

# Aspire Explore Pathway

## Exploring My Physical Development Scheme of Work

<b>Intent</b>	<b>Implementation</b>
<p><b>What outcomes do we want the pupils to achieve by the end of this curriculum stage?</b></p> <p><b>If pupils are working on Branch 1</b></p> <p>By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Gross Motor:</b> ...actively explore their immediate environment in order to make choices.</p> <p>...be aware of their bodies and some of the different movements they can make.</p> <p>...move across different levels to explore their environment.</p>	<p><b>What opportunities and provision will we provide in order to achieve this?</b></p> <p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Access to tabletop and floor based motivating play activities and structured sessions- seated and standing.</li> <li>• Specialist supportive equipment for children with physical needs- support from physio, OT programme</li> <li>• Sensory Integration room; opportunities to work with motivating equipment, as well as standing practice in the Immersive Room or sensory walk. Develop independent and purposeful movement using projector in Immersive room.</li> <li>• Soft play/soft zone in class; use motivating and exciting objects to work on head control, sitting, crawling, walking and transitioning.</li> <li>• Open classroom set ups, free of obstacles for children to explore independently, through developmentally appropriate strategies such as crawling, rolling or tummy time.</li> <li>• Body awareness songs</li> <li>• Playground; sensory zones, sloping and undulating walkways. Roundabout, swing.</li> <li>• Weekly Movement sessions</li> <li>• Opportunities to develop stair walking; transitioning to motivating sessions such as music, sensory room, cooking room. Use hand rails rather than adult prompting where possible.</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Walking short distances in the community (local shops, library etc)</li> </ul>
<p><b>Fine Motor:</b></p> <p>...use a range of grasps and actions in order to explore objects.</p> <p>...use fine motor skills to carry out basic functional tasks such as scooping with a spoon.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Access to motivating cause and effect toys and equipment.</li> <li>• Access to motivating and exciting objects of different sizes and textures.</li> <li>• Specialist cutlery and equipment for feeding; boat plates, chunky handles etc.</li> <li>• Light box or mirror work with objects or blocks.</li> <li>• Music corner/Music Room with a range of instruments.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Messy play; wet and dry for scooping, pouring and exploring</li> <li>• Sensory room; using switch operated equipment.</li> <li>• Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore</li> <li>• Grasp bags with motivating items with a sensory element – squeaky toys, sensory balls, space blanket etc</li> <li>• Exploring playdough and similar materials to develop grasps and strength.</li> <li>• Differentiated prompting for carrying out functional tasks; hand under hand, initial physical prompt, modelling.</li> <li>• Container play; variety of containers available throughout the week to encourage exploration and problem solving.</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Nature Area; scooping and pouring mud kitchen.</li> </ul>
<p><b>Swimming:</b> ...to feel confident in the water when supported by an adult.</p> <p>...be aware of the different body movements they can make in the water.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Water trays and water play regularly available in class/outdoor areas.</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Swimming sessions</li> </ul>
<p><b>If pupils are working on Branches 2-4</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Gross Motor:</b> ...use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc</p> <p>...throw and catch a range of different sized balls or</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Access to weekly physical development session- zones to include climbing (benches, climbing frame, horse), active (simple circuits for moving in different ways) and ball skills (range of balls, nets, targets)</li> <li>• Discrete PE sessions; ball skills, throwing and catching.</li> <li>• Playground; ball skills zones with nets, targets, containers. Climbing frames and active zones consistently in use. Range of tricycles and balance bikes available in all playgrounds, bike track.</li> <li>• Soft Play; ball pit in use, gym balls available.</li> <li>• Dance and Yoga sessions</li> <li>• Trampoline; develop jumping and range of movements</li> </ul>

