Labelling, identifying and communicating landmarks.</li> <li>Travelling to extended distance/periods of time.</li> <li>Handling and experiencing specialist environments.</li> <li>Sharing opportunities with other groups.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Track - sprint, distance, cross-country.</li> <li>Field - jumping, throwing, measuring.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Walking, running, exploring open spaces.</li> <li>Travelling towards a fixed point.</li> <li>Travelling from identified start and finish.</li> <li>Exploring speed/distance over a variety of distances.</li> <li>Releasing and jumping on/off contrasting surfaces.</li> <li>Combining jumping/landing/jumping to land in new ways.</li> <li>Travelling objects towards a fixed point.</li> <li>Travelling a range of different objects (light variations).</li> </ul> <p><b>Shooting &amp; Fielding games:</b></p> <ul style="list-style-type: none"> <li>Rounders.</li> <li>Cricket.</li> <li>Domino Longball.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Exploring, receiving and chasing objects into space.</li> <li>Collecting objects into central point.</li> <li>Collecting identified objects (colour/object specific).</li> <li>Negotiate a simple course (tunnel, basket).</li> <li>Involving multi-level actions (up and sun).</li> <li>Begin to work with and know teammates (coloured balls).</li> </ul>



DEVELOPMENT		
EXPRESSIVE GAMES & ACTIVITIES	TEAM & COMPETITIVE GAMES	OUTDOOR GAMES & ACTIVITIES
<p><b>Base:</b></p> <ul style="list-style-type: none"> <li>Intrusive and expressive.</li> <li>Structured.</li> <li>Free movement.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Transfer routines embedded ("We're 'N' Shake).</li> <li>Moving to contrasting tempo, levels and direction.</li> <li>Identifying and using of body parts in movement.</li> <li>Represent emotions through expressively language.</li> <li>Role-play and narrative through movement (animals).</li> <li>Offering own movements, actions and "dance moves".</li> </ul> <p><b>Symantics:</b></p> <ul style="list-style-type: none"> <li>Apparatus.</li> <li>Objects &amp; Accessories.</li> <li>Floor based.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Independent exploration of apparatus/equipment.</li> <li>Understand vocabulary relating to levels/direction.</li> <li>Communicate and apply choice of movement.</li> <li>Create themes, object/themes using object/resources.</li> <li>Roll work - shaping with a partner, mirror, follow/lead.</li> </ul> <p><b>Yoga:</b></p> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Formulating with vocabulary of poses/postures.</li> <li>Communicate, identify, choose poses/postures.</li> <li>Increased body awareness and gross motor control.</li> <li>Shaping and leading poses/postures to partner/group.</li> </ul>	<p><b>Ball games:</b></p> <ul style="list-style-type: none"> <li>Rugby/hodgepodge.</li> <li>Basketball/netball.</li> <li>Football.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Striking balls with peers and within small groups.</li> <li>Handling a range of different balls with control.</li> <li>Striking and leading balls to a peer, across space with accuracy.</li> <li>Represent emotions through expressively language.</li> <li>Obstacle/negotiating with balls with control for extended periods of time, begin to negotiate routes/courses.</li> <li>Identify, move towards and hit the target (goal/basket).</li> <li>Developing team play towards a common objective.</li> <li>Exploring mistakes.</li> </ul> <p><b>Target games:</b></p> <ul style="list-style-type: none"> <li>Badminton.</li> <li>Netball.</li> <li>New Age Kurling.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Striking balls/objects towards an agreed target.</li> <li>Communicate, aim and send to own chosen target.</li> <li>Assess and evaluate accuracy of own shot/accuracy, comparison to others.</li> <li>Begin to identify winners.</li> <li>Turn-taking as individuals and in a team.</li> </ul> <p><b>Shooting &amp; Fielding games:</b></p> <ul style="list-style-type: none"> <li>Rounders.</li> <li>Cricket.</li> <li>Domino Longball.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Striking with peers to send/receive/collect.</li> <li>Consistent hand-eye-coordination (shooting).</li> <li>Follow game sequences independently (net and sun).</li> <li>Work with a peer to achieve simple goals (shooting).</li> <li>Begin to identify and send objects into space.</li> <li>Encourage, support and communicate with peers during gameplay.</li> </ul>	<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>Onlie - landmark walks, social walks, introducing maps.</li> <li>Offlie - specialist routes, community inclusion.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Planning and choosing routes.</li> <li>Identify and communicate landmarks to lead walk.</li> <li>Reading simple maps.</li> <li>Undertake more strenuous walk/activity.</li> <li>Complete conversations in unfamiliar environments/locations.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Track - sprint, distance, cross-country.</li> <li>Field - jumping, throwing, measuring.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Running in different ways, distance, speed/pace.</li> <li>Exploring a variety of jump techniques.</li> <li>Exploring a variety of throwing objects and techniques.</li> <li>Measure and evaluate own performance, compare to peers and within group.</li> </ul>



