

Whole School Intent

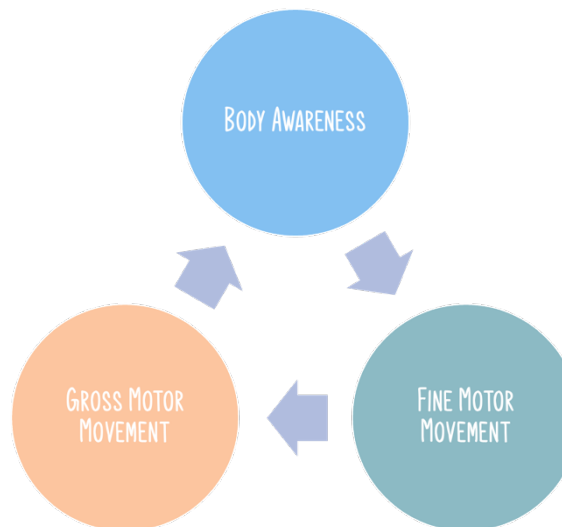
We inspire by enabling all pupils to be as physically independent as possible. Pupils' physical strengths and goals are identified by families, class staff, MOVE coordinators, physiotherapists and/or occupational therapists. Through providing engaging lessons suited to all individual needs, taking part in rebound therapy, hydrotherapy and local physical events, through the Derby Opportunity Area, Derby University and the MOVE programme. We also participate in the Motor Activity Training Programme which encourages students to understand they are all athletes at every level of ability. We are aspirational in ensuring pupils can explore their world, mastering purposeful movements and fundamental physical skills, such as head control, sitting, standing and walking.

We nurture by ensuring the physical curriculum is an everyday part of our learners' lives, providing opportunities to move and access a range of physical activities both in school and the wider community, such as hydrotherapy, swimming, soft play, dance and yoga. We support our students with regular positional changes to engage in lessons through the day. Massage is used alongside stretches and positional changes as an activity to support with loosening of muscles and easing stiffness, it also supports body understanding and proprioception.

We empower our students to be as physically independent as they can be by developing fundamental movement skills, supporting students to become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others to promote a healthy active lifestyle. These opportunities instil a love of PE, promoting social inclusion, improving children's health fitness and mental wellbeing as well as supporting cognitive and communication development.

Pre-Formal Curriculum

The physical curriculum is divided into three main areas:





Body Awareness

Progress within body awareness should begin with children and young people allowing a range of different things to happen to their bodies. For pupils who have very little voluntary movement it may be possible to build up a range of movement experiences initiated by experienced practitioners. It is hoped that passive 'allowing' will become more active 'enjoying'. The ultimate aim is that they will be able to move their bodies voluntarily and with control. Remember that at the early stages, the emphasis is on the physical movement, not on the understanding of the use of that movement i.e. just doing the movement not moving for a reason.

As part of the physical development curriculum, students should have a range of different positions in which they can be comfortable. Consult with the physiotherapists on the positions suitable for individuals and the length of time they should be in that position.

In the curriculum the phrase 'show awareness of...' requires a record of what the student does to indicate they are aware that something is happening to them as this will vary for each individual. Some might move their eyes, some their limbs, others might stiffen or become more relaxed. Please make a baseline record on EFL of what each child does to show that they are aware of being moved.

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 (eg: foot spa, silk material, fan)
- Show awareness of a range of total body movements (eg: swinging, floating, rolling)
- Show awareness of a range of different body orientations (eg: flat, bunched up, upside down)
- Show awareness of a range of pace of movement (eg: slow, quick, jerky, smooth)
- Show awareness of their limbs to be moved passively (eg: stretching in exercises or as part of action songs)
- Show awareness objects in designated spaces to touch different parts of the body when moving even if only slightly (eg: Lillie Neilson Little Room)
- Move their hands and arms with hand-under-hand support/ hand-over-hand support and/ or co-actively



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- Show awareness of body awareness songs and games (eg: Heads, Shoulders Knees and Toes or Round and round the Garden)
- Actively move as part of body awareness activities

Fine Motor Movement

This part of the curriculum can be divided into 4 areas:

