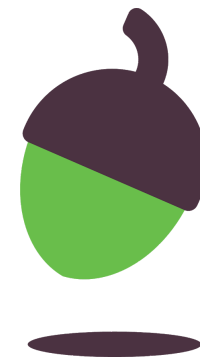


Physical Development Specialist

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

Our Specialist Physical Development curriculum has been designed to engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. It is our strong belief that sport is for all and should be accessible regardless of a young person's disability or needs. Basing our movement activities around a variety of sports we hope will provide new, exciting experiences that will spark an interest and motivate pupils to be more physically active and enjoy the associated health and social benefits this can bring.

Our units have been designed to make the best use of everyday activities, spaces and resources to develop valuable Physical Development skills and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.



2. Subject structure overview

Physical Development is structured to cater for 3 developmental starting points:

- Early Development - Sensory circuits support pupils to explore their body and movement in an engaging multi- sensory approach.
- Building Understanding - Sessions focus on fundamental movements and start to introduce and develop pre-requisite skills required to play Sport.
- Applying Learning - Sessions refine movement patterns and support pupils to apply their developing skills into Sport specific games and activities.

*Masterclass sessions draw on the experiences of elite athletes from across the sporting arena. Inspiring athletes will share their journey in sport and provide ‘top tips’ to help us improve our skills.

Unit	Unit title	Length of unit:	Stages covered
1	Movement & Balance	3 Lessons + Sensory Circuit & Masterclass	• ED / BU / AL
2	Invasion Games	3 Lessons + Sensory Circuit & Masterclass	• ED / BU / AL
3	Keeping Strong, Fit & Healthy	3 Lessons + Sensory Circuit & Masterclass	• ED / BU / AL



4	Target Sports & Games	3 Lessons + Sensory Circuit & Masterclass	<ul style="list-style-type: none"> • ED / BU / AL
5	Net/Racket & Wall Games	3 Lessons + Sensory Circuit & Masterclass	<ul style="list-style-type: none"> • ED / BU / AL
6	Striking & Fielding Games	3 Lessons + Sensory Circuit & Masterclass	<ul style="list-style-type: none"> • ED / BU / AL



3. Suggested sequence

The inclusive nature of Physical Development means that families could choose to access sessions and content from across the stages as a pupil working at early development may find for example masterclass sessions highly engaging whilst a pupil working at the Applying Learning stage might find completing the sensory circuits lots of fun. Our main driver for Physical Development is to get young people inspired and motivated to be more physically active whilst introducing exciting, engaging new Sports and activities.

Schools and families should work together to determine the best sequence for each pupil. Content within each unit will be sequenced, with units containing three distinct entry points to account for prior learning. There is no optimum time to spend on each unit as some pupils will benefit from repeating and rehearsing content several times and/or in slightly different contexts.



Unit	Early Development	Building Understanding	Applying Learning	Masterclass
Movement & Balance	Sensory Circuit 1	<ul style="list-style-type: none"> ● Movement & Travelling ● Exploring different ways to move & travel ● Linking movements together ● Travelling in a confined area with an emerging awareness of space ● Exploring different ways to balance 	<ul style="list-style-type: none"> ● Yoga ● Sequences of Movement ● Performing movements and balances with an increasing degree of control ● Showing an awareness of changes to my body and how I feel during and after exercise 	TBC
Invasion Games		<ul style="list-style-type: none"> ● Basketball / Netball ● Moving in different directions (forwards / backwards and sideways) ● Throwing and bouncing a ball with some degree of accuracy ● Develop some pre-requisite skills of playing basketball e.g. catch and pass 	<ul style="list-style-type: none"> ● Rugby ● Sequence together rugby specific movements e.g. to the ground and getting back up to represent a tackle ● Passing and catching the ball with increasing accuracy ● Begin to play games with simple rules and transfer skills 	Mixed Ability International Rugby Players (IMAS)



Keeping Fit, Strong & Healthy	Sensory Circuit 2	<ul style="list-style-type: none"> • Fitness Circuits • A number of exercises focussed on gross motor skills and big movements (walk, run, jump, lift) • Beginning to link actions and movements together as part of our Circuit 	<ul style="list-style-type: none"> • Fitness circuits • A variety of fitness circuits that focus on strength, speed and balance • Showing an awareness of how my body feels during and after the exercise 	TBC
Target Sports & Games		<ul style="list-style-type: none"> • Boccia / Skittles • Understanding the concept of aiming for a target • Throwing / rolling / kicking a ball with some degree of accuracy • Concept of turn taking 	<ul style="list-style-type: none"> • Target Games • Refine skills and aim for a target with increasing accuracy. • Transfer skills successfully in different games • Follow simple rules and instructions successfully 	TBC
Net / Racket & Wall Games	Sensory Circuit 3	<ul style="list-style-type: none"> • Volleyball • Moving in different directions and showing an emerging awareness of space • Developing sport specific skills (pass and spike) • Working together successfully with a teammate 	<ul style="list-style-type: none"> • Tennis • Using equipment with increasing levels of control (Fine motor) • Applying skills whilst moving and travelling • Develop an understanding of rules and how to score points 	Samantha Bullock (Paralympian & International Tennis player)



