Willowfield ACADEMY

Physical Activity Long Term Plan

Intent:

The Physical Activity curriculum at Willowfield Academy promotes a broad range of internal and external sporting opportunities. It is flexible and responsive to pupils' needs, aligned with EHCPs, and supports key priority areas such as regulation, coordination, confidence, and wellbeing. Delivery is enhanced through specialist guidance around Fundamental Movement from AimStrongSport and delivery from the Freedom Foundation, who promote movement and emotional wellbeing through creative physical activity. Pupils in Years 3-6 access weekly swimming lessons, and all pupils have opportunities to take part in internal and external sports and events, including Sports Day and table cricket competitions.

Through a range of activities, pupils will:

- Promote a healthy and active lifestyle that supports mental and physical health.
- Foster a lifelong commitment to physical activity, rooted in fundamental movement skills.
- Improve cardiovascular health, strength, and coordination through accessible sports and exercise, Preparing Pupils for Adulthood.
- Work collaboratively, communicate effectively, and develop positive relationships.
- Build life skills through sport, including leadership, teamwork, reflection, and resilience, developing Independence.
- Learn to respect others, play fairly, and celebrate effort and achievement.
- Develop a sustained sense of enjoyment and engagement in physical activity beyond Willowfield.

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PE Long Term Plan/ Curriculum Overview

See appendix one to see which stage and cycle each class are accessing this academic year (2025-26).

Subject: PE						**Preparation Phase:** Years 3-8		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Stage 3	Cycle 2	Basketball / Volleyball	Trampolining/ Hockey / Lacrosse	Health Related Fitness/ frisbee	Football / TAG Rugby	Striking and Fielding 3	Athletics 5/OAA	
	Cycle 1	Handball / Benchball/ SAQ	Trampolining/ Badminton / Dodgeball	Health Related Fitness/ frisbee	Football / TAG Rugby/ SAQ/ OAA	Striking and Fielding 3	Athletics 4/OAA	
Stage 2	Cycle 4	SEND Games 1/Team building/ Target games/ SAQ	Net Games 2/ Target games	Dance (theme) / Exploration 1/ Trampolining	Invasion Games 2/ Biking/ SAQ	Striking and Fielding 2	Athletics 3/OAA	
	Cycle 3	SEND Games 1/Team building/ Target games/ SAQ	Net Games 1/ Target games	Dance (theme) / Exploration 2/ Trampolining	Invasion Games 1/ Biking/ SAQ	Striking and Fieldling 1	Athletics 2/OAA	
	Cycle 2	Fundamental Movement 2/ Team building/ Target games/ SAQ	Net Games 2/Target games	Dance (theme) / Exploration 1/ Trampolining	Invasion Games 2/ Biking/ SAQ	Striking and Fielding 2	Athletics 3/OAA	
	Cycle 1	Fundamental Movement 2/ Team building/ Target games/ SAQ	Net Games 1/ Target games	Dance (theme) / Exploration 2/ Trampolining	Invasion Games 1/ Biking/ SAQ	Striking and Fieldling 1	Athletics 2/OAA	
Stage 1	Cycle 2	Fundamental Movement 1/ Team building/ Target games/ SAQ	Net Games 1/ Target games	Gymnastics 1/ Trampolining	Fundamental Movement 2/ Biking/ SAQ	Yoga 1/Cricket	Athletics 1/OAA	
	Cycle 1	Fundamental Movement 1/ Team building/ Target games/ SAQ	Gymnastics 1/ Fine motor skills	Net Games/ Target games	Fundamental Movement 2/ Biking/ SAQ	Yoga 1/ Cricket	Athletics 1/OAA	

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Subject: PE						**Progression Phase:** Years 9-11		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Stage 4	Cycle 2	Frisbee/ Volleyball/ Benchball	Trampolining/ Football/ Dodgeball	Badminton/ Handball	Rugby/ Hockey	Cricket/ Rounders/ Tennis	Athletics/ Golf	
	Cycle 1	Frisbee/ SEND games/ Benchball/ SAQ	Trampolining/ Football/ Dodgeball	Badminton/ Handball	SEND games/ OAA/ SAQ	Cricket/ Rounders/ Tennis	Athletics/ Golf	
Stage 3	Cycle 2	Basketball / Volleyball/ Dodgeball	Hockey / Lacrosse/ Badminton	Health Related Fitness/ Trampolining	Football / TAG Rugby/ Golf	Striking and Fielding 3- Cricket, Rounders, Baseball	Athletics 5/ Tennis	
	Cycle 1	Handball / Benchball / SAQ	Badminton / Dodgeball/ Hockey	Health Related Fitness/ Trampolining	Football / TAG Rugby/ Golf/ SAQ	Striking and Fielding 3-Cricket, Rounders, Baseball	Athletics 4/ Tennis	

