



Physical Development Pre-Formal Scheme of Work



Body Awareness Awareness	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Toleration of different movements. • Recognising and reacting to movements (might be reflex) • Responding to movements deliberately (not a reflex) • Developing an awareness of position. 	<p>Record evidence on EfL using the 5 areas of The Engagement Model:-</p> <ul style="list-style-type: none"> • Exploration. • Realisation. • Anticipation. • Persistence. <p style="text-align: right;">Initiation.</p>
Teaching Activities/ advice/ enabling environments	Resources
<p>Most pupils/students/young people at the earliest stage will need to have movements presented to them in a familiar environment with support and reassurance from familiar staff.</p> <p>DON'T just stimulate! We want the pupils/students/young people to recognise, react and deliberately respond to movements. Look very carefully at the ways in which children show they are aware of movements eg: by stilling, moving limbs, blinking eyes.</p> <p>Consult with specialist teachers/ therapists on the best movements to use with individual pupils/students/young people or any that are not considered safe for them. Get advice on how to work with pupils/students/young people with visual, hearing and physical impairments.</p> <p>DON'T just stimulate! Use burst-pause (a burst of a stimulus followed by a pause for pupil/student/young person to respond) and record their responses. Build up a record of responses that indicate likes and dislikes eg: opening eyes or smiling when the stimulus is liked and pulling a face or turning away when the stimulus is disliked. NB this is showing a preference and is not yet a choice.</p>	
<p>Pupils/students/young people should have opportunities to show awareness of massage of hands/ feet/ arms/ legs (maybe with aromatherapy oils), and various sensory stimulation on different parts of the body.</p>	<p>Tacpac(only to be called this if it is the genuine Tacpac being used) / Dance Massage/Sensory communication –linked to themes</p> <p>Painting body parts e.g. knees / feet can be done with the pupils/students/young person's feet up a wedge so that they can see their feet or prop a mirror so that they can see their feet.</p>



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	Using different textures, rough smooth, bubblewrap, coconut mats hot cold, foot spa's (cold water, warm water add stones) Wrap whole body in different textures – shredded paper, soft blankets, space blanket, brown paper
Pupils/students/young people should have opportunities to show awareness of a range of total body movements It is important to give pupils/students/young people opportunities to develop awareness of their tummy and back.	Swinging, in blankets, swings, leaf chair Floating in the pool Side to side then Rolling & log rolling. Rolling and turning pool. Sliding: on tummy, back, up and down benches, over sensory surfaces, through tunnels. Spinning – on roundabout, in chair, physically, spinning PE equipment, in a blanket, on a scoot board Bouncing, Trampoline, in pool, gym balls Squeezy rollers /pressure rollers
Pupils/students/young people should have opportunities to show awareness of a range of different body orientations	Physio programs bending and stretching body and limbs Include positions :flat, bunched up, upside down – if appropriate
Pupils/students/young people should have opportunities to show awareness of a range of pace of movement	slow, quick, jerky, smooth using any of the above activities.
Show awareness of their limbs being moved passively. Move their hands and arms with hand-under-hand support/ hand-over-hand support	Stretching in exercises or as part of action songs. Sensory PE activities and experiences based on themes. Veronica Sherborne movement programme Physical literacy – adapted
Show awareness objects in designated spaces to touch different parts of the body when moving even if only slightly. Pupils/students/young people may show a dislike reaction by withdrawing their limbs from sensory materials If using door curtains ensure pupils are alerted to the touch sensation before pushing them through it.	Lillie Neilson Little Room Acheva bed frames Umbrella stories Sensory cushions and blankets Fantastic fingers – very early levels
Rainbow profile links – this is not a definitive list. Refer to assessments in other areas as well as physical	
At this stage of the pupils/students/young person's	Rainbow Assessment Framework My Body Physical Development, Movement and Space:Gross Motor Red profile 1



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develop it is more about tolerating and experiencing movements e.g. Tolerate a ball being rolled over body
Experiences movement up and down
Experiences movement right and left
Experiences movement forward and backwards
Contact with water at different temperatures
Towed through water
Have limbs manipulated in water
Accepts change in position
Accepts being moved physically

Turns head in response to sound and sights.
Moves eyes to follow a moving person.
Gradually develop ability to hold up own head.
Lifts head when lying on tummy and move it from side to side.
Moves head to look around when lying on back or supported in sitting.



