

## PE Curriculum Pre-Formal

Intent	Implementation	Impact	Measuring impact
<p>PE at Beaucroft aims to offer a student-centred, varied, and structured approach to teaching and learning which enables the student to gain development of fundamental physical skills together with a lifelong enjoyment of physical activities.</p> <p>Pupils should encounter activities and experiences and show an emerging awareness of physical activities and experiences.</p> <p>Begin to respond consistently to familiar people, events, and objects.</p> <p>Be proactive in their interactions and begin to communicate intentionally and use emerging conventional communication.</p>	<p>PE in the pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. PE is incorporated into the cognitive skills curriculum and is linked to the PE road map of progression.</p> <p>There are fewer structured 'taught' sessions to ensure that students' sensory, physical or care needs can be met and that our students are as functional as possible to enable students to be independent in their play, actions and discoveries.</p>	<p>Pupils will:</p> <p>Anticipate some steps within motivating, very familiar daily routines.</p> <p>Anticipate familiar activities from cues (such as object of reference, equipment, or action sequences) presented just before activity e.g. alerts towards part of a room where activity happens. Shift attention between adult and object with adult support.</p> <p>Responds to motivating stimuli (e.g. immersion of water / recognises keyworker by identifier / handles objects and indicates awareness of body sensations).</p> <p>Respond to landmark activities (e.g. by looking or repeatedly touching) on very familiar routes e.g. classroom to toilet, bus to classroom.</p> <p>Consistently finds preferred item, area, or surface in individual base area within classroom.</p> <p>Orientates self in very familiar small environments (e.g. individual base area within the classroom).</p> <p>Briefly explore classroom environment and objects through touch and/or other senses with support from a key worker.</p> <p>Continue actions begun coactively with adult (immediate imitation). Accept and engage in coactive exploration.</p> <p>Consistently anticipate steps in familiar sequences.</p> <p>Anticipate sequence of very familiar group activities e.g. snack time. Begin to be proactive in their interactions.</p> <p>Respond consistently to range of environmental features e.g. entry to the hall/gym, grass underfoot, swimming pool.</p> <p>Use appropriate mobility strategies on familiar routes with support from staff e.g. trailing, visual scanning, recognising landmarks.</p> <p>Uses sensory input (sight/sound/passive touch/scent) to orientate self in familiar surroundings.</p> <p>Cooperate with shared, supported participation in patterns of movement and learnt response.</p>	<ul style="list-style-type: none"> <li>• Individual Learning Journey's</li> <li>• EHCP outcomes</li> <li>• SaLT</li> <li>• Attendance</li> <li>• Classroom monitor data/ Mapp data</li> <li>• Class assessment recording sheets.</li> <li>• Post-it notes.</li> <li>• RAG charts.</li> <li>• Photos and videos</li> <li>• Person Centred Reviews</li> <li>• Parent consultation meetings.</li> <li>• Camera: Photos of work for assessment.</li> </ul>