



# Physical Wellbeing Overview and Sequencing of Learning

Pictor is part of the **Creating Active Schools** programme. This is a research based whole school behaviour change approach to increasing and improving physical activity in schools. Physical wellbeing is integral to everything we do at Pictor. Our **Physical Wellbeing** curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. The **Physical Well-being** curriculum is designed to maximise opportunities for functional movement, whenever and wherever possible, continually through each day whilst building the knowledge and skills necessary to support the concept of a healthy lifestyle around how we move, eat, sleep and relax. The emphasis is on developing learners' ownership of decisions which support a healthy active lifestyle.

The key skills, knowledge and attitudes we want to develop in **Physical Wellbeing**, are:

- How to develop fine and gross motor skills.
- How to participate in and enjoy different activities and forms of movement, balance and co-ordination based physical activity.
- Accessing regulatory activities to support them to concentrate and maintain focus
- Participation in physical activity they enjoy in accordance with their physical/medical capabilities.
- Pupils choosing to be active and equipping them to be able to make healthy choices throughout their lives.
- PE, sport, games and swimming: Pupils develop physically across a range of sports and activities, applying their understanding and playing sport.
- Dance: Pupils will have an awareness of self and their bodies and will begin to refine their movements and develop expressive qualities.
- Physical Activities: Pupils will have fun when taking part in inter and intra competition opportunities. They will be able to use their relationships within the activity and take pride and responsibility in their work and achievements.
- Mental Health and Wellbeing: To recognise and value oneself, recognise differences in people, develop self-esteem and self-confidence.
- Therapeutic input (for individual pupils): Physiotherapy, Rebound Therapy, Hydrotherapy.

The **Physical Wellbeing** curriculum is carefully planned and sequenced to ensure concepts are taught in optimal order to support children's understanding. Plans are tailored to the needs of individuals and each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the individual. They consist of basic mapping of concepts, resources, activities and

content. This is actioned at a pupil level through the use of a highly personalised planning. Targets are used to set very small, stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP).

At the earliest stages, the sequence of learning begins with exploring movements. pupils will be developing these skills across the school day and the entire curriculum. At this level, these skills will be highly individualised for each pupil. These skills may also link to individual therapy plans. As Physical Wellbeing becomes more developed the pupils can attend and interact, apply their learnt knowledge and understanding and know how to play a range of specific sports and then put this into practice. At this level, the pupils will understand the importance of a healthy and active lifestyle.

Understanding/Developing Physical Wellbeing supports pupil's development and understanding of British Values. The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child.

Physical Wellbeing supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society, developing their understanding of fundamental British values; developing their understanding and appreciation of diversity: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Physical wellbeing supports this through giving the pupils varied experiences with a variety of different peers and promoting inclusion.

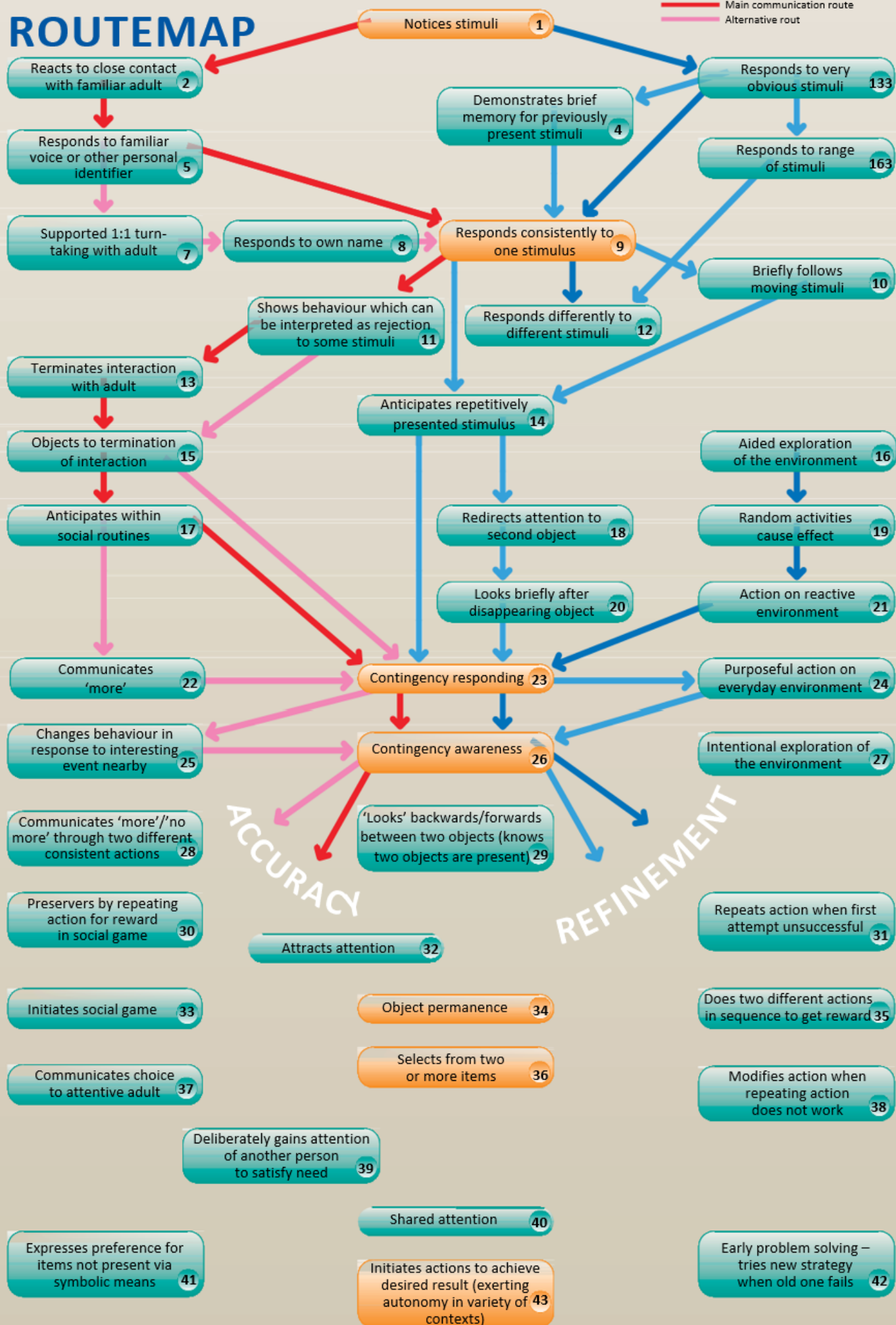
### **Sequence of Learning for Learners on our Informal Pathway**