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Body Awareness Exploration

<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Recognise, react and actively notice familiar movements • Anticipating movements • Initiating familiar movements • Making things happen with random movements • Explore a variety of positions and movements for an increasing time • Responding to different movements • Developing an awareness of position 	<p>Record evidence on EfL using the 5 areas of The Engagement Model:-</p> <ul style="list-style-type: none"> • Exploration. • Realisation. • Anticipation. • Persistence. • Initiation.
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<p>Teaching Activities/ advice/ enabling environments</p>	<p>Resources</p>
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As pupils/students/young people become more aware, increase the range and variety of movements. Look for more specific responses that indicate they are beginning to show different levels of response eg: quite like swinging (smiles and relaxes body) but really likes sliding (body movements become excited and huge smiles)

DON'T just stimulate! We want our pupils/students/young people to recognise, react and deliberately respond to movements. Look very carefully at the ways in which children show they are aware of movements. Adults should listen to the pupils/students/young person's bodies and feel responses through muscles and slight movements. Wait for the subtle responses.

<p>Teaching Activities/ advice/ enabling environments</p>	<p>Resources</p>
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<p>Pupils/students/young people should have opportunities to proactively explore using hands/ feet/ arms/ legs using a variety of sensory stimulation for different parts of the body.</p> <p>Look for them showing consistent responses over repeated sessions. Give opportunities for the them to show a response -WAIT. This section links closely with communication work.</p> <p>The response may be physical or communication. Look for more consistent communication. Give lots of burst pause opportunities.</p>	<p>Tacpac / Sensory communication –linked to themes</p> <p>Painting body parts e.g. knees / feet can be done with the child's feet up a wedge so that they can see their feet or prop a mirror so that they can see their feet.</p> <p>Using different textures, rough smooth, bubblewrap, coconut mats hot cold, foot spa's (cold water, warm water add stones)</p>
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<p>Try changing an established routine to encourage a reaction</p> <p>Materials should be positioned for the best access for the pupil/student/young person to use their own movements to explore rather than hand under or over hand. Look for small movement responses from a whole body awareness activity e.g. a pupil/student/young person enclosed in a pile of shredded paper may only move a finger to explore. This will be different for each individual.</p> <p>Ensure the pupil/student/young person is in a comfortable position to learn.</p>	<p>Wrap whole body in different textures – shredded paper, soft blankets, space blanket, brown paper</p>
<p>Pupils/students/young people should have opportunities to explore of a range of total body movements It is important to give them opportunities to develop awareness of their tummy and back.</p> <p>Give opportunities for pupils/students/young people to explore their own movements to accidentally move equipment or gain feedback from equipment.</p>	<p>Swinging, in blankets, swings, leaf chair Floating in the pool Side to side then Rolling & log rolling. Rolling and turning pool. Sliding: on tummy, back, up and down benches, over sensory surfaces, through tunnels. Spinning – on roundabout, in chair, physically, spinning PE equipment, in a blanket, on a scoot board Bouncing, Trampoline, in pool, gym balls Sound beam Switch activated equipment Mobiles Door curtains Under sensory 'play gym'</p>
<p>Pupils/students/young people should have opportunities to tolerate and explore of a range of different body orientations</p>	<p>Physio programs supported exploration of a variety of positions to encourage functional movements Include positions : flat, bunched up, upside down –if appropriate, side lying, prone, supported 4 point kneeling</p>
<p>Pupils /students/young people should have opportunities to explore of a range of pace of movement</p>	<p>Slow, quick, jerky, smooth using any of the above activities.</p>
<p>Explore movements of their hands and arms / legs and feet when support is initially given but then could be taken away</p>	<p>Stretching in exercises or as part of action songs. Sensory PE activities and experiences based on themes.</p>



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	Veronica Sherborne movement programme Physical literacy – adapted
Explore objects in designated spaces to touch different parts of the body when moving even if only slightly. If using door curtains ensure pupils/students/young people are alerted to the touch sensation before pushing them through it.	Lillie Neilson Little Room / B active box Acheeva bed frames Umbrella stories Sensory cushions and blankets Fantastic fingers – very early levels Space blankets Cereal packet inners / plastic bags/bubble wrap on feet. Bells on feet. Foot spas, trays of sensory materials

Rainbow profile links -this is not a definitive list. Refer to assessments in other areas as well as physical

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Gross Motor
Red profile 1

- When pulled to sit, head initially lags before dropping forward.

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Fine Motor
Red profile 1

- Holds fingers open most of the time avoiding reflex grasp.
- Closes hand firmly around objects placed in palm.
- Keeps hands closed with thumbs tucked in against palm most of the time.
- Brings hands to mouth when lying on side or tummy.
- Holds rattle for a couple of seconds when placed in palm of hand.
- Pats and bangs object with flat hand.
- Starts to reach out to toys and objects.
- Reaches out for, touches and begins to hold objects.

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Fine Motor
Red Profile 2

Regularly explores objects with mouth, often picking up and object and holding it to the mouth.



Physical Development Pre-Formal Scheme of Work



Body Awareness Control

Learning Outcomes

- Start to control familiar movements
- Control and Initiating familiar movements
- Making things happen with more controlled movements
- Explore a variety of positions and movements for an increasing time
- Start to show control of body to change position

Record evidence on EfL using the 5 areas of The Engagement Model:-

- Exploration.
- Realisation.
- Anticipation.
- Persistence.
- Initiation.