**PROGRESSION**

EXPRESSIVE GAMES & ACTIVITIES	TEAM & COMPETITIVE GAMES	OUTDOOR GAMES & ACTIVITIES
<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Emulate and expressive.</li> <li>Stretching.</li> <li>Free movement.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Participating in dance in a range of familiar settings.</li> <li>Creating new dance routines with peers.</li> <li>Demonstrating a range of tempo, shape and movement.</li> <li>Developing reflexive and expressive meaning in dance.</li> <li>Describe performance using appropriate vocabulary.</li> <li>Evaluating performance using appropriate vocabulary.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>Apparatus.</li> <li>Objects &amp; Accessories.</li> <li>Floor based.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Exploring and using familiar and new equipment and apparatus safely.</li> <li>Applying vocabulary relating to level/direction.</li> <li>Planning and evaluating choices of movement.</li> <li>Planning and evaluating choices of objects/resources.</li> <li>And work - developing selected and expressive sequences.</li> </ul> <p><b>Tags:</b></p> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Demonstrating an extended range of familiar poses/postures.</li> <li>Selecting, applying and evaluating poses/postures.</li> <li>Undertaking personalised and independent sequences of activity.</li> </ul>	<p><b>Ball games:</b></p> <ul style="list-style-type: none"> <li>Rugby/dodgeball.</li> <li>Basketball/netball.</li> <li>Football.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Playing conditioned team games.</li> <li>Playing team games with scoring systems.</li> <li>Understanding there are rules/conditions to a game.</li> <li>Sharing and exploring rules of a game with peers.</li> <li>Demonstrating offensive and defensive techniques.</li> <li>Developing offensive and defensive strategies.</li> <li>Playing multiple matches in team games towards a greater objective (i.e. league or tournament format).</li> </ul> <p><b>Target games:</b></p> <ul style="list-style-type: none"> <li>Boccia.</li> <li>New Age Kurling.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Participating in structured games as individuals and teams.</li> <li>Develop sending techniques to effect different outcomes.</li> <li>Develop strategy (i.e. defensive blocking, clearing, attack collaboratively, use of common shot (hurdling)).</li> <li>Participating in extended scored competition (matches).</li> </ul> <p><b>Net games:</b></p> <ul style="list-style-type: none"> <li>Tennis.</li> <li>Badminton.</li> <li>Volleyball.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Combine a variety of shot techniques during games play.</li> <li>Playing extended rallies to create informal games.</li> <li>Apply points systems to a variety of game activities.</li> <li>Playing formal games to identified rules.</li> <li>Playing a variety of games to create matches.</li> <li>Evaluate own technique and make improvements to play.</li> </ul>	<p><b>Orienteering:</b></p> <ul style="list-style-type: none"> <li>On-site - landmark walks, social walks, introducing maps.</li> <li>Off-site - specialist venues, community inclusion.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Understand and complete a range of familiar routes.</li> <li>Explore and evaluate a range of new routes and unfamiliar locations.</li> <li>Following complex maps and instructions.</li> <li>Following traditional orienteering instructions.</li> <li>Communicate instructions using a range of media.</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>Track - sprint, distance, cross-country.</li> <li>Field - jumping, throwing, measuring.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Developing and adjusting running techniques to suit differing environments.</li> <li>Apply and improve a variety of jump techniques.</li> <li>Apply and improve a variety of throwing techniques.</li> <li>Participate in single, multiple, series of competitive events.</li> <li>Measure and evaluate the performance of others.</li> <li>Offer feedback and advice to others.</li> </ul> <p><b>Shooting &amp; Fencing games:</b></p> <ul style="list-style-type: none"> <li>Rounders.</li> <li>Cricket.</li> <li>Table Tennis.</li> <li>Table Football.</li> </ul> <p><b>CONTENTS:</b></p> <ul style="list-style-type: none"> <li>Throw and send objects in a variety of ways.</li> <li>Throw and send objects with directional accuracy.</li> <li>Identify space in defended areas.</li> <li>Undertake multiple level instructions to score points.</li> <li>Show and communicate rules/respectors with others.</li> <li>Attack and defend as teams, observing tactics/strategy.</li> <li>Play a range of established team striking games with scoring systems employed.</li> </ul>

