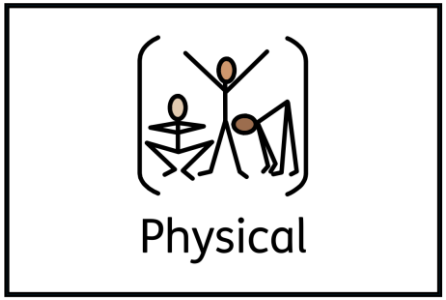
# Physical
# Progression Map
# SCERTS Curriculum Pathway
# Non-Subject Specific




Key Vocabulary is identified in **bold**.

*NB. Kingsland School recognise that children with ASD 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:- SCERTS Curriculum Pathway

## Early Physical Skills

| Experience and Explore | Embed and Recall | Awareness and Application in real life contexts (functional skills) |
|---|---|---|
| Children take part in activities that:<br><br>• Encourage them to react to new experiences and activities<br><br>• Help them begin to show interest in people, events and objects *e.g. reaching for footballs that are being offered to them*<br><br>• Encourage them to show a physical response to the sound of music *e.g.* ***turn head*** *towards music, begin to* ***move body*** *on hearing music*<br><br>• Enable them to show preferences for particular objects and activities<br><br>• Encourage them to perform actions by trial and improvement using exploratory movements<br><br>• Enable them to explore equipment in increasingly complex ways<br><br>• Explore objects using different **body** parts | Children are supported to:<br><br>• Cooperate with shared exploration and supported participation *e.g. being guided in creating patterns of movement*<br><br>• Respond to simple commands<br><br>• Recognise familiar pieces of equipment<br><br>• Remember and repeat learned responses over time<br><br>• Show some awareness of space when moving<br><br>• Move body by:<br>➢ **Rolling**<br>➢ **Walking**<br>➢ **Running**<br>➢ **Jumping**<br>➢ **Crawling**<br><br>• Move **body** in response to music *e.g.* ***move arms, legs, head*** *to a rhythm*<br><br>• Demonstrate control and coordination in large and small movements | Children learn to:<br><br>• Request events or activities *e.g. pointing to a particular piece of PE equipment*<br><br>• Develop skills to use in a range of activities including balance, agility and coordination<br><br>• Use apparatus and equipment with some control<br><br>• **Push, pull** and **roll** objects for a purpose<br><br>• Move body **forwards, backwards, left, right, up, down** when taking part in activities<br><br>• Move through a space, avoiding obstacles consistently<br><br>• Begin to recall actions/movements in a range of contexts<br><br>• **Climb on** and **off** equipment confidently and safely<br><br>• Develop game skills with different equipment:<br>➢ **Receiving**<br>➢ **Catch**<br>➢ **Throw**<br>➢ **Pushing**<br>➢ **Rolling**<br>➢ **Kicking**<br><br>• Begin to demonstrate reciprocal interaction with different equipment<br><br>• Move along a simple course |

| Physical:- SCERTS Curriculum Pathway | | |
|---|---|---|
| **Early Cycling Skills** | | |
| **Experience and Explore** | **Embed and Recall** | **Awareness and Application in real life contexts (functional skills)** |
| Children take part in activities that:<br><br>• Encourage them to demonstrate a reaction to new experiences and activities when accessing the **bike track**<br>• Enable them to explore the **bike track** with increasing confidence and independence<br>• Encourage them to handle cycling equipment with support *e.g.* ***helmet, knee pads,*** *spinning the* ***wheels,*** *ringing a* ***bell***<br>• Encourage them to sit on a **bike/go kart** while stationery with support | Children are supported to:<br><br>• Begin to accept wearing specialised equipment for increasing periods *e.g. a* ***helmet***<br>• Begin to explore ways to move the **bike/go kart** *e.g. by* ***pushing/pulling***<br>• Sit on a **bike/go kart** while in motion with support<br>• Place feet on **bike/go kart peddles** with adult support<br>• Hold onto the **handlebars** for short periods while the **bike/go kart** is in motion<br>• Explore the effect of **moving** the **handlebars** on the **bike/go kart** while in motion | Children learn to:<br><br>• Show awareness of the need for specialised equipment by attempting to put equipment on with adult support<br>• Remain seated on the **bike/go kart** for increasing periods while stationary and in motion, by responding to verbal/visual instructions *such as* ***sitting, waiting, stop and go***<br>• Move the handlebars **left** and **right** with increasing control<br>• Begin to show an awareness of the purpose of the **brakes**<br>• Begin to push **pedals** in a downward motion and notice the effect this has on the movement of the bike/go kart |

# Physical:- SCERTS Curriculum Pathway

## Early Swimming and Water Safety (Upper School)

| Experience and Explore | Embed and Recall | Awareness and Application in real life contexts (functional skills) |
|---|---|---|
| Children take part in activities that:<br><br>• Engage them in coactive exploration of the **water** with an adult<br>• Enable them to observe the results of their own actions with interest e.g. *dabbling their **hands** in the swimming **pool** and attending to the effects*<br>• Encourage them to explore **water** and equipment from a distance whilst being able to see the **pool** with support<br>• Encourage them to be at ease, and anticipate when **water** is **poured** on the back of head<br>• Focus their attention to **splash hands** and **feet** in **water** to create effects<br>• Support them to respond to being in the **water** with varied emotions with adult support<br>• Allow them to attempt to **move** in the **water** with adult support<br>• Enable them to show awareness of objects **floating** in the **water** nearby *e.g. reaching for, looking towards* | Children are supported to:<br><br>• Enter the pool with increasing confidence with adult support<br>• Blow **bubbles** in the water<br>• Move smoothly through the water with adult support and flotation aid *e.g. forwards, backwards, sideways*<br>• **Turn** in the water with adult support and flotation aid<br>• Be at ease with face and hair being splashed<br>• Being to travel on front and back with adult support and flotation aid<br>• **Kick legs** and observe the effects<br>• **Move arms** in the water in different ways<br>• **Reach** and grab toys on the water surface<br>• Begin to move body independently in the water | Children learn to:<br><br>• Hold the side of the pool with full adult support<br>• Jump into the water with adult support<br>• Travel through the water to collect an object with adult support<br>• **Float on front** using a flotation aid and/or adult support<br>• **Float on back** using a flotation aid and/or adult support<br>• Travel on **front or back** with flotation aid and/or adult support<br>• Begin to **kick legs** and **move arms** in simple coordination |

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