Teaching Activities/ advice/ enabling environments

Resources

Pupils/students/young people should have opportunities to proactively control using hands/ feet/ arms/ legs using a variety of sensory stimulation for different parts of the body.

Look for pupils/students/young people showing consistent responses over repeated sessions. Give opportunities for the pupils to show a response -WAIT. Pupils/students/young people now need the opportunity to move their own limbs, **wait** for a physical response. This section links closely with communication work.

The response may be physical or communication.

Try changing an established routine to encourage a reaction

Materials should be positioned for the best access for the pupil/student/young person to control and use their own movements.

Look for small movement responses from a whole body awareness activity e.g. a pupil/student/young person enclosed in a pile of shredded paper may only move a finger to explore. This will be different for each individual.

Ensure the pupil/student/young person is in a comfortable position to learn.

Tacpac / Sensory communication –linked to themes

Painting body parts e.g. knees / feet can be done with the pupil's/students/young person's feet up a wedge so that they can see their feet or prop a mirror so that they can see their feet.

Using different textures, rough smooth, bubblewrap, coconut mats hot cold, foot spa's (cold water, warm water add stones) Wrap whole body in different textures – shredded paper, soft blankets, space blanket, brown paper



Physical Development Pre-Formal Scheme of Work



<p>Pupils/students/young people should have opportunities to control of a range of total body movements</p>	<p>Use limbs to propel selves , rolling , turning, Maintain float in the pool – supported aids can still be used. Rolling & log rolling. Independent sliding: on tummy, back, up and down benches, over sensory surfaces, through tunnels. Spinning – on roundabout, in chair, physically, spinning PE equipment, in a blanket, on a scoot board Bouncing, Trampoline, in pool, gym balls</p>
<p>Pupils/students/young people should have opportunities to control of a range of different body orientations</p>	<p>Physio programs bending and stretching body and limbs – pupils/students/young people show understanding of the movement and attempt to control their body. Include positions :flat, bunched up, upside down –if appropriate</p>
<p>Show some control of their limbs.</p>	<p>Stretching in exercises or as part of action songs. Sensory PE activities and experiences based on themes. Veronica Sherborne movement programme Physical literacy – adapted Use switch activated equipment. Reach out to grasp equipment and toys Control different parts of the body to touch objects in designated spaces Lillie Neilson Little Room Acheeva work stations Umbrella stories Sensory cushions and blankets Fantastic fingers – very early levels</p>

Rainbow profile links -this is not a definitive list. Refer to assessments in other areas as well as physical.



Physical Development Pre-Formal Scheme of Work



Rainbow Assessment Framework My Body Physical Development, Movement and Space: Gross Motor

Red profile 1

- Makes movements with arms and legs which gradually become more controlled.

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Gross Motor

Red profile 2

- Rolls over from front to back and from back to front.
- When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.
- Attempts to roll over using shoulders, tummy to back or back to tummy.
-
- When placed on back rolls, onto side and stays there and plays with toys or toes.
- Maintains sitting position for two minutes once placed.
- Moves to sitting from laying on tummy.



Physical Development Pre-Formal Scheme of Work



Fine Motor Awareness	
Learning Outcomes	
<ul style="list-style-type: none"> • Toleration of different hand movements. • Recognising and reacting to hand movements (might be reflex) • Responding to hand movements deliberately (not a reflex) Developing an awareness of hands. 	Record evidence on EfL using the 5 areas of The Engagement Model:- <ul style="list-style-type: none"> • Exploration. • Realisation. • Anticipation. • Persistence. • Initiation.
Teaching Activities/ advice/ enabling environments	Resources
<p><i>Reaching & Grasping</i> Give opportunities for pupils/students/young people to reach or grasp with the left hand/ the right hand and both. Start with objects very close to the dominant hand and give practice on the child's left and right. DON'T just stimulate! We want the pupils/student/young person to recognise, react and deliberately respond to movements. Look very carefully at the ways in which children show they are aware of movements eg: by stilling, moving limbs, blinking eyes.</p>	
Reaching	
<ul style="list-style-type: none"> • With help bring their hands into midline (this might be easier initially when the pupil/student/young person is lying on their sides where gravity can help to bring the top hand down to meet the lower hand) 	Treasure baskets, sensory materials, materials on mirrors Action songs
<ul style="list-style-type: none"> • Touch objects / Have objects of various kinds placed in their hands 	Treasure basket items, textures items, messy play Hanging items: mobiles, umbrella stories, helium balloons
<ul style="list-style-type: none"> • Touch objects with one hand/ with two hands 	Treasure basket items, textures items, messy play
<ul style="list-style-type: none"> • With help bend and straighten their arms 	Action songs, therapy work
Grasping	
<ul style="list-style-type: none"> • With help or without purposely controlled movement swipe objects 	Hanging items: mobiles, umbrella stories, helium balloons
<ul style="list-style-type: none"> • With help open and close their hands 	Sensory stories, Massage, Tacpac



