

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - **Explorer Curriculum** - *Subjects/Lessons weekly*

Year	2026 – 2027 Autumn 1 Athletics	2026 – 2027 Autumn 2 Basket Ball	2026 – 2027 Spring 1 Cricket	2026 – 2027 Spring 2 Hockey	2026 – 2027 Summer 1 Dodge Ball	2026 – 2027 Summer 2 Football
2026-2027	<u>Topic: Athletics</u>	<u>Topic: Basket Ball</u>	<u>Topic: Cricket</u>	<u>Topic: Hockey</u>	<u>Topic: Dodge Ball</u>	<u>Topic: Football</u>
	<u>Suggested Key Questions:</u> What fitness components are used in Athletics? How can you improve stamina? What is HRT? <u>Key Skills and Knowledge:</u> High-intensity drills with and without equipment Recognising RPE (rate of perceived exertion)- Combining aerobic/anaerobic fitness with tactical play Running Jumping Throwing	<u>Suggested Key Questions:</u> How can you help others learn a skill? What makes a good captain? How do we plan a warm-up? <u>Key Skills and Knowledge:</u> Basket Ball Zone defense, Fast Breaks and shooting under pressure. Leading a warm-up. Throwing Catching Aiming	<u>Suggested Key Questions:</u> How do we hit a Target Moving? What is the role of a coach? What is game analysis? <u>Key Skills and Knowledge:</u> Rounders: Bowling with accuracy, tactical fielding, scoring strategies, team communication. Tennis: Rallying with consistency, scoring a set, net play, adapting tactics. Final focus on autonomy,	<u>Suggested Key Questions:</u> How do gymnasts link movements? How can we control speed and direction? What helps with balance? <u>Key Skills and Knowledge:</u> Hockey: Intercepting, tracking movement, using width, team roles. Leadership and strategy development. Stick control Pushing the ball Target aiming	<u>Suggested Key Questions:</u> How can we improve our scores? What events do you enjoy? What does personal best mean? <u>Key Skills and Knowledge:</u> Sprint (timed), 200m pacing, standing long jump, javelin with control, relay with handover zones. Focus on setting goals and reviewing progress.	<u>Suggested Key Questions:</u> What makes a good team? What tactics can we use? How can we support each other? <u>Key Skills and Knowledge:</u> Applying offside rule in small-sided games- High-intensity drills with and without the ball Recognising RPE (rate of perceived exertion)- Applying offside rule in small sided games Combining aerobic/anaerobic fitness with tactical play

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	Relay Races (Simple) Walking or jogging relays Throwing Events Beanbags, foam javelins, soft balls Jump Zones Standing long jump with visual markers Obstacle Courses Mix crawl, step, balance Timed or untimed options Use visual start/stop signals Allow mobility aids Break tasks into smaller steps	Bucket Ball Throw balls into buckets or hoops on the floor Close-Range Shooting Use low baskets or wall targets Partner Pass Roll or bounce pass instead of throw Use different ball sizes/weights Allow seated play Reduce distances Give extra time for turns	fair play and peer coaching. Bat off a cone (tee batting) Roll & hit Target batting Continuous cricket (no outs) Foam balls Bigger bats Walking between bases Reduced distances	Ball Push Targets Students push ball to cones instead of hitting Use larger, softer balls for SEND students Dribble Pathways Set simple zig-zag routes with wide spacing Goal Zones Large goals or “scoring areas” instead of nets Use plastic sticks / foam sticks Allow hand pushing instead of stick use Reduce speed and competition Pair students for support	Throwing Dodging Awareness Target Dodgeball Aim at cones instead of people Zone Dodgeball Students stay in safe zones Rolling Dodgeball Roll balls along ground only Use soft foam balls only No elimination → players re-join quickly Reduce number of balls smaller playing area	Kicking Ball control Movement Kick to Target Cones, goals, or marked areas Stop & Start Game Students stop ball on signal (great for control) 1v1 or Small Teams Use larger, softer balls Allow rolling ball instead of kicking Walking football instead of running Visual cues (coloured cones)
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Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: 3: Individual fitness targets 4: Link to roles in sports science and training 5: Visit from fitness coach 6: Practical fitness circuit designed by students	4. Linking curriculum learning to careers: 3: Role rotation to build leadership 4: Link to coaching and support roles 5: Student-led basketball workshop 6: Peer-teaching unit	4. Linking curriculum learning to careers: 3: Peer and self-assessment criteria 4: Explore choreographer or sports official careers 5: Invite from a community coach 6: Organise class performance	4. Linking curriculum learning to careers: 3: Use of video analysis apps 4: Link to tactical analysis roles 5: Guest: semi-pro coach 6: Review and improve team performance through filmed games	4. Linking curriculum learning to careers: 3: Track progress over term 4: Link to officiating and health roles 5: Invite tennis coach 6: Match play in inter-class competitions	4. Linking curriculum learning to careers: 3: Everyone given a meaningful role 4: Link to careers in event and leisure management 5: Employer visit from leisure centre 6: Organise and deliver school sports day
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Progression Map: Skills and Knowledge Strand / Domain Foundation Development Mastery and Independence Locomotor Skills (Running, Jumping) - Explore basic movement patterns - Walk, jog, sprint in short bursts - Standing long jump intro - Pacing and sprint technique - Running over varied distances (e.g. 60m, 100m) - Jumping with control (vertical and horizontal) - Sprint start and transitions - Combine movement in sequences - Record personal bests and refine technique

