

Pre-Formal Curriculum leading to Semi-Formal Curriculum

Intent What outcome do we want the pupils to achieve by the end of this curriculum	Implementation Key Strategies and Provision/Resources
By the end of this curriculum stage pupils will be able to;	Newfield School follows the MOVE programme Newfield School follows Hydro-therapy sessions Newfield Scheme of work support children identified as following the 'Fundamental Movement Skills' on the Physical Education scheme of work.
Gross Motor Development Pupils will be able to move their heads, arms and legs with increasing control so they can respond to sounds/sights and their immediate environment to make choices. Pupils will develop individual skills in lying, rolling, sitting and standing. Pupils will be aware of their bodies and some of the different movements they can make. Pupils will develop individual walking and transferring skills so they can move around the classroom and interact with the environment and the wider environment out of school. Pupils will be healthy in bodies through the use of regular repositioning, use of equipment and therapies.	<ul style="list-style-type: none"> • MOVE programme; individual programmes of support/MOVE passports. Children can attend weekly MOVE groups, Move in school programmes. Staff can access MOVE support from MOVE co-ordinators in school. • MATP for profound and physically disabled sessions- starting Summer Term 2024. • Walking indoors and outdoors. Use of training steps and stairways in school. • Physiotherapy Programmes; individualised programmes of support in red files. Regular access to physio advice and support. • Repositioning equipment; standing frames, walkers, squiggles mats, corner seats, acheeva beds, supported seating, wedges, wheelchairs. • A frames and mobiles to encourage limb movement in order to explore the world around them through themed activities. • Highly specialised environment – activities presented so that pupils have access in all equipment and are encouraged to work on MOVE targets through curriculum/theme activities. • 4D studio- pupils can interact with interactive floor and resources. • Body awareness programmes/TAC PAC • Dance Massage session set to themes. • Story Massage sessions.

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	<ul style="list-style-type: none"> • Yearly MOVE DAY events • Sports Day. • Community visits/park visits using assistive equipment where possible. • Sensory forest school- sensory mark making using natural resources. Accessing environment in individual equipment/walkers/frames etc.
<p>Skills leading to Semi-Formal curriculum</p> <p>Gross Motor Skills</p> <p>Pupils will use their bodies with intent to seek out their favourite things/needs.</p> <p>Pupils will develop control of their bodies and be able to move around in space.</p> <p>Pupils will walk, upstairs and downstairs, holding a rail</p> <p>Pupils will negotiate and navigate their bodies around different environments; indoors and outdoors.</p> <p>Can ride a two wheel bike with stabilizers and ride tricycle using pedals.</p> <p>Pupils will control their bodies and make simple actions in response to their favourite songs/rhymes and dances; clap hands, stamp feet, nod heads, wave hands etc.</p> <p>Pupils will develop essential fundamental movement skills; Locomotor, stability and object control.</p>	<ul style="list-style-type: none"> • HEALTHY MOVERS CARDS • TWINKL MOVE activities and resources- see individual files • MATP sessions- carousel of activities promoting Mobility, Dexterity, Striking and Kicking- Starting summer Term 24. • Music and Movement sessions; sticky kids, tumble tots, jo Wicks U-TUBE • Outdoor play/sensory park- access to bikes, trikes. • Visits to parks to access different play parks with different movement opportunities. • Dance massage sessions • Body awareness/TAC pac sessions. • Sports Day. • Fundamental Movement Pathway key skills 1-6 and activities to promote these skills (see below). • Multi-skills activities.

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FUNDAMENTAL KEY SKILLS FRAMEWORK

	Level 1	Level 2	Level 3	Level 4	Level 5 RECEPTION SKILLS- TWINKL MOVE YEAR GROUP?	Level 6
MANIPULATIVE SKILLS	Children can pick and release different objects with ease	Children can pick up and pass an object from hand to hand with control (balls, scarves, bean bags)	Children pass an object from hand to hand and around the body (behind backs, under legs- scarves, balls, bean bags)	Children pass an object from hand to hand while travelling (walking)	Children will throw underarm.	Children will throw at an object. Catch equipment using two hands.
	Children can tap/push a ball on the ground to make it roll.	Children roll a ball on the ground by bending down and releasing the ball low to the ground (without specific direction or control)	Children roll a ball with control on the ground towards a target by bending down and releasing the ball low to the ground.	Children roll a ball, chase it and touch it/pick it up.	Children move a ball using different resources; bats, racquets.	Children can use equipment to control a ball.
	Children can strike a ball with the foot.	Children kick a ball towards another person or object.	Children kick a ball chase it and kick it again.	Children kick into/through wide target.	Children will kick an object at a target.	

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LOCOMOTOR SKILLS	Children can join in with action rhymes	Children freely move to music of their own free will.	Children create movements and shapes, travel and explore what their bodies can do music, rhyme, stories.	Children use props (ribbons, balls, scarves, hoops imaginatively to move to music, story, rhyme and songs.	Children can join a range of different movements together.	Children can create a short movement phrase which demonstrates their own ideas.
	Children jump up and down on the spot (holding hands if necessary)	Children jump forwards with 2 feet with control.	Children jump forwards and backwards with control.	Children jump forwards, backwards and sideways with control.	Children can jump in a range of ways from once space to another with control.	Children can; straight jump, tuck jump, jumping jack, half term jump.
	Children will walk on the spot.	Children travel forwards, marching with alternate knees lifted up.	Children travel by marching with knees high and arms swinging.	Children travel by marching forwards with high knees and opposite arm to leg swinging, body upright and head up.	Children can run.	Children can run in different ways for a variety of purposes.
	Children will travel at one steady speed.	Children travel fast and slow in more than one way (crawling, walking, tiptoeing, running)	Children travel at different speeds following instructions in more than one way (crawling, walking tiptoeing, running)	Children travel and change between speeds from fast to faster slow to slower with ease and control in more than one way (crawling, walking, tiptoeing, running)	Children can roll; Egg roll (curled side roll) Log roll Teddy bear roll	
	Children travel in one direction.	Children travel forwards and backwards with confidence (crawling, walking, tiptoeing, running)	Children travel forwards, backwards and sideways with confidence.	Children travel and change direction with ease, following lines, following instructions or into spaces, during free play.	Children can move safely around the space and equipment	Children can orientate themselves with increasing confidence and accuracy around a short trial.