Physical Development Pre-Formal Scheme of Work



<ul style="list-style-type: none">• Be assisted to close their hands round an object	Treasure basket items, textures items, messy play – ensure objects are of a suitable size
<ul style="list-style-type: none">• Hold hand-sized objects with palmer grip (increasing amount of time)	Treasure basket items, textures items, messy play – ensure objects are of a suitable size
Rainbow profile links -this is not a definitive list. Refer to assessments in other areas as well as physical.	
Rainbow Assessment Framework My Body Physical Development, Movement and Space: Fine Motor Red profile 1 <ul style="list-style-type: none">• Holds fingers open most of the time avoiding reflex grasp.• Holds rattle for a couple of seconds when placed in palm of hand.	



Physical Development Pre-Formal Scheme of Work



Fine Motor Exploration

Learning Outcomes **Fine Motor**

- Initiating familiar hand movements
- Making things happen with random hand and arm movements
- Explore a variety hand movements for an increasing time
- Developing an awareness of hands
- Actively using hands to explore familiar stimuli
- Locating interesting stimuli eg: moving eyes, turning head, reaching and grasping
- Using hands to activate toys that give interesting effects

Record evidence on EfL using the 5 areas of The Engagement Model:-

- Exploration.
- Realisation.
- Anticipation.
- Persistence.
- Initiation.

Teaching Activities/ advice/ enabling environments

Resources

Reaching & Grasping

Give opportunities for pupils/students/young people to reach or grasp with the left hand/ the right hand and both. Start with objects very close to the dominant hand and give practice on the child's left and right.

Continue to develop reaching and grasping skills adding opportunities for exploration.

Releasing

Give opportunities for pupils/students/young people to reach or grasp with the left hand/ the right hand and both. Start with objects very close to the dominant hand and give practice on both hands.

DON'T just stimulate! We want the pupil/student/young person to recognise, react and deliberately respond to movements. Look very carefully at the ways in which children show they are exploring movements

Reaching (note these statements are not in a developmental order, select the appropriate target for the individual pupil/student/young person.)

- | | |
|---|--|
| <ul style="list-style-type: none"> • Reach for objects just out of reach – midline/ right/left – one hand/ both hands | Treasure basket items, textures items, messy play – ensure objects are of a suitable size
Hanging objects |
| <ul style="list-style-type: none"> • Reach for objects and bring them close (not necessarily grasping them) – one hand/ both hands/ midline/ left/ right | Larger items, - light weight |
| <ul style="list-style-type: none"> • Reach for objects and grasp them (whole hand) | Treasure basket items, textures items, messy play – ensure objects are of a suitable size |



Physical Development Pre-Formal Scheme of Work



Grasping	
<ul style="list-style-type: none"> • Locate a hand-sized object and try to grasp it 	Suitable sized objects on trays, hanging, placed near hands. Noisy materials e.g. space blanket, brown paper Noisy toys
<ul style="list-style-type: none"> • Squeeze objects in the whole hand 	Wet sponges, squishy toys, soft foil balloons, dough, playdough
<ul style="list-style-type: none"> • Use whole hand to press switch 	Switch toys, switch programs, equipment – fans, mixers, etc
<ul style="list-style-type: none"> • Pick up objects using a whole hand grasp 	Treasure basket items, textures items, messy play – ensure objects are of a suitable size
<ul style="list-style-type: none"> • Pick up and put down objects with several fingers and thumb 	Material over toys, cheer leader pom poms
<ul style="list-style-type: none"> • Locate small objects and try to grasp them 	Hide objects with sheer material
<ul style="list-style-type: none"> • Hold objects using a pincer grip (increasing amount of time) 	'Tiny things' – lentils, beans, rice, tea, hundreds and thousands, sequins. Art activities
<ul style="list-style-type: none"> • Move at the wrist whilst holding objects 	Cheer leader pompom, drum sticks, shakers
<ul style="list-style-type: none"> • Rotate arms (hands up and hands down) while holding objects 	Cheer leader pompom, drum sticks, shakers
<ul style="list-style-type: none"> • Hold onto a bar (eg: to hold themselves up) (increasing amount of time) 	PE activities Standing / sitting work at a rail /ladderback /rotunder/ sink/ table/ sand tray
Releasing	
<ul style="list-style-type: none"> • Hold objects and put them in contact with another 	Bang two objects together, put objects in a box, bang drum with stick
<ul style="list-style-type: none"> • Allow people to take objects from their hands 	Treasure basket items, textures items, messy play – ensure objects are of a suitable size
<ul style="list-style-type: none"> • Let go of hand-sized objects 	Dropping games – items into metal bucket or tray to make sounds
<ul style="list-style-type: none"> • Put down objects using a whole hand grasp 	Treasure basket items, textures items, messy play – ensure objects are of a suitable size
<ul style="list-style-type: none"> • Pass objects from hand to hand 	Treasure basket items, textures items, messy play – ensure objects are of a suitable size
<ul style="list-style-type: none"> • Hold objects with two hands, stabilise them in one and take other hand away 	e.g. drinks time holding beaker



Physical Development Pre-Formal Scheme of Work



- Rotate arms and drop objects

Dropping games – items into metal bucket or tray to make sounds

Rainbow profile links -this is not a definitive list. Refer to assessments in other areas as well as physical.

