

Physical Education curriculum at College Park School

The curriculum of Physical Education (P.E.) at College Park School is based on an adaptation of the National Curriculum in England to the special education needs of our pupils. The main aim of this subject relays on providing students means and tools to develop basic and more complex motor skills, postural stability, confidence, and satisfaction for a healthy lifestyle, as well as to be in contact with outdoor possibilities to practise physical activity (trips, visits to leisure centres, swimming pool activities, etc.).

Additionally, the teaching staff works in coordination with other specialists (special language therapists, occupational therapists, psychologists) to achieve an integral student's development.

Therefore, it is possible to differentiate three modalities of the P.E. curriculum according to students' needs, taking into consideration all the education stages encompassed by College Park School:

❖ Early Years

❖ Key Stage 1

❖ Key Stage 2

❖ Key Stage 3

❖ Key Stage 4

❖ Post-16

	FORMAL	SEMI-FORMAL	INFORMAL
Early Years	<ul style="list-style-type: none"> → Familiarisation with equipment. Facilitate young pupils to use and know the conventional P.E. equipment (balls, hoops, cones, etc.), as well as the sensory equipment (bouncing balls, pompoms, balancing chairs, etc.). → Developing of control movement, coordination, postural stability, and balance. Provide students activities and opportunities to work on simple but varied motor tasks in order to develop the main basic motor skills (running, jumping, balancing). → Following basic instructions in PE dynamics. Encouraging students to take part in different activities, with the aim of getting the proper action when requested (running, jumping, using equipment, etc.). 		<ul style="list-style-type: none"> → Familiarisation with equipment. Facilitate young pupils to use and know the conventional P.E. equipment (balls, hoops, cones, etc.), as well as the sensory equipment (bouncing balls, pompoms, balancing chairs, etc.). → Developing of control movement, coordination, postural stability, and balance. Provide students activities and opportunities to work on simple but varied motor tasks in order to develop the main basic motor skills (running, jumping, balancing). → Perceptive and sensory work by exploring different type of equipment. <p><i>* Working in coordination with SLTs, OTs and psychologists.</i></p>
KS1	<ul style="list-style-type: none"> → Developing basic gross motor skills through activities which involve running, jumping and balance, as well as lower-body coordination and postural stability. → To work on handling and upper-body movements, catching and throwing balls. 	<ul style="list-style-type: none"> → Simple movements, balance and coordination exercises, focussing on following instructions. → Interaction student-adult (teacher/TAs) by throwing and catching a ball. → Participation in group activities, such as races. → Perceptive and sensory work by exploring different type of equipment. 	
KS2	<ul style="list-style-type: none"> → Specific gross and fine motor skills, and complex balancing tasks. To link motor skills with techniques in team sport specialties, working individually and collectively. → Developing postural stability, body awareness by using instructions or music. → Exploring physical activities outdoor, developing life skills and having access to swimming and aquatic games. 	<ul style="list-style-type: none"> → Consistence engaging in physical activities, involving different gross and fine motor skills. → Interaction with the rest of students when performing motor tasks (throwing and catching a ball). → Developing postural stability, body awareness by using instructions, music or imitation of different elements. → Exploring physical activities outdoor, developing life skills and having access to swimming and aquatic games. 	<ul style="list-style-type: none"> → Basic gross and fine motor skills. To establish running and jumping as a routine, and develop postural stability and confidence in balance tasks. Development of confidence in motor patterns (catching, throwing, rolling a ball). → Perceptive and sensory work by exploring different type of equipment.



	FORMAL	SEMI-FORMAL	INFORMAL
KS3	<ul style="list-style-type: none"> → A combination of different techniques of team sport specialties. → To perform competitive and cooperative physical activities, working individually and collectively. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones. → Exploring physical activities outdoor, developing life skills. 	<ul style="list-style-type: none"> → Working on a combination of specific gross and fine motor skills, as well as complex balancing tasks. To link motor skills with simplified techniques of team sport specialties. → Developing postural stability and body awareness by following instructions, copying basic dance steps, and imitation of different animals/vehicles. → Exploring physical activities outdoor, developing life skills. Moving from the school to a concrete venue and being aware of the process (taking a bus, the underground, etc.). 	<ul style="list-style-type: none"> → Basic gross and fine motor skills. To consolidate running, jumping, and performing different movements following adults' instructions as a routine, and develop postural stability and confidence when performing complex balancing tasks. Development of confidence in handling motor patterns (catching, throwing, rolling a ball). → Perceptive and sensory work by exploring different type of equipment. → Simple group physical activities dynamics.
KS4	<ul style="list-style-type: none"> → To apply different techniques of team sport specialties in adapted games. → To take part in competitive and cooperative outdoor physical activities, developing independence and life skills. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones. 	<ul style="list-style-type: none"> → Consolidation of sport and motor skills. Working on different sport techniques analytically and through games. → Exploring physical activities outdoor, developing life skills. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones. 	<ul style="list-style-type: none"> → Working on fine and gross motor skills, implementing more complex motor pattern in the tasks to perform. Following instructions. Consolidating confidence in complex balancing tasks. Consolidate upper-limbs motor patterns (catching and throwing a ball). → To link sensory equipment with motor tasks. Basic body awareness and dancing activities. → Simple group physical activities and simple interaction among students in P.E. dynamics.
Post-16	<ul style="list-style-type: none"> → Real and adapted games of different sports. To apply different motor skills and techniques learnt during the previous stages into team sport games. → Attending competitive and cooperative outdoor physical activities, developing independence and life skills. → Body awareness and creative dance. 	<ul style="list-style-type: none"> → Consolidation of sport skills and motor skills. Working on different sport techniques analytically and through games. → Attending outdoor physical activities, to develop independence and life skills. To perform competitive and, specially, cooperative physical activities, working individually and collectively. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones. 	<ul style="list-style-type: none"> → Working on a combination of specific gross and fine motor skills, as well as complex balancing tasks. To integrate lower-body and upper-body coordination tasks into a sole motor task. To link motor skills with simplified techniques of team sport specialties. → Promotion of group physical activities and interactions among students in P.E. dynamics. → To link sensory equipment with motor tasks. Basic body awareness and dancing activities.



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