

Sequence & Learning Progression Guidance for planning

Subject: My Physical Movement

Area: Sensory interaction development

Developmental stages are informed by the Autism Education Trust framework, they are not linear and should be viewed as skills/behaviours which may need repetition over time depending on the Individual's learning context

Phase 1: Early Development of Sensory Responses

Skills/Behaviours
Watches peers with interest, Engages in play activities alongside peers
Unintentionally expresses likes/dislikes of sensory experience/stimuli encountered
Calms/alerts/regulates behaviour in response to being given tactile item or toy over time
Calms/alerts/regulates behaviour in response to auditory (sound) over time
Calms/alerts/regulates behaviour in response to olfactory input over time
Calms/alerts/regulates behaviour in response to visual input over time
Calms/alerts/regulates behaviour in response to gustatory (taste) over time
Calms/alerts/regulates behaviour in response to vestibular (movement and balance) input over time
Calms/increases alertness in response to group sensory intervention e.g. movement break
Calms/ increases alertness in response to individualised sensory 'diet' across whole day

Phase 2: Sensory Tolerant and Self-Identification

Skills/Behaviours
Shows awareness of the presence of others
Makes link between sensory sensitivities and behaviour
Explores objects / materials presented by an adult, with hand over hand support
Independently explores familiar objects
Intentionally communicates likes/dislikes of familiar sensory experiences
Indicates enough or finished in response to a sensory experience
Selects preferred sensory items from a range presented, expresses feelings in relation to sensory experiences
Make successful transition to different environment with adult support/visual prompts/in own time
Calms/alerts/regulates behaviour in response to adult support (adult provides physical contact/ voice (sound)/ object/ movement input (proprioceptive) immediately
Make successful transition to different environments independently
Shows increased tolerance of specified challenging sensory input (specified touch, sounds and noise, visual input, smells, tastes, movement)

Phase 3: Sensory Self-regulation/Independence

Skills/Behaviours
Tolerates others in the same space by independently seeking and using tools (physical contact/voice(sound)/object/movement input (proprioceptive))
Engages in play activities interacting and tolerating peers sensory responses, moves away but stays regulated when experiencing challenging sensory input
Varies exploration of given objects when presented with uncomfortable input
Indicates more and again in relation to a familiar sensory experience
Indicates more and again in relation to a new sensory experience
Identifies sensory experiences that are beneficial to them e.g. calming or alerting
Independently seeks alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self-others or the environment whilst unregulated
Requests help from an adult in order to modulate sensory input or requests reasonable change in environment prior to deregulation
Understands and observes 'time and place' rules in relation to specified sensory stimulation
Reflects on response to sensory sensitivities and suggests adaptations/interventions for future use
Uses strategies appropriate to contexts (new and familiar)
Re-joins activity independently once regulated
Identifies 'early warning' signs of sensory 'overload' and takes appropriate action

Phase: Recognises / Understands sensory needs of others

Skills/Knowledge
Seeks help to understand expectations of others
Understands that differences in sensory processing are common to autistic persons
Provides tools for a peer to support their calming/regulation/alerting needs
Demonstrates needs to peers/adults prior to deregulation

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Subject: My Physical movement

Area: PE

Phase: Post 16

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Weekly	Senior games – golf, street dance, walking, adaptive cycling, gym etc	Healthy Eating Make choices of what to eat for a snack and a meal. Identify healthy options when eating out.	Independence
Daily/weekly	Healthy eating – food tasting, creating meal plans, food prep	Exercise. Have weekly access to sport and leisure activities in school and in the community. Access leisure activities in the community to try out potential interests and hobbies which may be continue post school. Know the positive effects of participating in sport and exercise and the negative effects of not doing so	Different food groups e.g. protein, carbohydrates, fats, fruit & veg, fibre etc
Daily	Personal hygiene – choosing appropriate clothing for weather, practising appropriate hygiene routines	Healthcare Know what is needed for good health and well-being and what factors might result in ill health.	Like/dislike
Daily	Unstructured interaction with peers at break times.	Motor competence: a person’s ability to execute a variety of motor actions, including the coordination of fine and gross motor skills. These are necessary to participate in activities in everyday life, including play and physical activity. Without secure foundations in motor competence, pupils’ current and future involvement in physical activity and sport can be hindered.	Healthy/ non-healthy Junk food
Ongoing - as and when required	Discussion, matching activities.	Rules, strategies and tactics: intelligent movement requires pupils to move in accordance with the demands of the context, which is informed by their knowledge of the relevant conventions and conditions of the activity. As novices, pupils need to be explicitly taught the knowledge that informs and successfully directs their movement: that is, knowledge of rules, strategies and tactics. Healthy participation:	