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Fine Motor

Red profile 1

- Closes hand firmly around objects placed in palm.
- Pats and bangs object with flat hand.
- Starts to reach out to toys or objects.
- Reaches out for, touches and begins to hold objects.
- Using a raking motion to pick up small toys.

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Fine Motor

Red profile 2

- Regularly explores objects with mouth, often picking up an object and holding it to the mouth.
- Grasps object using whole hand (palmar grasp).
- Holds and examines offered object.
- Holds two objects, one in each hand.
- Releases toy from grasp by dropping or pressing against a firm surface, but cannot yet place down deliberately.



Physical Development Pre-Formal Scheme of Work



Fine Motor Control

Learning Outcomes	
Teaching Activities/ advice/ enabling environments	Resources
<ul style="list-style-type: none"> Operating toys with a single action Using different actions for different toys Shifting attention from doing one kind of action to another Manipulating objects purposefully (and increasingly according to function) Opening containers to find objects (lifting lids and pulling off material) 	Record evidence on EfL using the 5 areas of The Engagement Model:- <ul style="list-style-type: none"> Exploration. Realisation. Anticipation. Persistence. Initiation.
<p>Manipulating Give opportunities for pupils/students/young person to use the left hand/ the right hand and both. Start with objects very close to the dominant hand and give practice on both sides. DON'T just stimulate! We want the pupil/student/young person to recognise, react and deliberately respond to movements. Look very carefully at the ways in which they show they are controlling movements Continue to develop reaching, grasping and releasing skills adding opportunities for manipulation.</p>	
<ul style="list-style-type: none"> Reach for objects and grasp them (may still be whole hand for some pupils but aiming towards more refined and consistent use of pincer grasp at this stage). 	'Tiny things' – lentils, beans, rice, tea, hundreds and thousands, sequins.
<ul style="list-style-type: none"> Take objects to their mouths 	Snack Time, Suitable toys and equipment (ensure cleaned afterwards), Tasting Sessions
<ul style="list-style-type: none"> Use their hands to manipulate objects 	Resources suitable for shaking, banging, pushing, throwing
<ul style="list-style-type: none"> Use whole hand/ several fingers at once to press. 	Switches/ buttons/ keys on keyboard / Ipad / Smartboard
<ul style="list-style-type: none"> Use index finger to press buttons or poke objects 	Switches/ buttons/ keys on keyboard / Ipad / Playdough / Wet sand / stuffing
<ul style="list-style-type: none"> Use index finger to make patterns 	Trailing in cornflour & water, slime, dried goods, wet sand
<ul style="list-style-type: none"> Grasp writing tools to make marks 	Felt tips/ brushes / Chalks / Pastels
<ul style="list-style-type: none"> Raise arms and drop objects into containers 	Dropping games – items into metal bucket or tray to make sounds
<ul style="list-style-type: none"> Post objects into containers 	Posting box



Physical Development Pre-Formal Scheme of Work



- Place objects in specific places

Simple formboard/ jigsaw (increasing precision)

Rainbow profile links -this is not a definitive list. Refer to assessments in other areas as well as physical.

**Rainbow Assessment Framework My Body Physical Development,
Movement and Space: Fine Motor**

Red profile 2

- Puts one object down to reach for another.
- Picks up and drops objects on purpose.
- Releases toy from grasp by dropping or pressing against a firm surface, but cannot yet place down deliberately.
- Holds and examines offered object.