BBCF: SEND PE & SPORT OVERVIEW - Est. September 2019

**KS1 – KS2**

CORE SUBJECT			
Physical Education			
<p><b>(R2L) Year 1</b></p> <p>For Physical Education lessons, the teacher should include aspects from the following elements/key skills:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Physical competence</li> <li>Competition</li> <li>Healthy active lifestyles</li> </ul>	<p><b>Gym Twirl and Shout- Unit 2.6</b></p> <p><b>Key skills:</b> Physical activity</p> <p><b>Invasion Goal and control- Unit 2.10</b></p> <p><b>Key skills:</b> Physical Competence</p>	<p><b>Invasion Attack and Defence- Unit 2.11</b></p> <p><b>Key skills:</b> Competition</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>	<p><b>Net and Wall What a racket- Unit 2.16</b></p> <p><b>Key skills:</b> Healthy Active Lifestyles</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>
<p><b>(R2L) Year 2</b></p> <p>For Physical Education lessons, the teacher should include aspects from the following elements/key skills:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Physical competence</li> <li>Competition</li> <li>Healthy active lifestyles</li> </ul>	<p><b>Bristol Bears: Dodgeball and Boccia</b></p> <p><b>Gym Balanced – Unit 2.8</b></p> <p><b>Key skills:</b> Competition</p> <p><b>Invasion- Brill Skills – Unit 2.9</b></p> <p><b>Key skills:</b> Physical competence</p>	<p><b>Bristol Bears: Football and Basketball</b></p> <p><b>Games- Unit 1.4 To me, to you</b></p> <p><b>Key skills:</b> Physical Activity</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>	<p><b>Bristol Bears: Tennis and Cricket</b></p> <p><b>OAA Out and about- Unit 2.22</b></p> <p><b>Key skills:</b> Healthy and active Lifestyles</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>
<p><b>(R2L) Year 3</b></p> <p>For Physical Education lessons, the teacher should include aspects from the following elements/key skills:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Physical competence</li> <li>Competition</li> <li>Healthy active lifestyles</li> </ul>	<p><b>Bristol Bears: Dodgeball and Boccia</b></p> <p><b>Gym- Busy Bodies - Unit 2.5</b></p> <p><b>Key skills:</b> Physical competence</p> <p><b>Invasion - Making your Mark</b></p> <p><b>Key skills:</b> Healthy and active lifestyles</p>	<p><b>Bristol Bears: Football and Basketball</b></p> <p><b>Striking and Fielding Striking Progress- Unit 2.13</b></p> <p><b>Key skills:</b> Competition</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>	<p><b>Bristol Bears: Tennis and Cricket</b></p> <p><b>Athletics Starting Blocks- Unit 2.17</b></p> <p><b>Key skills:</b> Physical activity</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>
<p><b>(R2L) Year 4</b></p> <p>For Physical Education lessons, the teacher should include aspects from the following elements/key skills:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Physical competence</li> <li>Competition</li> <li>Healthy active lifestyles</li> </ul>	<p><b>Bristol Bears: Dodgeball and Boccia</b></p> <p><b>Gymnastics- Unit 1.6 Push me, Pull me</b></p> <p><b>Key skills:</b> Physical activity</p> <p><b>Games- Unit 1.4 To me, to you</b></p> <p><b>Key skills:</b> Competition</p>	<p><b>Bristol Bears: Football and Basketball</b></p> <p><b>Net and Wall What a racket- Unit 2.16</b></p> <p><b>Key skills:</b> Physical competence</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>	<p><b>Bristol Bears: Tennis and Cricket</b></p> <p><b>Gym Fantastic Gymnastics- Unit 2.7</b></p> <p><b>Key skills:</b> Physical activity</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>
<p><b>(R2L) Year 5</b></p> <p>For Physical Education lessons, the teacher should include aspects from the following elements/key skills:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Physical competence</li> <li>Competition</li> <li>Healthy active lifestyles</li> </ul>	<p><b>Bristol Bears: Dodgeball and Boccia</b></p> <p><b>Invasion Attack and Defence- Unit 2.11</b></p> <p><b>Key skills:</b> Competition</p> <p><b>Gymnastics- Unit 1.7 Zips and Zags</b></p> <p><b>Key skills:</b> Physical competence</p>	<p><b>Bristol Bears: Football and Basketball</b></p> <p><b>Striking and Fielding How's zags- Unit 2.14</b></p> <p><b>Key skills:</b> Physical activity</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>	<p><b>Bristol Bears: Tennis and Cricket</b></p> <p><b>OAA Out and about- Unit 2.22</b></p> <p><b>Key skills:</b> Healthy and active lifestyles</p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills:</b> Competence, Technique &amp; Safety</p>
L2L	Bristol Bears: Dodgeball and Boccia	Bristol Bears: Football and Basketball	Bristol Bears: Tennis and Cricket