The Routes for Learning Routemap (diagram on next page) focuses on learners' early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of reference and do not show an expected sequence of learning. Likely next steps are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.

# ROUTES FOR LEARNING

## ROUTEMAP

- Main cognitive route
- Alternative routes
- Main communication route
- Alternative route



## Sequencing of learning for Semi Formal learners

### Moving and Handling – Gross Motor Skills

#### Band 1

##### Ways of Moving

- I can sit unsupported on the floor
- I can perform a variety of single actions e.g. rolling, running, splashing, crawling, sweeping, and pouring
- I can lean forward to pick up small toys when sitting
- I can move from sitting on the floor to standing, holding onto furniture or person for support
- I can crawl, bottom shuffle or roll continuously to move around
- I can walk independently
- I can crawl onto child sized equipment e.g. chair, sofa, and small slide
- I can kneel alone
- I am beginning to attempt to climb onto small pieces of furniture
- I can get up from a lying position
- I can squat and return to standing position
- I can throw items away from myself
- I can recognise familiar pieces of physical play equipment – ball, mat

##### Ball Skills

- I can stand and throw a ball
- I can balance and make contact with a ball, standing on one foot

##### Towards Playing Games

- I can transfer objects across midline
- I can show awareness of cause and effect e.g. knocks down skittles
- I can respond to simple commands e.g. "stop"

#### Band 2

##### Ways of Moving

- I can explore new ways of moving with support e.g. slithering like a snake
- I can link two actions in a sequence e.g. can crawl then walk, climb then jump
- I can follow simple instructions e.g. stand up, jump, crawl, clap hands, blow a kiss
- I can understand big/little in the context of movement e.g. taking big steps, little steps
- I recognise/collect familiar pieces of physical play equipment e.g. a ball, tunnel, mat

### Ball Skills

- I understand big/little in relation to equipment e.g. balls
- I can kick a stationary ball forward (at least a metre)
- I can throw a tennis ball (or similar) overhand, at least a metre

### Playing Together

- I can take turns with a partner/small group e.g. passing the ball around the circle, rolling a ball to each other

## Band 3

### Ways of Moving

- I can run safely
- I can squat with steadiness, and rise to my feet without using my hands (e.g. to rest, or play with an object on the ground)
- I can climb confidently and am beginning to pull myself up onto climbing equipment
- I can move at a variety of speeds – quickly/slowly
- I can recognise small and large pieces of equipment – bean bags, benches,... and use it with some basic control
- I can show control in holding and using jugs to pour
- I can link movements in a simple sequence, with support

### Ball Skills

- I can kick a large ball
- I can throw a large ball (may lack direction)

### Playing Together

- I can take part cooperatively in physical activities, with support to follow instructions and stay on task, with one other pupil/in a small group

## Band 4

### Ways of Moving

- I can move freely and with confidence in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping...
- I can use alternate feet when going up stairs/steps/climbing equipment
- I can run skilfully, and negotiate space successfully, adjusting speed or direction to avoid obstacles
- I can repeat a simple movement pattern e.g. step, step, hop/step, step, hop...
- I can stand momentarily on one foot when shown

## Ball Skills

- I can catch a large ball
- I am developing control and co-ordination when kicking a ball

## Playing Together

- I can listen to instructions and can start/stop with some accuracy
- I am developing control and co-ordination when pushing a curling stone
- I can play in pairs/trios/small groups in throwing, rolling, pushing (i.e. curling), fetching and receiving and receiving games

## Band 5

### Ways of Moving

- I experiment with different ways of moving
- I can jump off an object and land appropriately
- I can travel with confidence and skill around, under, over and through balancing and climbing equipment
- I can hop on one foot
- I can stand on one foot for a short period of time (e.g. 8 secs)
- I can run with complimentary arm movements, changing direction easily
- I can walk along a bench with good balance
- I can skip on alternate feet
- I show good control and co-ordination in both large and small movements
- I move confidently in a range of ways, safely negotiating space

### Ball Skills

- I can strike/hit a stationary ball with a golf club/racquet
- I can catch a ball with hands and body
- I can show increasing control over an object in pushing (including curling stone), throwing, catching or kicking it

### Playing Together

- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles