

Baytree Physical Education Continuum

GOLDEN THREADS – independence and communication

Early Years Foundation Stage

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Communication and language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;

ELG: Listening, Attention and Understanding

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Gross Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.

Personal, social and emotional development

ELG: Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;

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	<ul style="list-style-type: none"> ○ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<p>Specific areas:</p> <ul style="list-style-type: none"> • Understanding the world • Expressive arts and design 	<p>Understanding the world ELG: The natural world</p> <ul style="list-style-type: none"> ○ Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Expressive arts and design ELG: Creating with Materials</p> <ul style="list-style-type: none"> ○ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used ○ Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ○ Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
<ul style="list-style-type: none"> ○ Playing and exploring ○ Active learning ○ Creating and thinking critically 	<p>Playing and exploring <i>children investigate and experience things, and 'have a go'.</i></p> <p>Active learning <i>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i></p> <p>Creating and thinking critically <i>children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p>
<p>EYFS curriculum approaches</p>	
<p>Outdoor play curriculum: Local walks, opportunities to play outside and explore outside environments. Play based curriculum: shared play, sensory play. Self-directed curriculum: child initiated learning – steered by childrens interests Busy bugs gym: Equipment exploration. Peer to peer curriculum – working together, turn taking, critical thinking and communicating ideas Social skills curriculum – working as a team, turn taking Sensory curriculum – sensory exploration of sport equipment, different environments and sensory sensations</p>	

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KS1	KS2	KS3	KS4
Physical education programmes of study aims: <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. <p><i>By the end of primary school, learners will have experienced, be working towards or be able to:</i></p>		Secondary education programmes of study aims: <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. <p><i>By the end of secondary school, learners will have experienced, be working towards or be able to:</i></p>	
<p><i>Physical Education learning is designed and delivered as set out in national curriculum (where appropriate for learners and individual needs)</i></p>			

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Key Stage 1

- Master basis movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in teams games, developing simple tactics for attacking and defending.
- Performing dances using simple movement patterns.

Key Stage 2

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

Examples of activities and sessions:

Key Stage 3

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs

Key Stage 4

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team,

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- Forest School (in-house and using local woodland, beach, nature areas)
- Hydrotherapy and local swimming pool visits
- Visits to play parks
- Yoga/Dance Massage – body awareness and poses
- Gymnastics and rhythmic movement
- Pair and small group work e.g. rolling/passing ball
- Parachute games
- Exploring a variety of movements with different body parts e.g. jumping, throwing, rolling, running.
- Target Practise
- Inter and Intra school competitions/events NSSPEA
- Horse riding
- Sensory Diets
- Rebound sessions
- External sporting professional visits/lead activities
- Orienteering and 'mission impossible' style challenges (obstacle course)


building on trust and developing skills to solve problems, either individually or as a group

- *Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best*
- *Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.*

Examples activities and sessions:

- Hydrotherapy and weekly visits to local swimming pool and gym.
- Outdoor Adventure programme – KS3
- External visitors: dance teacher, rugby teams, tennis, cricket etc
- Rowing (Bristol Harbour visits)
- Team games
- Inter and Intra school competitions/events NSSPEA
- Calvet Trust residential
- Horse Riding
- External sporting professional visits/lead activities (Bristol Bears Rugby)
- Duke of Edinburgh award - Bronze – KS4

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PE curriculum 

Cross curricular links

Science – Healthy living: food, diet and effects of exercise and movement on our bodies. Changes exercise has on our body

PSHE – Turn taking, working as a team, supporting others and supporting learner wellbeing. Wider community links (community participation and wider school competitions).

Maths – keeping score: tally charts, measuring distance and counting number,

Communication – following instructions, making choices, use of vocabulary, reflecting and discussing performance (communication for different purposes)

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Post - 16			
	Year 12	Year 13	Year 14
<p>Preparation for adulthood</p> <ul style="list-style-type: none"> ○ Employment ○ Independent Living ○ Community Inclusion ○ Health 	<p>Learners will continue to work on being active and healthy in post 16 and will use these in activities related to the preparation for adulthood objectives. Examples in each area could include:</p> <p>Employment</p> <ul style="list-style-type: none"> ○ Build on strengths and personal interests re: health, nutrition and sport. ○ Exploration of different textures and items in enterprise and careers. ○ Shadowing, volunteering, apprentices and work experience in local sport clubs, gyms, and swimming pools. ○ Talk about different careers and role models. ○ School visitors (Bristol Bears, Dancers). <p>Independent living</p> <ul style="list-style-type: none"> ○ Gross and fine-motor skills for independent living, e.g. using kitchen equipment, cutting fruit and vegetables. ○ Managing bills (gym membership, paying for a swimming session). ○ Managing time, following a leisure centre timetable, looking for activity time slots). ○ Starting and stopping cooking equipment with switches ○ Switch work, e.g. in leisure activities ○ Ordering in life skills, e.g. clothing to wear, packing a gym kit bag. <p>Community inclusion</p> <ul style="list-style-type: none"> ○ Developing and maintaining new friendships at external facilities (sports clubs). ○ Seeking out and visiting outside clubs: gyms and other leisure activities. <p>Health</p> <ul style="list-style-type: none"> ○ Using fine and gross motor skills in personal care: dressing, personal hygiene, eating and drinking. 		

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	<ul style="list-style-type: none"> ○ Taking responsibility of medical, dental and optical appointments (visiting a doctor, dentist and optician). ○ Learning and using vocabulary for good health, e.g. physical and mental health; health facilities in the community. ○ Staying physically active and healthy.
<p>AQA – personalised accreditation</p> <p>Units of work following sensory or subject specific learning.</p> <p>Progressive personalised routes enable learners to develop key life skills and develop interests for post Baytree School.</p>	<p>Sensory learners Yearly completion of AQA units in Careers, Good Health, Independent Living Skills, and Community Participation.</p> <p>Subject specific learners Yearly individual AQA units in Independent Living Skills, Employability, Good Health and Community Participation.</p>
<p>Cross curricular links</p> <ul style="list-style-type: none"> ○ <i>Communication</i> - exposure and use of vocabulary and communication for different purposes and in different settings ○ <i>Reading</i> - exposure to and use of vocabulary for different purposes including functional purposes and in leisure time ○ <i>Health and leisure</i> – gross and fine motor skills in using leisure facilities/gyms/swimming pools ○ <i>Community champions</i> – actively taking a role in their immediate and wider community. ○ <i>Careers</i> – careers lessons, work placements (sheltered and independent), work experience personalised to their future interests, workplace encounters, careers meetings, running mini-enterprise, leading small sport groups in school ○ <i>ICT skills</i> – use of keyboard and typing in the community – logging in keypads for leisure ○ <i>Travel training</i>, independent living skills, school flat ○ <i>College links</i> – 1 day a week link programme at Weston College 	

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EYFS	KS1	KS2	KS3	KS4	Post-16
					
Therapeutic curriculum, including therapies	<ul style="list-style-type: none"> ○ Play ○ Drama ○ Sensory OT ○ Physiotherapy ○ Hydrotherapy ○ Rebound ○ Attention autism ○ Intensive interaction ○ Sherbourne movement ○ Occupational therapy ○ Speech and language ○ Sensory therapeutic curriculum and explorative curriculum ○ Intervention sessions ○ Music sessions <p><i>These therapies are bespoke to the individual or as part of small group work.</i></p>				
Sensory processing	<p>Gross and fine motor skills development in:</p> <ul style="list-style-type: none"> ○ Personalised sensory diets ○ Sensory circuits ○ Sensory OT specific learner programmes ○ Sensory safe play spaces 				
Life skills	<ul style="list-style-type: none"> ○ Eating and drinking (visiting local cafes and doing a healthy food shop) ○ Toileting ○ Dressing/undressing ○ Brushing teeth and personal care 				

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- Cooking
- Cleaning
- School life skills flat
- Using local facilities: swimming pool, gym, sports clubs.