Physical Development Pre-Formal Scheme of Work



Gross Motor Awareness					
Rolling	Crawling	Sitting	Standing	Walking	Transitions
Learning Outcomes:					
<ul style="list-style-type: none"> Toleration of different movements. Recognising and reacting to movements (might be reflex) Responding to movements deliberately (not a reflex) Developing an awareness of position. 				Record evidence on EfL using the 5 areas of The Engagement Model:- <ul style="list-style-type: none"> Exploration. Realisation. Anticipation. Persistence. Initiation. 	
Teaching Activities/ advice/ enabling environments				Resources	
<p>Most pupils/students/young people at the earliest stage will need to have movements presented to them in a familiar environment with support and reassurance from familiar staff.</p> <p>MOVE Assessment Profile is available for individual needs. Physical Literacy Skills Work in conjunction with physiotherapy team. Gross Motor movements can be practiced in many situations including: Indoor PE, class based, outdoor learning, rebound, pool based.</p>					
<i>Sitting</i>					
<ul style="list-style-type: none"> Start to develop head control (Flexion, Extension, Side-Flexion, Rotation) (Up, down, side to side, chin tuck, left and right) 				Mirror work Fully supported sitting and reduce head prompt, Lying over a wedge, Chin tucks whilst lying up a wedge tracking objects to encourage chin tuck, helium balloons	
<ul style="list-style-type: none"> Sit in a fully supported position 				Wheelchair, Work-chair, Adult Support	
<i>Standing</i>					
<ul style="list-style-type: none"> Stand fully supported 				Standing frames (Supine or Prone) Gradually increasing time to 45mins	
Additional gross motor movements					
<ul style="list-style-type: none"> Experience supported 4 point kneeling position 				Over wedge, Nessie, ball to experience weight bearing through hands and knees See previous body awareness section	
<ul style="list-style-type: none"> Experience sliding on back/ tummy 				Blanket, scoot board, over a wedge Move in and out of tunnels, den, tents, box	
<ul style="list-style-type: none"> Experience being rolled, side to side , front to back 				Practise using different textures	



Physical Development Pre-Formal Scheme of Work



<ul style="list-style-type: none">• Be assisted to Rock/ row backwards and forwards, side to side• Experience Push and pull/moving forwards and backwards (people and objects)	Row Your Boat action song with adult support Donut, Body balls, Wedges on scoot board, scoot board, Blankets
<ul style="list-style-type: none">• Experience being bounced• Experience playground/ adventure equipment to swing, slide, rotate	On trampoline, gym balls, bouncy castle, blankets e.g. Fully supported in chairs
<ul style="list-style-type: none">• Experience moving over a range of different outdoor surfaces	E.g. Woodland trail, shopping precinct, grass, shingle, cobbles



Physical Development Pre-Formal Scheme of Work



Gross Motor Exploration

Rolling	Crawling	Sitting	Standing	Walking	Transitions
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Learning Outcomes:

<ul style="list-style-type: none"> Recognise, react and actively notice familiar movements Anticipating movements Initiating familiar movements Making things happen with random movements Explore a variety of positions and movements for an increasing time Responding to different movements Developing an awareness of position 	<p>Record evidence on EfL using the 5 areas of The Engagement Model:-</p> <ul style="list-style-type: none"> Exploration. Realisation. Anticipation. Persistence. Initiation.
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Teaching Activities/ advice/ enabling environments	Resources
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Most pupils/students/young people at the earliest stage will need to have movements presented to them in a familiar environment with support and reassurance from familiar staff.

MOVE Assessment Profile is available for individual needs.

Physical Literacy Skills

Work in conjunction with physiotherapy team.

Gross Motor movements can be practiced in many situations including: Indoor PE, class based, outdoor learning, rebound, pool based.

<p><i>Sitting</i></p> <ul style="list-style-type: none"> Maintain head control Move their heads in all directions 	<p>Looking in a mirror. Face painting, trying on hats and wigs.</p> <p>Tracking lights</p> <p>Playing peek a boo behind a screen –puppets /favourite staff</p>
<ul style="list-style-type: none"> Routinely Sit in a chair with sides / lap strap but for exploration / teaching activities sit on a box, or a class chair with a lap strap or a bench with gradually decreasing support. 	<p>Remove harness / butterfly straps in supervised activities, gradually increasing time.</p> <p>Add experiences of a variety of unstable surfaces with staff support e.g. wobble cushion, gym ball to develop core stability</p> <p>Increase time spend sitting with decreased prompts</p> <p>Remember hands are a prompt and pupils may need support as they grow in confidence in using them.</p>

Standing



Physical Development Pre-Formal Scheme of Work



<ul style="list-style-type: none"> Stand with support from an adult at pelvis from front or back – up to 5 minutes 	<p>Stand with back to wall using wall to support, with adult maintaining balance from the front Stand using table or similar as front prompt with adult maintaining balance from behind</p>
<ul style="list-style-type: none"> Moves their limbs whilst standing Imitate actions and move limbs when in supportive standing equipment – pacer, wheeled stander, standing frame 	<p>Action songs Mirror work If supported by pacer – walk through crunchy leaves, splash in puddles, walk on bubble wrap Play football, knock down towers etc to encourage pupils in pacers to take weight on one leg</p>
<ul style="list-style-type: none"> Pull themselves to standing 	<p>Using a table or suitable equipment for support Teach standing pattern from high kneeling using a chair / table as a prompt (be aware of AFO's pinching calves)</p>
<ul style="list-style-type: none"> Sit down with hands being held or holding on 	<p>Encourage and practise controlled movements Small pupil's stand up from adults' knee (adult kneeling on the floor) and then return to sit on adult's knee – encourage nose over toes position and control through thighs. This may take 2 adults at this stage as the skill is learnt. Older students/young people to use a perching stool</p>
<p><i>Walking</i></p>	
<ul style="list-style-type: none"> Walk full supported (in gait trainer) 	<p>Use a range of exciting toys to walk to Walk through high tunnels with exciting toys Walk through helium balloons If able to walk barefoot add sensory materials to walk over – fur, mud, sand, musical mats</p>
<ul style="list-style-type: none"> Walk with two hands held 	<p>Start with short distances. Walk to a chair, make the distance clear and provide an exciting reward at the chair. Advisable for pupils to wear shoes / afos</p>
<ul style="list-style-type: none"> Walk with one hand held 	<p>Adult should move to the side of the pupil. Have opportunities for the pupil to lead the direction. Start with short distances. Walk to a chair, make the distance clear and provide an exciting reward at the chair. Advisable for pupils to wear shoes / afos</p>