Phase: KS4

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Weekly 3 hours per week (inc. Senior games)	Senior games – golf, street dance, walking, adaptive cycling etc	To meet the physical demands of their environment e.g. walking up stairs to bed.	Independence
2 hours per week	Unit Awards: swimming, fitness + 1	Making healthy choices regarding food, fitness levels, and personal hygiene.	Different food groups e.g. protein, carbohydrates, fats, fruit & veg, fibre etc
1 hour per week	PE	To have an understanding/ appreciation of their personal physical and mental condition.	Like/dislike
Daily	Life skills	Changes in physical performance due to gender.	Healthy/ non-healthy
One term topic and as required	PSHE lessons	Understanding personal space.	Junk food
	Unstructured interaction with peers at break times.		Items linked to personal hygiene e.g. soap, deodorant, toothpaste etc.
	Discussion and Q&A regarding sex education & puberty.		Body parts

Phase: KS3

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Weekly	Sorting healthy/unhealthy pictures & objects.	To meet the physical demands of their environment e.g. walking up stairs to bed.	Independence
Daily	Science: Plan healthy meals and explore different food types.	Making healthy choices regarding fitness levels, personal hygiene.	Like/dislike
Weekly	Personal hygiene – choosing appropriate clothing for weather, practising appropriate hygiene routines using role play, pictures & objects.	To have an understanding/ appreciation of their personal physical and mental condition.	Fruit & veg/sweets.
Weekly		Toilet training, handwashing, washing face, brushing hair & brushing teeth.	Items linked to personal hygiene e.g. soap, toothpaste etc.

Daily	PSHE/PE: Social activities e.g. Parachute, turn taking activities.	Turn taking.	Share.
One term topic	Skills based movement relating to particular sports.	Understanding rules to encourage inclusion in future activities in life.	Start/stop.
1 hour per week	Unstructured interaction with peers at break times.	Understanding changes to the body during puberty.	Are you getting out of puff?
1 hour per week	Watch a DVD about puberty and sex education.	Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Body parts
1 hour per week	Swimming. PE lessons. PSHE lessons.		

Phase: KS2

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Weekly	Sorting healthy/unhealthy pictures & objects.	To meet the physical demands of their environment e.g. walking up stairs to bed.	Independence
Daily	Personal hygiene – choosing appropriate clothing for weather, practising appropriate hygiene routines using role play, pictures & objects.	Making healthy choices regarding fitness levels, personal hygiene.	Like/dislike
Daily	PSHE/PE: Social activities e.g. Parachute, turn taking activities.	To have an understanding/ appreciation of their personal physical and mental condition.	Fruit & veg/sweets.
Weekly	Exploration of movement and different parts of the body e.g. moving like different animals, yoga.	Toilet training, handwashing, washing face, brushing hair & brushing teeth.	Items linked to personal hygiene e.g. soap, toothpaste etc.
	Unstructured interaction with peers at break times.	Turn taking.	Share.
Daily	Labelling the body. Swimming. PE lessons. PSHE lessons.	Understanding rules to encourage inclusion in future activities in life	Start/stop.
			Are you getting out of puff?

<p>1 Hour for 1 term 1 hour per week 1 hour per week 1 hour per week</p>	<p>Introductory versions of badminton, basketball, cricket, football, hockey, netball, rounders and tennis], athletics and gymnastics</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success use</p> <ul style="list-style-type: none"> • throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through] • perform dances using a range of movement patterns with others 	<p>Body parts</p>
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Phase: Early Years & KS1

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
<p>Continuous for all activities.</p>	<p>Sorting healthy/unhealthy pictures & objects.</p> <p>Personal hygiene – choosing appropriate clothing for weather, practising appropriate hygiene</p>	<p>To meet the physical demands of their environment e.g. walking up stairs to bed.</p> <p>Making healthy choices regarding fitness levels, personal hygiene.</p>	<p>Independence</p> <p>Like/dislike</p> <p>Fruit & veg/sweets.</p>

<p>Half term topic</p> <p>Daily</p>	<p>routines using role play, pictures & objects.</p> <p>PSHE/PE: Social activities e.g. Parachute, turn taking activities.</p> <p>Exploration of movement and different parts of the body e.g. moving like different animals, yoga.</p> <p>Features of your face.</p> <p>Unstructured interaction with peers at break times.</p> <p>Throw, catching games to songs, movement to rhymes 'ring a ring a roses'</p> <p>Balance on a line</p> <p>Running to different points and timed</p>	<p>To have an understanding/ appreciation of their personal physical and mental condition.</p> <p>Toilet training, handwashing, washing face, brushing hair & brushing teeth.</p> <p>Social interaction.</p> <p>Fundamental movement skills, to extend their agility, balance and coordination, individually and with others.</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, • throwing an object • balance on simple wide equipment • begin co-ordination skills, • participate in team games, • developing simple tactics for attacking <p>Dance using simple movement patterns they choose</p>	<p>Items linked to personal hygiene e.g. soap, toothpaste etc.</p> <p>Share.</p>
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