



# Astley Park School

*Nurturing Futures*

## Me and My Body



### *At Astley Park School*

*Me and My Body aims to develop learners physically, to enable them to explore their environment safely, moving in a variety of ways. Learners are taught to respect and care for their bodies through healthy eating, physical activity, personal care, well-being and safety. Learners develop a range of strategies to respond to their bodies physical and sensory needs including toileting routines and sensory and emotional regulation. Me and My Body develops an awareness of self, supporting learners to form an identity and recognition of who they are.*

## Explorers

Area of Need:	Specialist Programmes, Tools or Interventions
<p><b>Physical and Sensory</b>            Self-Help and Independence            Social, Emotional and Mental Health            Communication and Interaction            Cognition and Learning</p>	<ul style="list-style-type: none"> <li>-Individualised Sensory Diets</li> <li>-Physiotherapy Programmes</li> <li>-Feeding Programmes</li> <li>-SCERTS</li> <li>-Sensory Regulation Tools</li> <li>-Fizzy Kids Gross Motor Programme</li> <li>-Clever Hands Fine Motor Programme</li> <li>-Backward Chaining for Dressing</li> <li>-Toileting Programmes</li> <li>-EQUALS My Physical Well Being</li> <li>-EQUALS My Independence</li> <li>-EQUALS My Dance</li> </ul>

### Me and My Body Key Aspects

Moving My Body	Looking After My Body	Awareness of Self	Responding to My Body
<ul style="list-style-type: none"> <li>-Gross motor movement</li> <li>-Fine motor movement</li> <li>-Co-ordination</li> <li>-Spatial awareness</li> <li>- Supported participation</li> <li>-Following routines and simple commands</li> <li>-Recognition and anticipation</li> <li>-Cause and effect</li> <li>-Exploration of activities</li> <li>-Leisure and recreation activities</li> <li>-Being active</li> <li>-Growing range of physical activities</li> </ul>	<ul style="list-style-type: none"> <li>-Eating &amp; drinking</li> <li>-Feeding</li> <li>-Supported participation in dressing</li> <li>-Supported participation in personal care</li> <li>-Supported participation in making healthy choices</li> <li>-Developing an awareness of personal safety</li> </ul>	<ul style="list-style-type: none"> <li>-Body awareness</li> <li>-My feelings</li> <li>-My identity</li> <li>-My memories</li> <li>-Body parts and facial features</li> <li>-My aspirations</li> </ul>	<ul style="list-style-type: none"> <li>-Sensory regulation</li> <li>-Toileting</li> <li>-Sleep</li> <li>-Calming my body</li> <li>-Alerting my body</li> </ul>

## Adventurers

Area of Need:	Subject Coverage	Specialist Programmes, Tools or Interventions
<p style="text-align: center;"><b>Physical and Sensory</b></p> <p style="text-align: center;">Self-Help and Independence Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> <li>-Physical Education</li> <li>-Science</li> <li>-PSHE</li> <li>-Sex and Relationships Education</li> </ul>	<ul style="list-style-type: none"> <li>-Individualised Sensory Diets</li> <li>-Physiotherapy Programmes</li> <li>-Feeding Programmes</li> <li>-SCERTS</li> <li>-Alert Programme</li> <li>-Sensory Regulation Tools</li> <li>-Fizzy Kids Gross Motor Programme</li> <li>-Clever Hands Fine Motor Programme</li> <li>-Backward Chaining for Dressing</li> <li>-Toileting Programmes</li> <li>-EQUALS My Physical Well Being</li> <li>-EQUALS My Independence</li> <li>-EQUALS My Dance</li> </ul>

