

My Physical Well Being	KS3 Semi Formal/ASD - Multi Skills (development of Fundamental skills ready for invasion games). Continuous Provision: Pupils will be involved in multi-sport activities and sports specific activities that will develop fundamental PE skills including – strength, posture, speed, coordination, balance, agility.		
	My Communication: -Ensure a consistent and appropriate level of language is used to support the development stage of the pupil - Pupils to feel happy and safe in class with staff and build positive relationships - Pupils to learn to communicate in PE through: gestures, guiding staff, objects of reference, Makaton, vocalizations/verbal, intensive interaction - CIP symbols for key vocabulary - Staff modelling/demonstration – pupils will be to replicate and develop control from staff modelling Key vocabulary : Aiming, Speed, Direction, Passing, Controlling, Shooting, Scoring, Bounce, Dribble, forwards, backwards, sideways, throwing, catching, push Resources: Sensory PE toys/equipment, different size and types of balls, cones, small nets, portable basketball nets, hoops		
	My Thinking and problem Solving: Pupils will develop thinking skills, working through ways/activities that will challenge fundamental PE Skills, specific skills and rules of sports/competition and social interaction with peers. Exploration – Pupils will build on their initial reaction to new stimulus or activities. Realisation- Pupils will interact with new stimulus and activities by discovering something new about it which hasn't been obvious before. Anticipation – Pupils will start to predict or correctly expect what happens in the activity or what happens next. Persistence – Pupils are able to sustain part or the whole of the activity or even a set of activities. Initiation – Pupils will try different ways to reach a desired outcome		
	Autumn 1	Fundamental Skills	Sport Specific Skills
			Sport Specific with Application

	Phase 1	<p>Movements related to bouncing a ball</p> <p>Throwing and catching activities</p> <p>Grasp and release activities - fine motor skills</p> <p>Ball/bean bag lift/drop/throw</p> <p>Bounce a ball</p> <p>Tactile touch of objects</p> <p>Grasp and move activities</p> <p>Bounce and move activities</p> <p>Grasp/bounce/move/release towards a target</p> <p>During phase 1, pupils develop independence, consistency and fluidity of movements.</p> <p>Development of balance, coordination, agility, spacial awareness, self awareness</p>	<p>Bouncing /dribbling a ball - hands and feet</p> <p>Initial assessment to confirm control of fundamental movements, then:</p> <p>Static bouncing of the ball</p> <p>Moving forwards bouncing ball</p> <p>Moving backwards bouncing ball</p> <p>Moving sideways bouncing the ball</p> <p>Alternate hand – As above</p> <p>Static bounce min 10 times</p> <p>Dribble over a certain distance</p> <p>Dribble around/throw cone/gate</p>	<p>Game related activities based around invasion games such as basketball</p> <p>Understanding of simple rules</p> <p>Dribbling</p> <p>Initial assessment to confirm sport specific movements, then:</p> <p>Dribble to target – Use of fingertips and bouncing ball in line with hip.</p> <p>Challenge – simple 1:1 adaptive game – to dribble to an end zone whilst evading obstacles.</p> <p>Challenge – Pupils replicate the core skills of dribbling, shooting, passing with control and accuracy. They are able to perform skills in a small sided adaptive game</p>
	Phase 2	<p>Moving/passing the ball</p> <p>Tactile object/ball touch</p> <p>Pushing the ball along floor/one hand/alternate hand/both hands</p>	<p>Passing the ball</p> <p>Bounce pass</p> <p>Chest pass</p> <p>Overhead pass</p>	<p>Pass to target</p> <p>Challenge – simple 1:1 adaptive game – complete a set amount of</p>

		<p>Pupils to push ball to target/knock down an object Push to significant adult/peer Bounce to significant adult Gradually increase distance of push/pass/bounce During phase 2, pupils develop independence, consistency and fluidity of movements.</p> <p>Development of balance, coordination, agility, spacial awareness, self awareness</p>	<p>Shoulder Pass Pass with significant adult min 10 times bounce pass only Pass min 10 times with significant adult min 2 different types of pass Pass min 10 times with significant adult all passes Push/Pass/Throw ball to target.</p> <p>Above static and on move</p> <p>Challenge – with a peer</p>	<p>passes before being rewarded a point.</p> <p>Challenge – Pupils replicate the core skills of dribbling, shooting, passing with control and accuracy. They are able to perform skills in a small sided adaptive game</p>
	Phase 3	<p>Game related activity</p> <p>Tactile object/ball touch Pushing the ball along floor/one hand/alternate hand/both hands to hit target Pupils to throw ball to target/knock down an object/ low level net/basket Gradually take out push and bounce to target so it starts to become shot/throw Gradually increase distance of push/pass/bounce During phase 3, pupils develop independence, consistency and fluidity of movements.</p>	<p>Over head shot Under arm shot Static shooting Dribble then shoot Receive a pass then shoot Consistently throw/shoot at low level net</p>	<p>Shoot from different distances</p> <p>Challenge – simple 1:1 adaptive game, shoot to a player who is standing in a hoop – progress to shooting into modified hoops based on height and size.</p> <p>Challenge – Pupils replicate the core skills of dribbling, shooting, passing with control and accuracy. They are able to perform skills in a small sided adaptive game</p>

		Development of balance, coordination, agility, spacial awareness, self awareness		
--	--	--	--	--