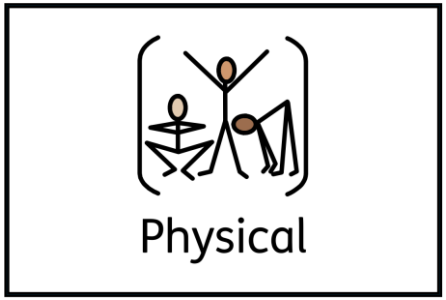
Physical
Progression Map
CLDD Curriculum Pathway
Non-Subject Specific



Key Vocabulary is identified in **bold.**

NB: Kingsland School recognise that children with CLDD/PMLD engage with learning in different ways, depending upon their various learning strengths and challenges. For this reason, this framework outlines coverage of knowledge and skills, but does not dictate how they should be delivered within the non-subject specific curriculum these pupils follow.

Physical:- CLDD Curriculum Pathway

Early Physical Skills

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children will take part in activities that: • Focus their attention on a range of sensory activities e.g. TACPAC, Brain and Body etc • Encourage them to react to new experiences and activities • Support them to show interest in people, events and objects e.g. reaching for footballs that are being offered to them • Help them recognise a variety of **sounds**, for example movement songs, song cues • Focus their attention on particular objects and activities • Support them to perform actions by trial and improvement using exploratory movements	Children are supported to: • Cooperate with shared exploration and supported participation e.g. being guided in creating patterns of movement • Respond to simple commands e.g. **stop, go** • Recognise familiar pieces of equipment • Remember and repeat learned responses over time • Show some awareness of space when moving • Move **body** in a variety of ways e.g. **rolling, walking, running, jumping, crawling** • Move **body** in response to music e.g. move **arms, legs, head** to a rhythm • Demonstrate control and coordination in large and small movements • Show a physical response to the sound of music e.g. turn head towards music, begin to **move body** on hearing music • Explore objects using different **body parts**	Children learn to: • Request preferred activities e.g. pointing to a particular piece of PE equipment • Use different skills in a range of activities including balance, agility, coordination • Use a range of apparatus and equipment with some control • **Push, pull** and **roll** a range of objects for a purpose within activities • Move body **forwards, backwards, left, right, up, down** when taking part in activities • Move through a space, avoiding obstacles consistently • Begin to recall actions/movements in a range of contexts e.g. movements in an action song • **Climb** on and off equipment confidently and safely • Develop game skills with different equipment e.g. **receiving, catching, throwing, pushing, rolling, kicking** • Demonstrate reciprocal interaction with different equipment • Move along a simple course • Explore equipment in increasingly complex ways

Physical:- CLDD Curriculum Pathway

MATP

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that enable them to experience the following areas with full assistance: ➢ Mobility (Gross motor skills)- **Walking, crawling, sliding, rolling,** plus basic manual and powerchair slalom skills ➢ Dexterity (Fine motor skills)- Grasp and release, **pushing, pulling** and **throwing** ➢ Striking (Upper body)- Using the foot or feet to **push** or **kick** a ball a short distance ➢ Kicking (lower body)- Hitting and moving a ball with any part of the body or with an implement • Participate in an activity with one other person • Participate in an activity with a key word associated to it • Coactively explore items • Explore their environment through **rolling,** commando **crawling** or through reaching out	Children are supported to develop the following areas with slight guidance: ➢ Mobility (Gross motor skills)- **Walking, crawling, sliding, rolling,** plus basic manual and powerchair slalom skills ➢ Dexterity (Fine motor skills) - Grasp and release, **pushing, pulling** and **throwing** ➢ Striking (Upper body)- Using the foot or feet to **push** or **kick** a ball a short distance ➢ Kicking (lower body)- Hitting and moving a ball with any part of the body or with an implement • Respond to a key word e.g., name, **stop** • Play a simple turn taking **game** with one other person • Demonstrate some accuracy when using fine and gross motor skills (dexterity) • Make a preference for favoured items by reaching out and crossing midline • Use a palmer grasp to **hold** items • Explore the wider environment, including experience different surfaces (spatial awareness) • Use an object to knock down another object e.g. bat	Children learn to apply skills independently in the following areas: ➢ Mobility (Gross motor skills)- **Walking, crawling, sliding, rolling, plus** basic manual and powerchair slalom skills. ➢ Dexterity (Fine motor skills)- Grasp and release, **pushing, pulling** and, **throwing** ➢ Striking (Upper body)- Using the foot or feet to **push** or **kick** a ball a short distance ➢ Kicking (lower body)- Hitting and moving a ball with any part of the body or with an implement • Follow one step instruction • Play a simple team **game** with support • Grasp and release a range of items of various sizes (dexterity) • Modify a physical action if they don't succeed initially e.g. use a different hand, **turn** object around • Explore moving **over** and **under** items and problem solving • Use an object e.g. bat to strike a ball with some accuracy