Physical Development Pre-Formal Scheme of Work



<ul style="list-style-type: none"> Change directions when walking (supported) 	Walking in the pool (with aids if necessary) play games to encourage direction changes e.g. throwing and following a ball. Use exciting equipment in hall in PE sessions to encourage and motivate.
<ul style="list-style-type: none"> Walk with support on different surfaces 	Trampoline/ pool/ grass (real and astro turf) pavements/ bubblewrap / in leaves / texture tiles / mud /sand/ pebbles / pebbles in cold water
<i>Additional gross motor movements</i>	
<ul style="list-style-type: none"> 4 point kneel, Crawl or hotch (bottom shuffle) /Commando Crawl 	Towards exciting, motivating stimuli e.g. helium balloons, bubbles, keyboard, balls, rolling toys, cars
<ul style="list-style-type: none"> Slide on back/ tummy with assistance 	Maybe in a blanket or scoot board
<ul style="list-style-type: none"> Roll with assistance 	Across a mat - holding hands above head with staff partner
<ul style="list-style-type: none"> Rock/ row backwards and forwards 	Row Your Boat or similar action songs
<ul style="list-style-type: none"> Push and pull (people and objects) 	Sit back to back and push Roll gym balls Push scoot boards Pull lycro Push swing
<ul style="list-style-type: none"> Bounce (This is an activity to learn Gross Motor Skill of Jumping) 	On trampoline
<ul style="list-style-type: none"> Throw and roll objects 	Balls, beanbags Using a chute if appropriate Knocking down cans in tuffspot (tuffspot stops cans rolling all over floor)
<ul style="list-style-type: none"> Catch objects 	From bigger to smaller beach balls, balloons, balloons in a fabric skin (we have lots of these and they stop the balloons bursting)
<ul style="list-style-type: none"> Move forwards and backwards 	Backwards to a chair, moving a little further each time On a swing In the pool
<ul style="list-style-type: none"> Move slowly and quickly 	maybe being pulled in a blanket at different speeds
<ul style="list-style-type: none"> Move over and under objects/ onto and off objects 	Obstacle course using PE equipment Tunnels



Physical Development Pre-Formal Scheme of Work



	Put soft mat over a bench to make a soft surface to climb over
<ul style="list-style-type: none">• Swing, slide, rotate, climb, ride	Use playground/ adventure equipment
<ul style="list-style-type: none">• Ride bikes (eventually pushing the pedals themselves)	
<ul style="list-style-type: none">• Move over a range of different outdoor surfaces	(eg: woodland trail, shopping precinct, grass, shingle, cobbles)



Physical Development Pre-Formal Scheme of Work



Gross Motor Control

Rolling	Crawling	Sitting	Standing	Walking	Transitions
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Learning Outcomes:

<ul style="list-style-type: none"> • Start to control familiar movements • Control and Initiating familiar movements • Making things happen with more controlled movements • Explore a variety of positions and movements for an increasing time • Start to show control of body to change position 	
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Teaching Activities/ advice/ enabling environments	Resources
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Most pupils/students/young people at the earliest stage will need to have movements presented to them in a familiar environment with support and reassurance from familiar staff.

MOVE Assessment Profile is available for individual needs.

Physical Literacy Skills

Work in conjunction with physiotherapy team.

Gross Motor movements can be practiced in many situations including: Indoor PE, class based, outdoor learning, rebound, pool based.