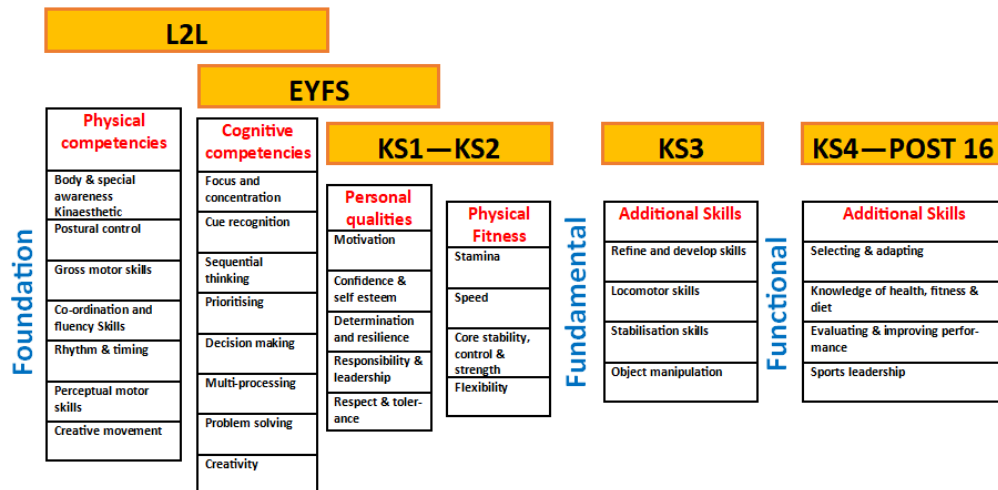
**KS3**

CORE SUBJECT			
Physical Education			
Key Skills: Physical Activity; Physical Competence; Competition; Healthy Active Lifestyles			
	Autumn	Spring	Summer
<b>(R2L) KS3 Year 1</b>	<p><b>Invasion Dodging and Scoring- Unit 3.6</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>Dance Dance with me- Unit 3.3</b></p> <p><b>Key skills: Physical competence</b></p> <p><b>(Mylor Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>	<p><b>Net and Wall Going for the top- Unit 3.8</b></p> <p><b>Key skills: Competition</b></p> <p><b>Gym Balanced again Unit 3.1</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>(Ejstral &amp; Tolcarne Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>	<p><b>Athletics Skill Zone- Unit 3.1</b></p> <p><b>Key skills: Competition</b></p> <p><b>OAA Let's get together- Unit 3.14</b></p> <p><b>Key skills: Healthy and active lifestyles</b></p> <p><b>(Tolcarne Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>
L2L	Bristol Bears: Dodgeball and Boccia	Bristol Bears: Football and Basketball	Bristol Bears: Tennis and Cricket
<b>(R2L) KS3 Year 2</b>	<p><b>Invasion Dribble and Shoot- Unit 3.7</b></p> <p><b>Key skills: Competition</b></p> <p><b>Dance I feel like dancing- Unit 3.4</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>(Mylor Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>	<p><b>Bash ball- Unit 3.11</b></p> <p><b>Key skills: Physical competence</b></p> <p><b>Gym Jump down and twirl and ribbon- Unit 3.12</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>(Ejstral &amp; Tolcarne Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>	<p><b>Athletics High, far and fast- Unit 3.2</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>OAA Follow it and find it - Unit 3.15</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>(Tolcarne Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>