Reaching	Grasping	Releasing	Manipulating
<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none">➤ Bring their hands into midline (this might be easier initially when children are lying on their sides where gravity can help to bring the top hand down to meet the lower hand)➤ Have objects of various kinds placed in their hands➤ Touch objects of various kinds with their hands➤ Touch objects in midline/ on left/ on right➤ Touch objects with one hand/ with two hands➤ Bend and straighten their arms	<p>Give opportunities for pupils/students/young people to 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. Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none">➤ Swipe objects (e.g. hanging on activity arch)➤ Open and close their hands➤ Close their hands round an object➤ Locate a hand-sized object and try to grasp it➤ Hold hand-sized objects with palmer grip	<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none">➤ Allow people to take objects from their hands➤ Let go of hand-sized objects➤ Put down objects using a whole hand grasp➤ Pass objects from hand to hand➤ Hold objects with two hands, stabilise them in one and take other hand away➤ Rotate arms and drop objects	<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none">➤ Take objects to their mouths➤ Use their hands to manipulate objects (e.g. shaking, banging, pushing, throwing)➤ Use whole hand/ several fingers at once to press switches/ buttons/ keys on keyboard➤ Use index finger to press buttons or poke objects➤ Grasp felt tips/ brushes etc (e.g. to make marks)➤ Raise arms and drop objects into containers➤ Post objects into containers (e.g. posting box)



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<ul style="list-style-type: none">➤ Reach for objects just out of reach – midline/ right/left – one hand/ both hands➤ Reach for objects and bring them close (not necessarily grasping them) – one hand/ both hands/ midline/ left/ right➤ Reach for objects and grasp them (whole hand)➤ Reach for objects and grasp them (pincer grasp)	<p>(increasing amount of time)</p> <ul style="list-style-type: none">➤ Squeeze objects in the whole hand➤ Use whole hand to press switch➤ Pick up objects using a whole hand grasp➤ Pick up and put down objects with several fingers and thumb➤ Locate small objects and try to grasp them➤ Hold objects using a pincer grip (increasing amount of time)➤ Move at the wrist whilst holding objects➤ Rotate arms (hands up and hands down) while holding objects➤ Hold onto a bar (e.g. to hold themselves up) (increasing amount of time)➤ Hold objects and put them in contact with another (e.g. bang two objects together, put		<ul style="list-style-type: none">➤ Place objects in specific places (e.g. simple formboard/ jigsaw) (increasing precision)
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Physical Development Curriculum Overview



	objects in a box, bang drum with stick		
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Gross Motor Movement

This part of the curriculum can be divided into:

Sitting	Standing	Walking
<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none"> ➤ Maintain head control ➤ Move their heads in all directions ➤ Sit in a fully supported position ➤ Sit in a chair with sides ➤ Sit on a classroom chair (no sides) ➤ Sit on a range of different kinds of chairs ➤ Sit on a stool, edge of the bed, PE form (no back or sides) ➤ Move their limbs in a sitting position ➤ Move their trunks in a sitting position ➤ Pivot round sideways in a sitting position ➤ Push or pull themselves to sitting from lying 	<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none"> ➤ Stand fully supported ➤ Stand with hands held or holding on ➤ Stand unsupported ➤ Moves their limbs whilst standing ➤ Pivot whilst standing (with less and less support) ➤ Pull themselves to standing ➤ Stand up from a chair or stool ➤ Stand up from the floor ➤ Sit down with hands being held or holding on ➤ Sit down on chair or stool ➤ Lower themselves to the floor from standing 	<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none"> ➤ Walk full supported (in gait trainer) ➤ Walk with two hands held ➤ Walk with one hand held ➤ Walk unsupported ➤ Take steps backwards (e.g. to sit on a chair or toilet) ➤ Change directions when walking (supported) ➤ Change directions when walking (unsupported) ➤ Walk on different surfaces ➤ Walk up and down slopes ➤ Walk up and down steps



Mobility

Although some of mobility has been included in the sections above, we also have a separate section to encourage pupils/students/young people to move in any way they can and to use that mobility in a range of different situations. If a particular pupil/student/young person has physical disabilities, consult with the physiotherapists before planning mobility activities.

Indoor Mobility	Outdoor Mobility	Water mobility
<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none">➤ Crawl or hotch➤ Slide on back/ tummy (maybe in a blanket)➤ Roll (eg: across a mat)➤ Rock/ row backwards and forwards (eg; Row Your Boat)➤ Push and pull (people and objects)➤ Bounce (on trampoline)➤ Throw and roll objects (balls, beanbags)➤ Catch objects (from bigger to smaller)➤ Move forwards and backwards➤ Move in and out of objects (eg: tunnel, den, tent)	<p>Many of the indoor mobility opportunities can be offered outdoors as well so this section includes the sorts of opportunities usually experienced outdoors. Again consult with physiotherapists when working with pupils/students/young people with physical disabilities. Some pupils/students/young people will need full support to be able to join in the activities.</p> <p>Even though pupils/students/young people with PMLD may not be able to engage fully in outdoor and adventurous experiences, there is usually a way in which they can be supported to be involved (e.g. wheelchair abseiling, sailing, horse riding, pony trap, canoeing, zip wire)</p>	<p>Many pupils/students/young people with PMLD benefit from the weightlessness experienced in water and can move more freely than they can on land. Many of the movements in standing and walking can be practised in the water. The programme is mainly about the specifics of water mobility. Please see Halliwick Swimming for more detail about the principles and practice of the approach.</p> <p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none">➤ Enter the pool as independently as possible