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<p>objects.</p> <p>...apply a range of movements to different contexts.</p>	<ul style="list-style-type: none"> <li>• Body awareness and action songs.</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Bowling</li> <li>• KsENT Games</li> <li>• Sports Day</li> <li>• Local parks and playgrounds</li> </ul>
<p><b>Fine Motor:</b></p> <p>Pupils will be able to use fine motor skills as part of construction activities.</p> <p>...perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing.</p> <p>...use simple tools such as scissors and mark making tools with increasing control.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Backwards chaining- for dressing and undressing skills.</li> <li>• Visual schedules to support the ordering of actions in self-help routines.</li> <li>• Exploring playdough and similar materials to develop grasps and strength.</li> <li>• Construction area in classroom with large and small scale construction consistently available.</li> <li>• Write-dance sessions; develop fine motor grasps with mark making tools.</li> <li>• Snack and Dinner; opportunities to use grasps to select foods for self-service</li> <li>• Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons.</li> <li>• Mark making areas indoor and outdoor; range of mark making materials and tools available such as conditioner, hair gel, paint on easels, brushes, mops, combs etc.</li> <li>• Role play areas with simple tools</li> <li>• Pupil scrap books with motivating or familiar images cut out.</li> <li>• Clever Fingers</li> <li>• A range of fine motor play activities in class with a range of tools easily accessible for pupils to use. Eg: scoops, spoons, tweezers, scissors, pipettes</li> <li>• ICT; writing apps for iPad and whiteboard</li> <li>• Turning on taps, using soap and towel dispenser</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Nature Area; mark making with sticks, mud, water etc.</li> </ul>

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<p><b>Swimming:</b> ...kick and pull to propel themselves in the water.</p> <p>...understand how to stay afloat in the water and use their body movements to help them stay safe in the water.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly swimming session in school pool with swim coach; consistent and structured approach to develop early swimming skills and confidence in the water.</li> <li>• Floating aides, jackets, noodles, small floats, adult support at lowest level required.</li> <li>• Motivating items and toys to collect and explore.</li> <li>• Floating and gliding with adult support</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Swimming sessions; deeper water for children who are more confident in the water and learning to swim with more independence.</li> </ul>
<p><b>If pupils are working on Branches 5+</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Gross Motor:</b> ...send and receive balls in different ways, appropriate to the apparatus they are using.</p> <p>...ride a tricycle with confidence, and begin to learn to ride a bike.</p> <p>...use a range of gross motor skills and apply them to different contexts.</p> <p>...understand the rules of and take part in simple team games.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly PD session; climbing, ball skills to include visuals for simple turn taking games.</li> <li>• Equipment available to practice balance and gymnastic activities eg balance beam, wobble boards, high horse.</li> <li>• Trampoline; apply different movements to different contexts.</li> <li>• Playgrounds; football pitch with nets (KS2), basketball nets and balls (KS1), bike track with bikes and balance available (KS2),</li> <li>• Races and relays on football pitch as part of PD sessions.</li> <li>• Dance/Yoga sessions</li> <li>• Team games sessions; Boccia, Curling etc. Visuals to explain rules, keeping scores.</li> <li>• Soft Play; climbing, chase games, hide and seek.</li> <li>• Discrete small group sessions; simple games with rules, bike races, relay races.</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Boccia, Curling, Bowling etc</li> <li>• Sports Day</li> <li>• Boxing sessions</li> </ul>
<p><b>Fine Motor:</b> ...use fine motor skills to complete all aspects of dressing and undressing independently.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Backwards chaining for dressing and undressing</li> <li>• Visual schedules to support sequencing in self-help tasks</li> </ul>

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<p>...use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc)</p> <p>...handle a range of tools with increasing independence.</p>	<ul style="list-style-type: none"> <li>• Range of tools available through woodwork areas or design projects with staff modelling use of more complex tools</li> <li>• Mark making areas indoor and outdoor; range of mark making tools available.</li> <li>• Big Draw</li> <li>• Write-dance</li> <li>• Opportunities to include mark-making/writing, use of a range of tools in the role-play area.</li> <li>• Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping.</li> <li>• Cooking sessions; using knives to cut harder foods, using different tools (graters, ladles, tin openers etc) to prepare food items.</li> <li>• Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons.</li> <li>• Computing; use of one click and standard mouse</li> <li>• Construction; more complex connecting construction such as Lego or Sticklebricks.</li> <li>• Small world activities available with a range of different sized and shape resources.</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Nature Area; preparing marshmallows and toasting.</li> </ul>
<p><b>Swimming:</b></p> <p>...swim independently on front and back.</p> <p>...confident enough to access the water, including underwater, with an increasing level of independence.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Underwater swimming through hoops, retrieving toys from the bottom of the pool, chasing underwater lights.</li> <li>• Balls and other resources available for simple games.</li> <li>• Floating and gliding without adult prompting</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Swimming sessions</li> </ul>