Subject: PE	Accreditation: BTEC Sport	**Progression Phase** (Years 10-11)

Course	BTEC Sport
Overview	BTEC Sport is a vocational qualification that focuses on developing knowledge and practical skills in the field of sport and physical education. It's designed for students who want to pursue a career or further study in the sports industry, whether that's in coaching, fitness training, sports science, event management, or sports marketing.
Units	Unit 1: Fitness for Sport and Exercise Unit 2: Practical Performance in Sport Unit 3: Apply the Principles of Personal Training Unit 4: The Mind and Sport Performance Unit 5: The Sport performer in Action Unit 6: Leading Sport Activities
Assessment	BTEC Sport is primarily assessed through coursework.
Exam	The exam is based on Unit 1s fitness for sport and exercise.
Practical Assessment	Students may be assessed on their skills in actual sporting contexts or in sports leadership roles.

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Swimming

Rationale:

Swimming is a vital component of a balanced physical activity curriculum. Swimming offers unique benefits that support the holistic development of pupils with SEMH needs. In addition, water safety is a critical life skill and by ensuring that pupils have access to regular swimming instructions equips them with the essential tools to keep themselves and others safe.

- As a low-impact, full-body exercise, swimming helps improve physical fitness, motor skills, coordination, and overall health. Just as importantly, it provides a calming, sensory-rich environment that can reduce anxiety and help regulate emotions.
- The structured, repetitive nature of swimming lessons can offer a sense of safety and predictability, which is crucial for students who may struggle with emotional regulation and self-esteem.
- Swimming promotes resilience, confidence, and independence, skills that are transferable across all areas of learning and life. Learning to swim also encourages teamwork, communication, and respectful behaviour in a shared space, supporting students' social development.

Who accesses it, when?

Years 3-6 access the swimming curriculum alongside the Nurture classes, with sessions taking place once a week at the Harvey Hadden Sports Complex. These sessions are scheduled every Wednesday between 9:30am and 11:00am, which includes the time required to walk to and from the venue. This arrangement ensures that all participating pupils benefit from structured swimming instruction as part of their physical education curriculum, while also supporting social interaction and personal development in a shared learning environment. Further identified pupils may access swimming as appropriate.

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Swimming Timetable 2025-26 Location: Harvey Hadden Sports Complex Groups: Years 3-6 including Nurture Classes Time: 9:30am-11:30am		
Month	**Wednesday (Sessions dates)**	**Notes**
September	10th, 17th, 24th	First session 10th Sept
October	1st, 8th, 15th, 22nd	Half-term: No session on 29th Oct
November	5th, 12th, 19th, 26th	
December	3rd, 10th, 17th	Last session 17th – Christmas break
January	7th, 14th, 21st, 28th	Sessions resume: 7th Jan
February	4th, 11th	Half-term: No session on 18th, 25th
March	4th, 11th, 18th, 25th	
April	1st	Easter Break: No sessions 8th, 15th
May	6th, 13th, 20th	Half-term: No session on 27th May
June	3rd, 10th, 17th, 24th	
July	1st, 8th, 15th	Final session: 15th July

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Forest Schools

Rationale:

Our school curriculum is designed to help set the young people with up an appetite for learning and self-development which can benefit them throughout their lives even after leaving school. Forest School is an outdoor learning approach that offers an enriching and engaging environment. For children with ADHD and ASD, Forest School provides a unique opportunity to engage in meaningful, sensory-rich experiences that support emotional regulation, social development, and cognitive growth in ways that classroom-based learning often cannot.