### Me and My Body Key Aspects

Moving My Body	Looking After My Body	Awareness of Self	Responding to My Body
<ul style="list-style-type: none"> <li>-Gross motor movement</li> <li>-Fine motor movement</li> <li>-Control, co-ordination and balance</li> <li>-Spatial awareness</li> <li>-Growing variety of movements</li> <li>-Simple team games</li> <li>-Follow simple rules</li> <li>-Wide range of physical activities</li> <li>-Leisure and recreation activities</li> <li>-Staying active</li> <li>-Self-expression</li> </ul> <p>Contexts: Swimming, Dance, Games, Athletics, Gymnastics,</p>	<ul style="list-style-type: none"> <li>-Healthy choices in eating and drinking</li> <li>-Independent feeding</li> <li>-Growing independence in dressing</li> <li>-Growing independence and understanding of personal care</li> <li>-Growing independence in making healthy choices</li> <li>-Growing understanding and application of personal safety</li> <li>-Growing understanding of physical and mental well being</li> </ul>	<ul style="list-style-type: none"> <li>-Body Awareness</li> <li>-My feelings and emotions</li> <li>-My identity</li> <li>-My memories</li> <li>-My body</li> <li>-Personal space</li> <li>-Private and public</li> <li>-Body image</li> <li>-Growth and changes</li> <li>-My mental health</li> <li>-My aspirations</li> </ul>	<ul style="list-style-type: none"> <li>-Sensory regulation</li> <li>-Emotional regulation</li> <li>-Toileting</li> <li>-Sleep</li> <li>-Calming my body</li> <li>-Alerting my body</li> </ul>

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P Scales – National Curriculum Coverage Grid

Coverage Colour Code:

Autumn Spring Summer

	PE	Science
P1	<p><b>P1 (i) Pupils encounter activities and experiences</b></p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p><b>P1 (ii) Pupils show emerging awareness of activities and experiences</b></p> <ul style="list-style-type: none"> <li>• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, turning briefly towards fast-moving group activity]</li> <li>• They may give intermittent reactions [for example, sometimes turning away from people or objects moving close to them].</li> </ul>	<p><b>P1 (i) Pupils encounter activities and experiences</b></p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p><b>P1 (ii) Pupils show emerging awareness of activities and experiences</b></p> <ul style="list-style-type: none"> <li>• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, looking towards flashes of light or turning towards loud sounds]</li> <li>• They may give intermittent reactions [for example, sometimes withdrawing their hands from changes in temperature].</li> </ul>
P2	<p><b>P2 (i) Pupils begin to respond consistently to familiar people, events and objects</b></p> <ul style="list-style-type: none"> <li>• They react to new activities and experiences [for example, showing surprise when moving into an outdoor environment]</li> <li>• They begin to show interest in people, events and objects [for example, patting at footballs brought towards them]</li> <li>• They accept and engage in coactive exploration</li> </ul> <p><b>P2 (ii) Pupils begin to be proactive in their interactions</b></p> <ul style="list-style-type: none"> <li>• They communicate consistent preferences and affective responses [for example, smiling in dance or movement activities]</li> <li>• They recognise familiar people, events and objects [for example, gesturing or vocalising in a particular way on arrival at the poolside]</li> <li>• They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pushing away a ball when it is repeatedly rolled towards them]</li> <li>• They cooperate with shared exploration and supported participation [for</li> </ul>	<p><b>P2 (i) Pupils begin to respond consistently to familiar people, events and objects.</b></p> <ul style="list-style-type: none"> <li>• They react to new activities and experiences [for example, discarding objects with unfamiliar textures]</li> <li>• They begin to show interest in people, events and objects [for example, leaning forward to follow the scent of a crushed herb]</li> <li>• They accept and engage in coactive exploration [for example, feeling materials in hand-over-hand partnerships with a member of staff].</li> </ul> <p><b>P2 (ii) Pupils begin to be proactive in their interactions</b></p> <ul style="list-style-type: none"> <li>• They communicate consistent preferences and affective responses [for example, showing a consistent dislike for certain flavours or textures]</li> <li>• They recognise familiar people, events and objects [for example, moving towards particular features of familiar environments]</li> <li>• They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, rejecting food items after recent experience of bitter flavours]</li> <li>• They cooperate with shared exploration and supported participation [for example, examining materials</li> </ul>