L2L	Bristol Bears: Dodgeball and Boccia	Bristol Bears: Football and Basketball	Bristol Bears: Tennis and Cricket
<b>(R2L) KS3 Year 3</b>	<p><b>Ball Skills</b></p> <p><b>Key Skills: Competition</b></p> <p><b>Dance Roll Up Roll Up to the Big Top- Unit 3.5</b></p> <p><b>Key skills: Physical competence</b></p> <p><b>(Mylor Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>	<p><b>Net and Wall Shuttle we have lift off- Unit 3.9</b></p> <p><b>Key skills: Healthy and active lifestyles</b></p> <p><b>Gym It's partner time- Unit 3.13</b></p> <p><b>Key skills: Competition</b></p> <p><b>(Ejstral &amp; Tolcarne Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>	<p><b>Athletics Striking &amp; Fielding- Unit 3.10</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>OAA Let's get together- Unit 3.14</b></p> <p><b>Key skills: Physical activity</b></p> <p><b>(Tolcarne Class)</b></p> <p><b>Swimming and Water Skills</b></p> <p><b>Key Skills: Competence, Technique &amp; Safety</b></p>
L2L	Bristol Bears: Dodgeball and Boccia	Bristol Bears: Football and Basketball	Bristol Bears: Tennis and Cricket

All staff at Curnow School are involved in the teaching of PE and PD, paying due regard to a pupils chronological age and their developmental stage. It therefore seeks to be flexible by being responsible to individual need, physical need, developmental need and learning style.

The following table outlines the overview of competencies and skills that children will work towards in each key stage. However, we fully recognise that foundational, fundamental, and functional skills may be developed and achieved at different rates dependant on individual needs and that some children achievements may not follow a liner progress pattern.

## Physical Development and Education Competencies and skills



Detailed breakdown of the Implementation across all key stages PD off, please see our [School Offer](#) document.