Object Control (Throwing, Catching, Striking) - Catch and throw large/small objects - Use of underarm throw in games - Hit a stationary ball (e.g., off a tee) - Develop catching accuracy in small games - Overarm and underarm throw with target - Striking with bat/racket with direction - Strike with intent and control - Throw for distance and accuracy - Consistent catching in gameplay

Ball Skills (Passing, Dribbling, Ball Control) - Basic passing (chest, bounce) - Stationary dribbling (feet/hands) - Basic control with foot/stick - Move while dribbling (both hands/feet) - Pass under pressure - Trap/control incoming ball - Use of tactics in passing - Maintain control while changing direction - Combine dribbling and passing in games

Spatial Awareness - Stay in set zones - Recognise teammate/opponent positions - Understand safe movement - Move into space to receive ball - Begin to mark opponents - Use width in team games - Create space with movement - Cover space defensively - Direct others into space

Game Understanding (Tactics, Rules) - Follow 1–2 step rules - Learn what attack/defence mean - Begin to take turns - Understand simple tactics (e.g. finding space, keeping possession) - Apply more rules independently - Choose appropriate tactics (e.g. press/hold in defence) - Lead warm-ups or explain rules - Apply strategies during game play

Teamwork and Communication - Take part in team games with support - Follow group cues and visual instructions - Use simple phrases to interact (e.g. "pass", "my turn") - Use agreed signals or Makaton for passing/defence - Share simple responsibilities (e.g. bib monitor) - Begin to resolve minor disagreements - Lead a partner/small group - Communicate clearly in a team setting - Offer encouragement or direction to peers

Fitness and Health Awareness - Know when body feels tired or sweaty - Take part in warm-up routines - Recognise stretching - Identify heart rate increase - Learn how exercise affects the body (sweating, breathing) - Understand why fitness is important - Use RPE scale to self-assess - Name fitness components (e.g. strength, stamina) - Reflect on personal progress and effort

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Gymnastics / Body Control - Create body shapes on floor - Basic balances alone - Simple rolling (log, pencil) - Balances with partner - Combine movement and shape in sequences - Use low-level apparatus - Full sequence with multiple movements - Refine technique with peer/teacher feedback - Perform confidently to peers

Athletics Events - Try a range of events (run, jump, throw) - Use basic techniques for each - Understand take-off, run-up - Apply rules of each event (e.g. no stepping on take-off board) - Measure distance/time - Improve scores with refined techniques - Record and analyse own performance - Lead/support others in events

Strand / Domain Foundation Development Mastery and Independence - Begin to compete against self-striking & Fielding Games - Hit a ball off tee - Understand positions (batter, fielder) - Know when to run - Bowl underarm with some control - Anticipate where to throw the ball - Catch under pressure - Tactical positioning (e.g. backing up) - Hit into space to score - Take on leadership in small-sided games

Reflection & Self- Evaluation - Say what they enjoyed or found hard - Recognise when they improved - Use thumbs up/down or symbols - Identify strengths with support - Begin to use visual scales (1–5, emoji faces) for effort - Talk about what to improve next time - Reflect using structured sentence starters - Record personal bests - Offer feedback to others constructively