	example, being guided in creating patterns of movement].	handed to them].
P3	<p><b>P3 (i) Pupils begin to communicate intentionally</b></p> <ul style="list-style-type: none"> <li>• They seek attention through eye contact, gesture or action.</li> <li>• They request events or activities [for example, pointing to a particular piece of PE equipment]</li> <li>• They participate in shared activities with less support. They sustain concentration for short periods</li> <li>• They explore materials in increasingly complex ways [for example, tapping one item of equipment with another]</li> <li>• They observe the results of their own actions with interest [for example, dabbling their hands in the swimming pool and attending to the effects]</li> <li>• They remember learned responses over more extended periods [for example, bouncing up and down on a trampette].</li> </ul> <p><b>P3 (ii) Pupils use emerging conventional communication</b></p> <ul style="list-style-type: none"> <li>• They greet known people and may initiate interactions and activities [for example, pushing a ball towards a peer or adult] 30</li> <li>• They can remember learned responses over increasing periods of time and may anticipate known events [for example, beginning to move when the music starts]</li> <li>• They may respond to options and choices with actions or gestures, [for example, moving towards one outdoor activity rather than another]</li> <li>• They actively explore objects and events for more extended periods [for example, moving around a space and encountering a range of objects or obstacles]</li> <li>• They apply potential solutions systematically to problems [for example, reaching out a foot or a hand to intercept a moving ball].</li> </ul>	<p><b>P3 (i) Pupils begin to communicate intentionally</b></p> <ul style="list-style-type: none"> <li>• They seek attention through eye contact, gesture or action</li> <li>• They request events or activities [for example, reaching out towards a sound making object]</li> <li>• They participate in shared activities with less support</li> <li>• They sustain concentration for short periods</li> <li>• They explore materials in increasingly complex ways [for example, pressing hard objects into soft textures]</li> <li>• They observe the results of their own actions with interest [for example, scrunching up paper and examining the product]</li> <li>• They remember learned responses over more extended periods [for example, reaching out to touch a live animal with caution and sensitivity].</li> </ul> <p><b>P3 (ii) Pupils use emerging conventional communication</b></p> <ul style="list-style-type: none"> <li>• They greet known people and may initiate interactions and activities [for example, switching on a favourite piece of equipment in the light and sound room] 35</li> <li>• They can remember learned responses over increasing periods of time and may anticipate known events [for example, balls falling and bouncing on the floor]</li> <li>• They may respond to options and choices with actions or gestures [for example, touching one substance rather than another]</li> <li>• They actively explore objects and events for more extended periods [for example, feeling the textures of different parts of a plant]</li> <li>• They apply potential solutions systematically</li> </ul>
P4	<p><b>P4 Pupils' movement patterns are established, and they perform single actions [for example, rolling, running, jumping or splashing]</b></p> <ul style="list-style-type: none"> <li>• They respond to simple commands [for example, 'stop']</li> <li>• They recognise familiar pieces of equipment [for example, a ball or hoop]</li> <li>• They show awareness of cause and effect [for example, knocking down skittles].</li> </ul>	<p><b>P4 Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes [for example, when mixing flour and water]</b></p> <ul style="list-style-type: none"> <li>• Pupils communicate their awareness of changes in light, sound or movement.</li> <li>• They imitate actions involving main body parts [for example, clapping or stamping]. They make sounds using their own bodies [for example, tapping, singing or vocalising], and imitate or copy sounds</li> <li>• They cause movement by a pushing or pulling action 'Explore' includes access through any sensory mode</li> <li>• Teachers should ensure that they are assessing intended, not accidental, actions.</li> </ul>
P5	<p><b>P5 Pupils link two actions in a sequence [for example, crawling and walking, or climbing and jumping]</b></p> <ul style="list-style-type: none"> <li>• They follow simple instructions although they may need the support of symbols or other prompts</li> <li>• They explore a variety of movements and show some awareness of space.</li> </ul>	<p><b>P5 Pupils take part in activities focused on the anticipation of and enquiry into specific environments [for example, finding a hamster under straw, or a CD or video in a pile].</b></p> <ul style="list-style-type: none"> <li>• They match objects and materials in terms of single features or properties [for example, temperature or colour]</li> </ul>