- The natural outdoor setting helps reduce sensory overload and anxiety, creating a calming atmosphere where pupils feel less pressured and more grounded.
- For those with ADHD, the open space allows for safe movement, physical exploration, and kinaesthetic learning, all of which help improve focus, attention, and energy regulation.
- Forest School builds resilience, confidence, and self-esteem through achievable, hands-on tasks and positive risk-taking.
- The flexible, play-based structure of Forest School also supports development, such as planning, problem-solving, and self-monitoring.
- Forest School fosters communication and interaction in a non-threatening environment. Activities like den building, nature art, and team challenges naturally encourage cooperation, turn-taking, and shared attention, helping to build social confidence and relationship skills.

Who accesses it when?

Pupils in the Preparation Phase (Years 3–8) and those in the Nurture groups access Forest School sessions as part of their wider curriculum offer, such as during ‘Challenge Curriculum’ time. These sessions provide a safe and engaging environment for children to build confidence, resilience, and a connection with nature. This phased approach ensures that all pupils benefit from the educational opportunities of outdoor learning, with older students using it as a stepping stone towards achieving personal and accredited goals, including the Duke of Edinburgh Award.

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Sensory Circuits

Rationale:

Sensory circuits offer a predictable, purposeful routine that helps to calm, alert, and organise the brain, improving pupils' readiness to learn and reducing anxiety or dysregulation. Sensory circuits are an effective tool to use in a SEMH school setting, providing structured physical activities that help pupils regulate their sensory input and prepare for learning. This can impact pupil's ability to focus, remain calm, and engage productively in the classroom.

- By incorporating activities that stimulate proprioceptive, vestibular, and tactile systems, sensory circuits support emotional regulation, motor planning, and body awareness; key developmental areas for pupils with SEMH needs.
- Regular participation helps build routine, self-confidence, and independence, while also offering a healthy outlet for excess energy.
- Sensory circuits can also reduce the frequency and intensity of behavioural incidents, creating a more positive and inclusive learning environment for all.

Who accesses it, when?

Pupils who have been identified by their tutors or are currently working alongside the Well-being Team and SENDCo or Intervention access this type of intervention as part of their ongoing support. Access to Sensory Circuits is tailored to individual needs, ensuring consistency and continuity for those already engaged. Throughout the year, other pupils may also be offered the opportunity to participate, but this will be based on recommendations made by their class tutors, who are best placed to observe and respond to emerging needs. This approach ensures that support is targeted, flexible, and responsive to each pupil's social, emotional, and mental health development.

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Appendix 1. Working Stages 2026 -2027

Below lists the working stage of each class, between class in the same year group, pupils may access other stage/cycles dependent upon their starting points. MTPs are followed according to this working stage of the group. Other MTPs can be used to adapt teaching.

Class	Phase	PE Stage/ Cycle
KS2 Nur KW	Preparation	Stage 1 Cycle 1
KS3 Nur AF		Stage 1 Cycle 1
5/6MS		Stage 2 Cycle 3
5/6RL		Stage 2 Cycle 3
7SP		Stage 2 Cycle 4
7NFJ		Stage 2 Cycle 3
8DH		Stage 2 Cycle 4
8JS		Stage 2 Cycle 3
9AC	Progression	Stage 2 Cycle 4
9GC		Stage 2 Cycle 3
10SV		Stage 3 Cycle 1
10TW		Stage 3 Cycle 1
10/11AB		Stage 3 Cycle 1
11DB		Stage 3 Cycle 2

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Appendix 2. The Physical Activity Curriculum and The Five 5C's

The Five C's	Physical Activity at Willowfield Academy
Confidence	We help pupils rebuild and grow their confidence in Physical Activity, recognising that each pupil has a unique starting point. Our aim is for every pupil to leave Willowfield with at least one activity/sport they feel confident to take into adulthood.
Challenge	All pupils are appropriately challenged in every Physical Activity session across a variety of sports and movement opportunities. We focus on physical development, sportsmanship, and personal growth.
Curiosity	Lessons, and sports covered, are designed to be fun, engaging, and inclusive, encouraging pupils to explore new activities and discover what they enjoy. We support all pupils to take positive risks and find enjoyment in movement.
Character	Through Physical Activity, pupils build resilience, teamwork, and respect, learning how to win, lose, and participate with integrity. These values support their development in and beyond school.
Creativity	Pupils are encouraged to express themselves through movement, dance, and games. We value creativity as a key part of success and enjoyment in Physical Activity.