### Impact - Assessment of outcomes

Children in EYFS are tracked and assessed through [the PE Cherry Garden Assessment framework](#) For our Engagement and Access to Learning cohorts, Evidence for Learning (EFL) is used to evidence and assess progress termly/yearly against targets taken from individual EHCPs. In addition, termly data collection and checks are undertaken to track progress in dance, yoga, swimming, horse-riding and MOVE for all pupils who access these. Additionally, our Discovery pupils skills development is tracked through the B'Squared assessment framework. Teachers meet with the PD leads to discuss any students who are not reaching the expected standards in any area of the curriculum, and this forms the basis of an action plan to address any areas of concern. Teachers of children with individual therapy plans meet with the therapy teams on a termly basis to review therapy targets, equipment adjustments and set new EHCP goals where required.

By the end of the summer term 2024 our data shows us that

PD Summer 2024 Whole School Data

Lower school	Emerging	Developing	Established	Generalised	Total
Pupil Premium					
PE	1 (2%)	11 (20%)	37 (68%)	1 (2%)	55
EHCP Targets	3 (24%)	30 (12%)	1 (7%)	14	
MOVE	1 (10%)	2 (8%)		3	
Yoga	3 (18%)	13 (50%)	1 (5%)	17	
Dance	3 (18%)	14 (26%)		17	
Swimming	4 (20%)	6 (30%)		10	
Water Skills		1 (100%)		1	
Horse Riding		1 (100%)		1	
Rebound				1	
Non Pupil Premium					
PE	8 (24%)	20 (60%)	6 (15%)	13	
EHCP Targets	1 (12%)	6 (75%)	1 (12%)	8	
MOVE	1 (12%)	1 (12%)		2	
Yoga	2 (8%)	21 (88%)	2 (8%)	25	
Dance	4 (16%)	12 (46%)	8 (30%)	25	
Swimming	4 (12%)	11 (30%)	1 (3%)	16	
Water Skills		1 (100%)		1	
Horse Riding		1 (100%)		1	
Rebound				1	
Upper school					
Pupil Premium					
PE	1 (10%)	1 (10%)	32 (300%)	1	35
EHCP Targets			10 (100%)		10
MOVE			8 (100%)		8
Yoga	3 (10%)	3 (10%)	20 (60%)	2 (5%)	28
Dance	4 (14%)	10 (33%)	1 (3%)	15	
Swimming		3 (10%)	1 (3%)	4	
Water Skills		0 (0%)	0 (0%)	0	
Horse Riding		1 (10%)	1 (10%)	2	
Rebound		1 (10%)		1	
Non Pupil Premium					
PE	0 (0%)	15 (50%)	1 (5%)	16	
EHCP Targets	2 (25%)	10 (100%)	1 (12%)	13	
MOVE	1 (12%)	3 (30%)		4	
Yoga	4 (16%)	10 (38%)	2 (8%)	16	
Dance	3 (12%)	14 (52%)		17	
Swimming		9 (30%)		9	
Water Skills		7 (87%)	1 (12%)	8	
Horse Riding	1 (12%)	1 (12%)		2	
Rebound		2 (100%)		2	

#### Assessment summary statements: Year 2023-2024

93% of Pupil Premium students and 75% of non-PP pupils established or generalised Physical Education targets across Lower School in 23-24. At Upper school 88% of Pupil Premium and 70% of non-PP established or generalised PE targets. This is an increase on last year. Teachers have said that they feel more confident teaching Physical Education after having received training from Kris Tavender of Bristol Bears.

At Upper school 100% of students established or generalised swimming and water skills targets. Swimming has been extended for KS2 pupils to ensure skills are embedded and progress continues across this key stage.

Children not establishing targets in dance and yoga will be offered 1:1 intensive sessions where appropriate in year 24/25

<b>Emerging</b>	Not present or only beginning to emerge. High level of prompt or support.
<b>Developing</b>	Evidence of progress. Lower level of prompt or support.
<b>Established</b>	Is used frequently and maintained over time. Mostly independent/spontaneous, only occasional reminders.
<b>Generalised</b>	Consistently used and applied within a range of settings/contexts and with a range of people. Independent and unprompted.

We continue to be ambitious in our offer, challenging any preconceptions and continuing to follow research led approach to develop the best practice for all of our learners.