	<p>They understand some basic concepts [for example, taking big and little steps in movement activities or placing big and small balls in different baskets]. They take turns with a partner or in a small group</p> <ul style="list-style-type: none"> <li>• They recognise and collect, on request, familiar pieces of equipment [for example, a mat to lie on or a hoop to jump into].</li> </ul>	<ul style="list-style-type: none"> <li>• They try out a range of equipment in familiar and relevant situations [for example, initiating the activation of a range of light sources]</li> <li>• They respond to simple scientific questions [for example, ‘Show me the flower’ ‘Is this wet/dry?’] ‘Showing’, ‘demonstrating’ ‘trying out’ ‘responding’ etc. may be done by any means appropriate to the pupil’s preferred mode of communication and physical abilities</li> <li>• For some pupils this may mean directing an adult undertaking the task</li> </ul>
P6	<p><b>P6 Pupils work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task</b></p> <ul style="list-style-type: none"> <li>• They move in a variety of ways [for example, slowly and quickly]. They link movements in a simple sequence, although they may require support to do this.</li> <li>• They recognise small and large apparatus and use it with some basic control. They throw and kick a ball, but lack direction.</li> </ul>	<p><b>P6 Pupils recognise distinctive features of objects [for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree]</b></p> <ul style="list-style-type: none"> <li>• They begin to make generalisations, connections and predictions from regular experience [for example, expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope]</li> <li>• They closely observe the changes that occur [for example, when materials are heated, cooled or mixed]</li> </ul>
P7	<p><b>P7 Pupils express themselves through repetitive and simple sequences and movement patterns.</b>  <b>Their control and coordination skills are developing [for example, they kick a ball towards a target or throw a ball to a partner]</b></p> <ul style="list-style-type: none"> <li>• They listen to instructions and stop and start with some accuracy</li> <li>• They work closely in pairs, trios or small groups</li> <li>• They share and wait their turn</li> <li>• They are aware of the changes that happen to their bodies when they are active.</li> </ul>	<p><b>P7 Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases [for example, which food to give which animal]</b></p> <ul style="list-style-type: none"> <li>• They make simple records of their findings [for example, by putting pictures of an activity in sequence]</li> <li>• They begin to make suggestions for planning and evaluating their work [for example, responding to the question ‘Was that right or wrong?’. ‘Showing’, ‘demonstrating’ ‘trying out’ ‘responding’ etc. may be done by any means appropriate to the pupil’s preferred mode of communication and physical abilities</li> <li>• For some pupils this may mean directing an adult undertaking the task.</li> </ul>
P8	<p><b>P8 Pupils move with some control and coordination [for example, they travel under and over climbing equipment]</b></p> <ul style="list-style-type: none"> <li>• They follow and imitate sequences and patterns in their movements</li> <li>• They use small and large apparatus safely</li> <li>• They are aware of space, themselves and others</li> <li>• They play simple games and may require support to keep score and follow game rules</li> <li>• They recognise the changes that happen to their bodies when they are active.</li> </ul>	<p><b>P8 Pupils show that they have observed patterns or regular changes in features of objects, living things and events [for example, chrysalis/butterfly day/night]</b></p> <ul style="list-style-type: none"> <li>• They make some contribution to planning and evaluation and to recording their findings</li> <li>• They identify a range of common materials and know about some of their properties</li> </ul>
KS1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p>	<p>Year 1  <b>Pupils should be taught to:</b>  -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 2</p>

	<ul style="list-style-type: none"> <li>-master basic 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</li> <li>-participate in team games, developing simple tactics for attacking and defending</li> <li>-perform dances using simple movement patterns.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>-notice that animals, including humans, have offspring which grow into adults</li> <li>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
KS2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- 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</li> <li>-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>-perform dances using a range of movement patterns</li> <li>-take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Year 3</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
KS3	<p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-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]</li> <li>-develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>-perform dances using advanced dance techniques within a range of dance styles and forms</li> </ul>	

	<ul style="list-style-type: none"><li>-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</li><li>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li><li>-take part in competitive sports and activities outside school through community links or sports clubs</li></ul>	
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