



Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

Subject PE 2 Subjects/Lessons weekly

4D - Discovery Curriculum –

NB - Bikeability and Golf sessions timings depend on the availability of coaches and may be different to those listed here on the SOW.

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
	<p><u>Topic:</u></p> <p>Football/Basketball (depends on weather) HRF/Bleep Test Kurling competition</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for football? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of football? -Do you play football / basketball out of school?</p>	<p><u>Topic:</u></p> <p>Basketball/Football</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for Basketball? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of football? -Do you play for any clubs or teams?</p>	<p>Unit 3</p> <p>Bikeability * Cricket ESE - Fitness Training- circuits</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for fitness training? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of cricket? -How many runs do you get for a boundary in cricket?</p>	<p>Unit 4</p> <p>Racket sports Badminton/Table Tennis/short tennis/tennis</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for tennis? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of racket sports? -Do you play racket sports out of school? -Do you play for any clubs or teams? Where could you play?</p>	<p>Unit 5</p> <p>Athletics/Rounders Tennis/Racket Sports</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for athletics? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of rounders? -Do you play athletics out of school?</p>	<p>Unit 6</p> <p>Golf * Rounders/Cricket Tennis/Gym (6th form) HRF -Bleep test</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for athletics? -Why is it important to exercise? -Can you state the main activities in athletics? -Do you play athletics out of school? Where could you play?</p>

<u>Key Skills and Knowledge:</u>	<u>Key Skills and Knowledge:</u>	<u>Key Skills and Knowledge:</u>	<u>Key Skills and Knowledge:</u>	<u>Key Skills and Knowledge:</u>	<u>Key Skills and Knowledge:</u>	<u>Key Skills and Knowledge:</u>
<p>Football and Basketball - Students are working towards their Entry Level qualification in PE. They select and apply skills, tactics, strategies and team skills for each activity including warm ups and equipment organisation. Students are taught the importance of planning in preparation for any activity.</p> <p>To play competitive games in basketball and football and apply basic principles suitable for attacking and defending.</p> <p>Students experience sessions in - Football and Basketball - Students continue to work towards their Entry Level qualification in PE. They try to apply basic skills and strategies for each activity and practise analysing theirs and others' performance if suitable.</p>	<p>Football and Basketball - Students are working towards their Entry Level qualification in PE. They select and apply skills, tactics, strategies and team skills for each activity including warm ups and equipment organisation. Students are taught the importance of planning in preparation for any activity.</p> <p>-Basketball – students are taught shooting techniques and how to use these skills in game situations.</p> <p>-Football – more able pupils will show the impact they can have on a game situation with their basic skills, decision making and the ability to help and encourage others.</p>	<p>They take part in and are assessed in bikeability. Cricket - Students are working towards their Entry level qualification in PE. They select and apply skills, tactics, strategies and team skills for each activity. Students are taught the importance of planning in preparation for any activity. They also take part in circuit training and learn how to exercise safely and effectively.</p> <p>To play competitive games in badminton, basketball, cricket, football, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>They take part in and are assessed in bikeability. More able pupils can show their cycling ability by cycling through a coned area, showing control, varying speed, hand signals etc. -Cycling – Pupils are taught about road safety, basic bicycle maintenance and basic techniques for cycling.</p> <p>-Cricket - Pupils to select and apply basic skills, tactics, strategies and team skills for game</p>	<p>Racket sports - Students are working towards their Entry level qualification in PE. They select and apply skills, tactics, strategies and team skills for each activity. Exercising safely and effectively continues to be a focus.</p> <p>To play competitive games in badminton, basketball, cricket, football, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>They take part in golf sessions including hitting over a longer distance, attending a golf course if possible and showing the skill to carry out shots with different clubs, putters etc.</p> <p>Golf – pupils are taught the basic techniques for playing golf- grip, stance etc.</p> <p>-Cricket – tactics, fielding positions, batting and bowling techniques are further developed,</p>	<p>Pupils are working towards their Entry Level qualification in PE. They take part in and are assessed in cricket, rounders, tennis and athletics. They select and apply skills, tactics, strategies and team skills. Pupils are taught the importance of planning in preparation for any activity, this includes warm ups and equipment organisation and they are encouraged to appreciate the different roles in each activity. Pupils complete a multistage fitness test to measure their fitness levels..</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and yoga. To perform dances using simple dance routines (Just Dance).</p> <p>Racket sports - They select and apply basic skills, tactics, strategies and team skills for each racket sport activity. Racket sports – More able pupils can serve with correct technique, show decent technique for grip, show an ability to play a game with</p>	<p>Pupils are working towards their Entry Level qualification in PE. They take part in and are assessed in golf, cricket, rounders and athletics. They select and apply skills, tactics and strategies for each activity. Pupils are taught the importance of planning in preparation for any activity, this includes warm ups and equipment organisation and they are encouraged to appreciate the different roles in each activity. Pupils complete a multistage fitness test to measure their fitness levels..</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and yoga. To perform dances using simple dance routines (Just Dance).</p> <p>Racket sports - They select and apply basic skills, tactics, strategies and team skills for each racket sport activity.</p> <p>Pupils are assessed at all the Entry Level activities.</p>	

			<p>situations.</p> <p>Pupils also continue to take part in circuit training to develop and maintain their fitness levels</p>	<p>more able pupils to bowl with a straight arm and bat with correct technique.</p>	<p>an opponent.</p> <p>Pupils are assessed at all the Entry Level activities.</p>	
<p>Links to Gatsby Benchmarks:</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>

