

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

6.5E - Explorer Curriculum -

Year	2021 – 2022	2021 – 2022	2021 – 2022	2021 – 2022	2021 – 2022	2021 – 2022
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
	Health and Fitness	Health and Fitness	Health and Fitness	Health and Fitness	Health and Fitness	Health and Fitness
	(Gym)	(Gym)	(Gym)	(Gym)	(Gym)	(Gym)
	Suggested Key Questions: 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?	Suggested Key Questions: 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?	Suggested Key Questions: 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?	Suggested Key Questions: Have you used a gym outside of school? Why do we have to keep fit? What other exercise activities do you take part in? 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.	Suggested Key Questions: 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?	Suggested Key Questions: 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?

Key Skills and Knowledge:

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.

Pupils continue to work on

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.

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 improve their fitness levels.

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Pupils experience basketball, football and tennis sessions

-Football —pupils will be encouraged to develop previously learnt skills and apply them in a game situation. Pupils encouraged to arrange and officiate the games themselves.

Basketball – pupils will be encouraged to develop previously learnt skills and apply them in a game situation develop complex shooting like the lay up, shooting from different angles and distances and then they have to show these skills in game situations. Pupils encouraged to arrange and officiate the games themselves.

-Tennis sessions – pupils to develop the skills needed to be able to hold a longer rally with an opponent. Focus on the technique for forehand and backhand shots and foot movement. Pupils encouraged to arrange and officiate the matches themselves.

Pupils to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal Pupils experience basketball, football and tennis sessions

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To develop competence to excel in a broad range of physical activities.

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to excel in a broad range	the matches	skills needed to be	skills needed to be	Focus on the
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	Pupils to analyse their	opponent.	opponent.	backhand shots and
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	improvement to	backhand shots and	backhand shots and	the matches
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Links to
Gatsby
Benchmark
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- 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

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