



Sprowston Infant School Complex Autism Base

Curriculum Document

Physical Development

Intent: What outcomes do we want the pupils to achieve by the end of this curriculum stage?	Implementation: What opportunities and provision will we provide in order to achieve this?
<p>Explore curriculum (linked to branches 1-4) By the end of this curriculum pathway, pupils will be able to...</p> <p>Gross Motor: Pupils will be able to actively explore their immediate environment in order to make choices.</p> <p>Pupils will be aware of their bodies and some of the different movements they can make.</p> <p>Pupils will be able to move across different levels to explore their environment.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none">• Access to table top and floor based motivating play activities and structured sessions- seated and standing.• Resonance boards and reactive environments- opportunities to explore different movements and feel feedback from these movements.• Specialist supportive equipment for children with physical needs- support from physio and OT• Sensory room; opportunities to work on floor with motivating switch operated equipment. Develop independent and purposeful movement.• Soft play/soft zone in class; use motivating and exciting objects to work on head control, sitting, crawling, walking and transitioning.• Open classroom set ups, free of obstacles for children to explore independently, through developmentally appropriate strategies such as crawling, rolling or tummy time.

	<ul style="list-style-type: none"> • Body awareness songs • Structured sessions such as sensory dance • Playground; sensory zones, sloping and undulating flooring, climbing structures • Opportunities to develop stair walking; transitioning to motivating sessions such as music, sensory room, cooking. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Sports Day • Walking short distances in the community (local shops, library etc)
<p>Fine Motor: Pupils will be able to use a range of grasps and actions in order to explore objects.</p> <p>Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> • Access to motivating cause and effect toys and equipment. • Access to motivating and exciting objects of different sizes and textures. • Specialist cutlery and equipment for feeding; boat plates, chunky handles etc. • Light box or mirror work with objects or blocks. • Class music trolley with a range of instruments. • Messy play; wet and dry for scooping, pouring and exploring • Sensory room; using switch operated equipment. • Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore • Curiosity bags with motivating items with a sensory element – squeaky toys, sensory balls, space blanket etc • Exploring playdough and similar materials to develop grasps and strength. • Differentiated prompting for carrying out functional tasks; hand under hand, initial physical prompt, modelling.

	<ul style="list-style-type: none"> • Container play; variety of containers available throughout the week to encourage exploration and problem solving. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Recreation Ground; scooping and pouring mud kitchen. • Sensory dance – ribbons, stretch bands, feathers etc
<p>Discover curriculum (linked to branches 5-7) By the end of this curriculum pathway, pupils will be able to...</p> <p>Gross Motor: Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc</p> <p>Pupils will be able to throw and catch a range of different sized balls or objects.</p> <p>Pupils will be able to apply a range of movements to different contexts.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> • Access to weekly PD session- zones to include climbing (benches, climbing frame), active (simple circuits for moving in different ways) and ball skills (range of balls, nets, targets) • Discrete PE sessions from scheme; ball skills, throwing and catching. • Playground; ball skills zones with nets, targets, containers. Climbing frames and active zones consistently in use. Range of tricycles and balance bikes available in willow garden playgrounds, bike track on main playground • Soft Play; ball pit in use, gym balls available. • Dance and Yoga sessions • Trampoline and bouncing tyre; develop jumping and range of movements • Body awareness and action songs. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Sports Day • Local parks and playgrounds • SPRING gym
<p>Fine Motor: Pupils will be able to use fine motor skills as part of construction activities.</p>	<p>Key Strategies and types of resources:</p>

Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing.

Pupils will be able to use simple tools such as scissors and mark making tools with increasing control.

- Backwards chaining- for dressing and undressing skills.
- Visual schedules to support the ordering of actions in self-help routines.
- Specialist cutlery for eating skills.
- Exploring playdough and similar materials to develop grasps and strength.
- Construction in classroom with large and small scale construction consistently available.
- Dough Disco/ Squiggle While you Wiggle sessions; develop fine motor grasps with mark making tools.
- Snack and Dinner; opportunities to use grasps to select foods for self-service
- Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons.
- Mark making indoor and outdoor; range of mark making materials and tools available such as conditioner, hair gel, paint on easels, brushes, mops, combs etc.
- Role play areas with simple tools
- Pupil scrap books with motivating or familiar images cut out.
- Fine motor gym A range of fine motor play activities in class with a range of tools easily accessible for pupils to use. Eg: scoops, spoons, tweezers, scissors, pipettes
- ICT; writing apps for iPad and whiteboard
- Turning on taps, using soap and towel dispenser

Community/Specialist Provision:

- Recreation Ground; mark making with sticks, mud, water etc.
- Whole school art projects

<p>Formal curriculum (linked to branches 8+) By the end of this curriculum pathway, pupils will be able to...</p> <p>Gross Motor: Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using.</p> <p>Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike.</p> <p>Pupils will use a range of gross motor skills and apply them to different contexts.</p> <p>Pupils will understand the rules of and take part in simple team games.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> • Weekly PD session; climbing zone, ball skills to include visuals for simple turn taking games. • Equipment available to practice balance and gymnastic activities eg balance bean, wobble boards, high horse. • PE equipment; apply different movements to different contexts. • Playgrounds; football pitch with nets (main playground), basketball nets and balls (main playground), bike track with bikes and balance available (main playground), • Races and relays as part of PD sessions. • Dance/Yoga session • Team games sessions; Visuals to explain rules, keeping scores. • Soft Play; climbing, chase games, hide and seek. Discrete small group sessions; simple games with rules, bike races, relay races. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Sports Day • SPRING gym • Access to all after school clubs with support from base staff • Taster sessions
<p>Fine Motor: Pupils can use fine motor skills to complete all aspects of dressing and undressing independently.</p> <p>Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc)</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> • Backwards chaining for dressing and undressing • Visual schedules to support sequencing in self-help tasks • Range of tools available through woodwork areas or design projects with staff modelling use of more complex tools

<p>Pupils can handle a range of tools with increasing independence.</p>	<ul style="list-style-type: none"> • Mark making areas indoor and outdoor; range of mark making tools available. • Dough Disc/ Squiggle While you Wiggle • Opportunities to include mark-making/writing, use of a range of tools in the role-play area. • Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping. • Cooking sessions; using knives to cut harder foods, using different tools (graters, ladels, tin openers etc) to prepare food items. • Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons. • ICT; use of one click and standard mouse • Construction; more complex connecting construction such as Lego or Sticklebricks. • Small world activities available with a range of different sized and shape resources. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Whole school art project
<p>End of EYFS Early Learning Goals:</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing 	<p style="text-align: center;">See EYFS progression documents</p>

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes, and cutlery.
- Begin to show accuracy and care when drawing.

See KS1 National Curriculum

See Sprowston Infant School KS1 Curriculum Documents for PE