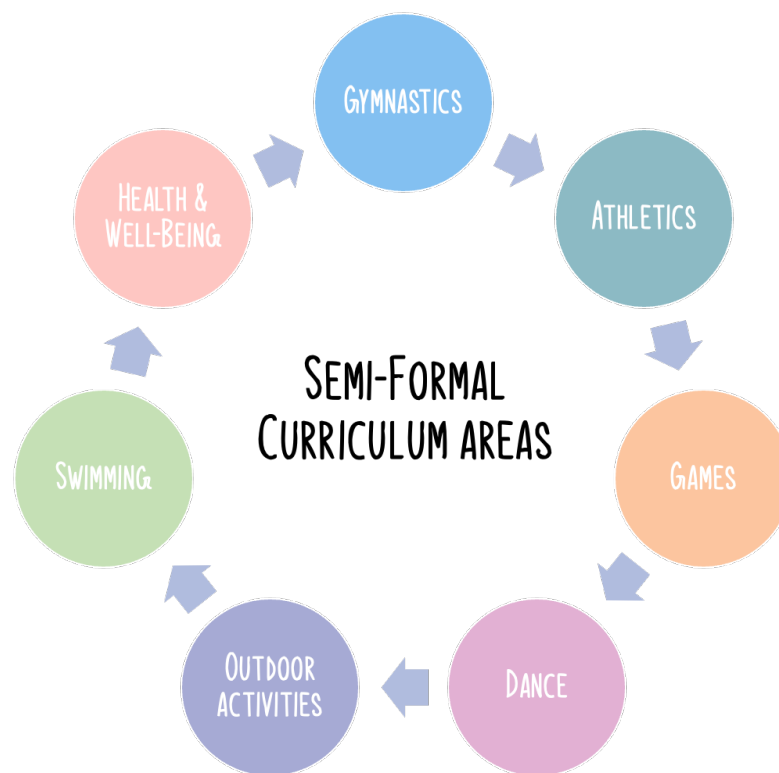
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<ul style="list-style-type: none">➤ Move slowly and quickly (maybe being pulled in a blanket at different speeds)➤ Move over and under objects/ onto and off objects	<p>Pupils/students/young people should have opportunities to:</p> <ul style="list-style-type: none">➤ Use playground equipment to swing, rotate, climb, ride, bounce➤ Ride bikes (eventually pushing the pedals themselves)➤ Move over a range of different outdoor surfaces (eg: woodland trail, shopping precinct, grass, shingle, cobbles, different surfaces the playground)	<ul style="list-style-type: none">➤ Get out of the pool as independently as possible➤ Achieve vertical balance in the water➤ Back float➤ Move from back to vertical➤ Rotate in the water – from back to front and front to back➤ Control unwanted rotations➤ Move arms in the water➤ Move legs in the water➤ Jump when in the water➤ Crawl in shallow water➤ Walk in deep water➤ Propel themselves in the water
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Semi-Formal Curriculum

The Semi-Formal curriculum is divided into seven main areas



Staff are encouraged to always consult with physiotherapists and occupational therapists to ensure that the physical/health Personal Learning Goal (PLG) targets have been agreed between all the people working with each student. This also ensures that the most appropriate movement targets are encouraged and to discuss any movements that are considered unsafe for them due to their specific health needs. Some students will need to have significant adaptations made to enable them to access this curriculum due to their physical needs.



Aims:

- We aim to provide opportunities for all pupils/students/young people to become physically confident in a way which supports their health and fitness.
- Opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.
- We aim to inspire **all** pupils/students/young people to succeed.
- Pupils/students/young people should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance, coordination, both individually and with others.
- Pupils/students/young people 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.

Students should be taught to:

- 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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- To increase confidence in movement and enjoyment of physical activity.
- To extend the range and control of movements initiated.
- To promote motor organisation and the ability to carry out purposeful movements.
- To improve balance and postural mechanisms and encourage mobility and locomotor skills (running, skipping, hopping, jumping, galloping, side-stepping (sliding), and leaping).
- To increase agility, strength and coordination.
- To develop enjoyment of physical activity through team games and leisure activities.
- To enjoy PE and school and community sports.