



Explorer

Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

Subject PE 2 Subjects/Lessons weekly
6.2E - Explorer Curriculum –

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>Health and Fitness (Gym)</p> <p><u>Suggested Key Questions:</u> Have you used a gym outside of school? Why do we have to keep fit? What other exercise activities do you take part in? Can you analyse the performance of yourselves and others? Have you set improvement targets for each activity? Do you know the correct technique, for each activity?</p>	<p><u>Topic:</u></p> <p>Health and Fitness (Gym)</p> <p><u>Suggested Key Questions:</u> Have you used a gym outside of school? Why do we have to keep fit? What other exercise activities do you take part in? Can you analyse the performance of yourselves and others? Have you set improvement targets for each activity? Do you know the correct technique, for each activity?</p>	<p><u>Topic:</u></p> <p>Health and Fitness (Gym)</p> <p><u>Suggested Key Questions:</u> Have you used a gym outside of school? Why do we have to keep fit? What other exercise activities do you take part in? Can you analyse the performance of yourselves and others? Have you set improvement targets for each activity? What do you need to bring with you when you are taking part in a session using the gym?</p>	<p><u>Topic:</u></p> <p>Health and Fitness (Gym)</p> <p><u>Suggested Key Questions:</u> Have you used a gym outside of school? Why do we have to keep fit? What other exercise activities do you take part in? Can you analyse the performance of yourselves and others? Have you set improvement targets for each activity? What do you need to bring with you when you are taking part in a session using the gym?</p>	<p><u>Topic:</u></p> <p>Health and Fitness (Gym)</p> <p><u>Suggested Key Questions:</u> Have you used a gym outside of school? Why do we have to keep fit? What other exercise activities do you take part in? Can you analyse the performance of yourselves and others? Have you set improvement targets for each activity? Can you name some of the safety factors for using gym equipment?</p>	<p><u>Topic:</u></p> <p>Health and Fitness (Gym)</p> <p><u>Suggested Key Questions:</u> Have you used a gym outside of school? Why do we have to keep fit? What other exercise activities do you take part in? Can you analyse the performance of yourselves and others? Have you set improvement targets for each activity? Can you name some of the safety factors for using gym equipment?</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>
	<p>Pupils continue to work on improving their health and fitness by working in the school gym. Targets are set by the pupils to improve their fitness levels by increasing their scores, in the different activities. Pupils are encouraged to develop a specific skill of fitness area that they are interested in (eg boxing, weights or aerobic activities). Equipment includes rowing machines, treadmill, cycle machine, cross trainer and a punch bag.</p> <p>Pupils can choose to play Xbox sport games such as 'Shape Up' and also 'Just Dance' in the gym. Pupils are encouraged to compete with others in these games to push each other with the aim of improving their scores and improving their physical output.</p> <p>Some pupils choose to participate in fitness programmes from You Tube. Pupils are encouraged to find harder fitness programmes to maximise their energy output and continue to</p>	<p>Pupils continue to work on improving their health and fitness by working in the school gym. 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<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. 6. Experiences of workplaces 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. 6. Experiences of workplaces 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. 6. Experiences of workplaces 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. 6. Experiences of workplaces 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. 6. Experiences of workplaces 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. 6. Experiences of workplaces 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>
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