Physical:- CLDD Curriculum Pathway

Fine Motor Skills

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children will take part in activities that: • Encourage them to **reach** out for, **touch** and begin to **hold** objects • Encourage them to release grasp on objects • Support them to **touch** and **move** fine motor equipment such as bricks and playdough. • Allow an adult to massage hands and stretch out **fingers** • Encourage them to **move hands** through sensory materials	Children are supported to: • Make some independent movements during sensory activities • Transfer movements onto different materials e.g. resonance board, • Grasp objects, moving towards independence with support • **Pick up** objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands whilst looking at them • Enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint • Manipulate objects and materials using hands singly and together, such as **squeezing** water out of a sponge and manipulating playdough • Use hands independently during a task that uses both, with each hand doing something different at the same time e.g. holding a block in one hand and steadying the other block with the other hand • Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	Children learn to: • Use a pincer grip to **hold/pick up** an item (spatial awareness) • Help with putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots • Show increasing control in **holding**, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • **Hold** mark-making tools with thumb and all fingers • Use simple tools to effect changes to materials • Handle tools, objects, construction and malleable materials safely and with increasing control and intention Use grip and fine motor skills to: • Use anticlockwise movement and retrace vertical **lines** • Form recognisable **letters** • Use a pencil and holds it effectively to form recognisable **letters**

Physical:- CLDD Curriculum Pathway		
Gross Motor Skills		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children will take part in activities that: • Help them make movements with **arms** and **legs** which gradually become more controlled e.g. moves hands together/legs together • Focus their attention towards following and tracking a sound or moving object, **moving head** and **eyes** • **Sit** comfortably on a chair with both **feet** on the ground • Encourage them to move in response to music, or rhythms played on instruments such as drums or shakers • Help them understand and choose different ways of moving	Children are supported to: • Use controlled movements to participate in activities • Use gesture to communicate focus and attention on a sound or moving object • **Climb** inside, underneath, into corners and between objects • Show interest, dances and sings to music rhymes and songs, imitating movements of others • Make differentiated movements depending on activity • Use gesture and body language to convey needs and interests and to support emerging verbal language use	Children learn to: • Grasp and release with two hands to **throw** and **catch** a large object • Move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement • Experiment with different ways of moving • Negotiate space successfully when interacting in **games** and activities adjusting speed or changing direction to avoid obstacles • Show increasing control over an object in **pushing, patting, throwing, catching** or **kicking** it • Show a preference for a dominant hand

Physical:- CLDD Curriculum Pathway

Hydrotherapy and Physiotherapy

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children will take part in activities that: • Support them to participate in a range of movement • Engage them in coactive exploration of the water with an adult • Encourage them to begin to observe the results of their own actions with interest e.g. dabbling their hands in the swimming pool and attending to the effects • Allow them to explore water and equipment from a distance • Support them to be at ease and anticipate when water is poured on the back of head • Focus their attention to splash **hands** and **feet** in water to create effects • Help them begin to respond to being in the water with varied emotions with adult support • Encourage them to attempt to move in the water with adult support • Focus their attention on objects floating in the water nearby e.g. **reaching for, looking towards**	Children are supported to: • Tolerate positioning in different environments • Assist with physiotherapy routine • Tolerate moving around the pool • Move around the water in hydrotherapy • Enter the pool with increasing confidence with adult support • Blow bubbles in the water • Move smoothly through the water with adult support and flotation aid e.g. **forwards, backwards, sideways** • **Turn** in the water with adult support and flotation aid • Be at ease with face and hair being splashed • Travel on front and back with adult support and flotation aid • **Kick legs** and observe the effects • **Move arms** in the water in different ways • **Reach** and grab toys on the water surface • Begin to move body independently in the water	Children learn to: • Actively **lift** their **head** when prone over a wedge • Independently bench sit for a specified amount of time in a variety of environments • Move body freely and to be actively involved in their positioning programme • Independently sit/long leg sit for a specified amount of time in a variety of environments. • Hold the side of the pool with adult support • **Jump** into the water with adult support • Travel through the water to collect an object with adult support • Float on front using a flotation aid and/or adult support • Float on back using a flotation aid and/or adult support • Travel on front or back with flotation aid and/or adult support • Begin to **kick legs** and **move arms** in simple coordination

Physical:- CLDD Curriculum Pathway

Horse Riding

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Encourage them to react to new experience and activities *e.g. looking towards stables on arrival, approaching horses* • Support them to show some curiosity and exploration in the arena *e.g. by* ***looking, touching,*** *exploring space* • Enable them to begin to show an interest in the horses and/horse riding equipment and respond when offered opportunities to touch/explore with adult support • Enable them to begin to **sit** and **balance** on the horse as the horse walks while led by an instructor, with adult support	Children are supported to: • Demonstrate an understanding and knowledge of the horse-riding routine • Reach out towards horses with interest • Handle and experience wearing specialised equipment for increasing periods *e.g. helmet, carriage seatbelt* • Begin to show an awareness of the purpose of specialised equipment *e.g. holding reins/putting foot in stirrup* • Recall and repeat some basic actions for mounting/dismounting the horse/carriage with adult support • Maintain **balance** as horse **walks** or **trots** while led by an adult	Children learn to: • Follow the routine arriving and departing from horse riding school *e.g. Walks towards the helmets upon arrival and walks towards the exit after dismounting the horse* • Stroke the horse with some care and attention with adult support • Begin to show awareness of the need for specialised equipment by attempting to put on with adult support • Use horse riding equipment when prompted by an adult for increasing periods of time *e.g holds reins for short periods, keeps foot in stirrup throughout riding* • Maintain a seated position while riding for the duration of their own session • Maintain **balance** as horse transitions from a **walking** pace to a **trot** while led by an instructor