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	Children travel up steps/stairs on all fours.	Children walk up and down stairs/steps with support from adult (hand held)	Children walk up and down steps/stairs using rail/wall for support.	Children travel up and down steps/stairs unaided, alternating the lead foot.	Children will move around, under, over and through different objects and equipment.	
STABILITY SKILLS	Children demonstrate standing still on 2 feet without wobble (feet apart wide base)	Children stand still on 2 feet with feet together without wobble (narrow base)	Children demonstrate a controlled base on 1 foot for 3 secs.	Children demonstrate a controlled <u>1 legged</u> balance on left and right foot for 3 seconds.	Children can do standing balances	Children can perform a tiptoe, step, jump and hop
	Children walk forwards with control and little wobble between 2 lines on the ground.	Children walk forwards along the length of a straight marked line, keeping feet on the line with little/no wobble	Children walk forwards along the length of a curved marked line, keeping feet on the line with little/no wobble	Children walk heel to toe forwards along the length of a straight marked line, keeping my feet on the line with little/no wobble.	Children can walk along a floor beam.	
<p>Fine Motor:</p> <p>Pupils will be able to use a range of grasps and actions in order to explore objects.</p> <p>Pupils will keep active movements of their hands, fingers and wrists through stretch programmes.</p>				<ul style="list-style-type: none"> • A frames and mobiles to encourage grasping and manipulating in order to explore the world around them through theme activities • Sensory tray exploration- range of different sized objects to manipulate and to develop hand eye co-ordination. • Messy play/sensory baking- holding and using resources. Different sized containers to fill and empty. • 4D studio- studio room equipment/interactive floor projections • Treasure baskets; range of resources/textures/sizes to explore • Grasps bags/sensory bags/bottles. 		

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<p>Pupils will manipulate objects of different sizes/textures through activities that are engaging to the learner through rich sensory experiences.</p> <p>Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon, holding a cup handle to drink.</p> <p>Pupils will be able to use their hands to press small switches and buttons in order to activate different devices.</p>	<ul style="list-style-type: none"> • Exploring playdough • Outdoor play and Community- playing outdoors and at the parks. • Sensory Forest school- exploring natural resources with hands, mark making. • Switch work.
<p>Fine Motor- leading to semi-formal curriculum Pupil will squeeze toys or instruments to produce sounds.</p> <p>Pupils will build small towers using bricks, thread large beads onto a wire and hold a variety of shapes.</p> <p>Pupils will unfasten clothing independently; tops, bottoms, socks and footwear.</p> <p>Pupils will manipulate playdough in different ways; rolls, pinch, squash.</p> <p>Pupils will handle books, hammers and mark making tools.</p> <p>Pupils will open and close scissors independently.</p> <p>Pupils will use a fork to stab food at meal times.</p> <p>Pupils will open and close lids on jars, open packets.</p> <p>Pupils will use scissors to cut purposefully on paper, along lines.</p>	<ul style="list-style-type: none"> • Use Newfield Skills framework; Maths, Writing, Reading for other physical skills required. • Dough disco • Range of construction bricks- connecting bricks, lego, wooden. • Range of toys- pop ups, posting, inset puzzles. • Snack and dinner times- independence using cutlery. • Arts and Crafts materials • Early mark making- sensory tray materials • Sensory trays • Treasure boxes • Music and movement • Water and Sand play- wheels, scoops, moulds.

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<p>Pupils will manage all fastenings on clothes with more independence.</p> <p>Pupils handles a wider range of resources and equipment with more control and use these with increasing control.</p>	
<p>Swimming/Hydrotherapy:</p> <p>Pupils will be able to feel confident in the water when supported by an adult.</p> <p>Pupils will be aware of the different body movements they can make in the water.</p> <p>Pupils will make independent movements with their arms, legs and heads in the water to interact with resources/activities in the water.</p>	<ul style="list-style-type: none"> • Newfield Hydro Swimming skills- levels 1 -5 supported by Qualified Swimming teachers. • Weekly hydrotherapy session in pools; utilise large scale floating aids, floating jackets, high level of physical support from an adult, motivating lights and sound toys.
<p>Sensory Awareness:</p> <p>Pupils will develop their own body awareness through combining their sense of touch and music through social interaction.</p> <p>Pupils will experience massage to teach whole body awareness, proprioception and loosen muscles.</p> <p>Pupils will feel regulated and ready to learn/attend through multi-sensory experiences and environments- indoors and outdoors.</p>	<ul style="list-style-type: none"> • TAC PAC sessions • Dance Massage • Physiotherapy programmes • Yoga • Hand/Arm readiness programmes • Sensory diets- Julia Dyer • SI equipment • Studio equipment • 4D equipment • VI room