Sitting

<ul style="list-style-type: none"> • Sit on a classroom chair (no sides) • Sit on a range of different kinds of chairs 	<p>Could use weights to encourage awareness of feet down</p> <p>Could sit pupil/student/young person on a bubble cushion on a box under supervision to encourage core stability and balance. Then sit them on box without cushion and they feel very secure.</p>
<ul style="list-style-type: none"> • Sit on a stool, edge of the bed, PE form (no back or sides) 	<p>Sit on a scoot board and balance when pushed and pulled</p> <p>Sit on a blanket when pulled</p> <p>Sit on a gym ball with help</p>
<ul style="list-style-type: none"> • Move their limbs in a sitting position 	<p>Catching a ball or pushing a large ball</p> <p>Action songs and games</p> <p>Kicking beach balls</p> <p>Moving feet in warm mud</p>
<ul style="list-style-type: none"> • Move their trunks in a sitting position 	<p>Pass toys or ball from the side and from other side</p> <p>Reaching to pick up toys from the floor</p>
<ul style="list-style-type: none"> • Pivot round sideways in a sitting position 	<p>Games to turn and shake hands with a partner</p>



Physical Development Pre-Formal Scheme of Work



<ul style="list-style-type: none"> • Push or pull themselves to sitting from lying 	
<i>Standing</i>	
<ul style="list-style-type: none"> • Stand unsupported 	In pool, Use any opportunities in class activities to practice.
<ul style="list-style-type: none"> • Pivot whilst standing (with less and less support) 	In pool, practise pivoting in sitting,
<ul style="list-style-type: none"> • Stand up from a chair or stool 	Provide equipment for pupils/students/young people to use to push up on. Initially small children may find it easier to push up by leaning on a staff knee with the staff seated on a larger chair next to them.
<ul style="list-style-type: none"> • Stand up from the floor 	Teach high kneeling to standing using a chair / table to push up on
<ul style="list-style-type: none"> • Sit down on chair or stool 	Standing up / sitting down action songs
<ul style="list-style-type: none"> • Lower themselves to the floor from standing 	Use a gym ball to teach arms out to save as they roll forwards Use a gym ball for pupil to lean over and go into kneeling Teach pupils/students/young people to fall safely onto a crash mat –backwards so they go onto their bottom – this will need 2 staff 1 in front and 1 behind
<i>Walking</i>	
<ul style="list-style-type: none"> • Walk unsupported 	
<ul style="list-style-type: none"> • Take steps backwards (eg: to sit on a chair or toilet) 	Opening doors is a functional use of the skill Place the chair behind the pupil leaving the opportunity for a step back
<ul style="list-style-type: none"> • Change directions when walking (unsupported) 	Playtime activities
<ul style="list-style-type: none"> • Walk on different surfaces 	Texture blocks, bubble wrap, sand, mud wet / dry Gravel, grass, pavements
<ul style="list-style-type: none"> • Walk up and down slopes 	Pirate ship
<ul style="list-style-type: none"> • Walk up and down steps 	Physio steps outside therapy room Steps in hall Bus steps
<i>Additional gross motor movements</i>	
<ul style="list-style-type: none"> • Crawl or hotch / Bottom shuffle 	Scotboards, Four point kneeling over roll, Prone on wedge weight-bearing through hands
<ul style="list-style-type: none"> • Slide on back/ tummy 	Across floor. Along a bench



Physical Development Pre-Formal Scheme of Work



<ul style="list-style-type: none"> • Roll (eg: across a mat) 	Independently or with a partner
<ul style="list-style-type: none"> • Push and pull (people and objects) 	
<ul style="list-style-type: none"> • Throw and roll objects (balls, beanbags) 	To a partner To a target
<ul style="list-style-type: none"> • Catch objects (from bigger to smaller) 	Start with balloons /covered balloons Balls, bean bags
<ul style="list-style-type: none"> • Move over and under objects/ onto and off objects 	PE apparatus
<ul style="list-style-type: none"> • Use playground/ adventure equipment to swing, slide, rotate, climb, ride 	
<ul style="list-style-type: none"> • Ride bikes (eventually pushing the pedals themselves) 	
<ul style="list-style-type: none"> • Move over a range of different outdoor surfaces (eg: woodland trail, shopping precinct, grass, shingle, cobbles) 	

Rainbow profile links -this is not a definitive list. Refer to assessments in other areas as well as physical.

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Gross Motor Orange Profile 1

- Sits unsupported on floor.
- When sitting can lean forward to pick up small toys.
- When sitting can reach to the front and side to pick up small toys.
- Pulls to standing, holding onto furniture or person for support.
- Crawls, bottom shuffles or rolls continuously to move around.
- From a half kneeling position can pull to standing.
- Walks around the furniture lifting foot and stepping sideways.
- Walks with one or both hands held by adult.
- Walks pushing stable toy.
- Sits from standing in a more controlled manner.

Rainbow Assessment Framework My Body Physical Development, Movement and Space: Gross Motor Orange Profile 2

- Stands independently for several seconds.
- Takes a few steps independently.
- Sits from standing easily and regularly.
- Crawls upstairs.
- Bumps down a few steps on bottom.
- Walks across room with a wide gait, unable to change direction.
- Holds onto adult while lifting leg to cooperate with dressing tasks.
- Bends down to pick up an object from the floor, while holding onto adult or furniture.
- Begins to change direction when walking.
- Walks backwards for a few steps pulling a toy on a string.