Striking & Fielding Games		<ul style="list-style-type: none"> ● Rounders / Baseball ● Using equipment safely and effectively ● Develop the prerequisite sports skills of throwing, catching and fielding 	<ul style="list-style-type: none"> ● Cricket ● Develop sport specific skills of batting and bowling ● Using equipment safely and effectively ● Begin to develop an awareness of tactics we can use within games 	Danni Wyatt (England Cricket)
---------------------------	--	--	---	----------------------------------



4. Unit specifics

Movement & Balance

Lesson Number	Building Understanding	Applying Learning
1 (V)	<ul style="list-style-type: none"> ● Copy simple movements ● Explore different ways to move and travel & introduce levels of movement ● Begin to link 2 movements together and explore patterns of more coordinated movement 	<ul style="list-style-type: none"> ● Intro to Yoga ● Controlling our breathing / the calming effects of Yoga ● Explore movements and simple balances (balance points)
2 (RP)	<ul style="list-style-type: none"> ● Introduce the concept of balance and experiment with the different ways we can use our body to create a balance ● Link a simple movement and balance to form a 2 step sequence 	<ul style="list-style-type: none"> ● Learn a range of simple Yoga poses (seated / standing / Floor) ● Begin to sequence movements and Yoga poses together
3 (V)	<ul style="list-style-type: none"> ● Begin to move and travel with an awareness of space around us ● To copy and follow simple sequences of movement 	<ul style="list-style-type: none"> ● To perform sequences of movement and Yoga poses with increasing control & accuracy ● Begin to show an awareness of our body and the changes we feel during and after exercise



Sensory Circuit 1

A sequence of multi sensory stations that introduce and explore a range of movements

Masterclass session

TBC

***V denotes Video session / RP denotes Resource Pack**



Invasion Games

Lesson Number	Building Understanding	Applying Learning
1 (V)	<ul style="list-style-type: none"> • To explore movements in different directions linked to basketball / netball (forwards / backwards / side to side) • To explore fundamental skills of bouncing / throwing and rolling a ball. 	<ul style="list-style-type: none"> • Explore a range of rugby specific movements that mirror key aspects of the game, e.g. tackle - down to the floor and back up / Scrum - crouch and squat / lineout - stretch and leap • Learn, copy and develop the rugby skills of passing and catching
2 (RP)	<ul style="list-style-type: none"> • Explore ways in which we can move the ball and develop the concept of passing • Practice and refine simple skills and movements with simple games 	<ul style="list-style-type: none"> • Sequence together different movements and explore the concept of fast and slow • Refine skills in designated areas and show an awareness of space
3 (V)	<ul style="list-style-type: none"> • Develop and practice the sport specific skill of catching and passing and shooting (aiming for a target) • Build sequences of movement with increasing control and begin to apply skills in simple games 	<ul style="list-style-type: none"> • Explore and experiment with different passing techniques and perform with increasing accuracy • Apply skills into games and specific situations and begin to develop an understanding of rules in sport



Sensory Circuit 1

A sequence of multi sensory stations that introduce and explore a range of movements

Masterclass session (Rugby)

Mixed Ability International Rugby players to share 'top tips' and their journey in rugby (how they got started / highlights and what playing rugby means to them)

***V denotes Video session / RP denotes Resource Pack**



Fitness Circuits

Lesson Number	Building Understanding	Applying Learning
1 (V)	<ul style="list-style-type: none"> ● Copy and explore a number of Gross motor skills and big movements eg walk, run , jump, lift ● Begin to complete movements and exercise for sustained periods of time 	<ul style="list-style-type: none"> ● Simple fitness circuits that focus on explosive, dynamic movements (jump, skip, run) ● *Add controlled movement and balances to our fitness circuit
2 (RP)	<ul style="list-style-type: none"> ● Introduce the concept of a fitness circuit and link movements and exercises together with short breaks ● Introduce apparatus (household) objects and use safely 	<ul style="list-style-type: none"> ● Pupils to complete fitness circuits based around strength and power ● Introduce apparatus (household) objects and use safely
3 (V)	<ul style="list-style-type: none"> ● Complete more complex circuits and follow instructions as we change from station to station ● *Begin to discuss and describe how we feel after exercise e.g. tired & hot ● Pupil to design and create their own fitness circuit 	<ul style="list-style-type: none"> ● More complex circuits that include a mix of fundamental movements, balances and sport specific skills ● Develop an understanding of structure / rules and that our circuit has an order and set times for each exercise ● Show an awareness of our body and the changes before, during and after exercise ● Pupil to design their own fitness circuit



Sensory Circuit 2

A sequence of multi sensory stations that introduce and explore a range of movements

Masterclass session

TBC

***V denotes Video session / RP denotes Resource Pack**



Target Sports & Games

Lesson Number	Building Understanding	Applying Learning
1 (V)	<ul style="list-style-type: none"> • Pupils to experiment with the different ways in which they can propel a ball towards a target eg roll / bounce / kick - extend by creating their own unique method (Introduce Sport of Boccia) • Encourage movement and the concept of 'dodging' with a game of Attack and defend (soft ball / balloon) 	<ul style="list-style-type: none"> • Enjoy and explore a variety of games e.g. foot golf in which pupils Throw,roll, bounce, kick a ball towards a target with increasing degrees of accuracy • Develop our range of fundamental movements that underpin our skills (balance / coordination)
2 (RP)	<ul style="list-style-type: none"> • Transfer skills across a range of other Target games sport eg Skittles / Footgolf / New Age Kurling • Refine movements and aim for targets with increasing accuracy 	<ul style="list-style-type: none"> • Transfer skills successfully in different games, e.g. dodgeball and work positively with a partner • Design and create our own target game / sport to practice our skills



3 (V)	<ul style="list-style-type: none"> • Begin to introduce the concept of distance by propelling the ball with more / less force when aiming for targets that are closer / further away (Introduction of tactics) • Apply our skills in game / match situations, following simple rules, taking turns and playing positively with a partner 	<ul style="list-style-type: none"> • Refine our technique and consider how we can best propel the ball towards a given target (height, force, direction) and begin to develop sport specific tactics • Experience a variety of different target sports / games and generalise our skills
<p>Sensory Circuit 2</p> <p>A sequence of multi sensory stations that introduce and explore a range of movements</p>		
<p>Masterclass session (TBC)</p>		

***V denotes Video session / RP denotes Resource Pack**



Net / Racket & Wall games

Lesson Number	Building Understanding	Applying Learning
1 (V)	<ul style="list-style-type: none"> • Explore ways in which we can keep a balloon off the ground using different body parts • Introduce the game of seated volleyball and work with a partner to keep the balloon off the ground (encourage movement in different directions eg side to side) 	<ul style="list-style-type: none"> • Introduce the concept of keeping a ball off the ground and striking over a net / barrier (use balloon to start before progressing to beach ball / soft tennis ball) • Introduce the equipment (racket) & share rules on how to use safely • Begin to apply skills whilst following sequences and patterns of movement (highlight levels of movement such as crouching and stretching)
2 (RP)	<ul style="list-style-type: none"> • Practice specific volleyball skills and movements against a wall progressing from a balloon to beach ball • Refine skills of pass / set / spike and begin to perform them with increasing accuracy in defined spaces 	<ul style="list-style-type: none"> • Using equipment safely and with a greater degree of control (one bounce hit static then moving) • Begin to experiment with different shots from a static position eg striking the ball off a cone / plant pot



3 (V)	<ul style="list-style-type: none"> ● Introduce Volleyball specific skills and movements eg set (stretch), spike (jump) and begin to perform skills with increasing accuracy ● Apply skills in simple game type situations. ● Develop an understanding of tactics, scoring and work together positively with a partner 	<ul style="list-style-type: none"> ● Apply our tennis specific skills and patterns of movement in game / match situations (against a wall / over a net / barrier) ● Develop an understanding of points scoring and tactics we would use in a game (direction and power of shots)
<p>Sensory Circuit 3</p> <p>A sequence of multi sensory stations that introduce and explore a range of movements</p>		
<p>Masterclass session</p> <p>In this session Samantha Bullock (Paralympian & International Tennis player) shares her 'Top tips' and career highlights</p>		

***V denotes Video session / RP denotes Resource Pack**



Striking & Fielding games

Lesson Number	Building Understanding	Applying Learning
1 (V)	<ul style="list-style-type: none"> ● Introduce and explore equipment used in (baseball / rounders / striking & fielding games) and use safely ● Practice basic striking from a static position (with hand progressing to bat / racket) ● Practice pre-requisite skills of throwing, catching and fielding the ball (reduce the size of ball to increase challenge and difficulty) 	<ul style="list-style-type: none"> ● Introduce the cricket specific skill of bowling (build on previous work throwing towards a target moving from underarm to one bounce - extend to overarm if appropriate) ● Use equipment safely (bat) and begin to practice striking (move from static to in motion striking)
2 (RP)	<ul style="list-style-type: none"> ● Develop the understanding of speed and direction of movement ● Games in which pupils sequence together fast movements with changes of direction that mirror baseball / rounders movements (stations) 	<ul style="list-style-type: none"> ● Introduce and practice a number of fielding techniques and cricket specific skills (long / short barrier, point and throw) ● Games to develop accuracy and technique when throwing at a target



3 (V)	<ul style="list-style-type: none"> • Begin to apply our skills into simple game situations (striking / fielding / aiming at a target) • Work successfully with a partner and follow games with simple rules 	<ul style="list-style-type: none"> • Apply our cricket skills of bowling / batting and fielding into game / match type activities • Refine our movements and perform with increasing accuracy • Show an awareness of changes in my body during and after exercise • Develop an understanding of tactics and how we score in Cricket • Work together as part of a team
<p>Sensory Circuit 3</p> <p>A sequence of multi sensory stations that introduce and explore a range of movements</p>		
<p>Masterclass session (Cricket)</p> <p>World Cup winner and England Cricket star Danni Wyatt shares her career highlights and some 'top tips' to develop our Cricket skills.</p>		

***V denotes Video session / RP denotes Resource Pack**

