Activity Ideas and the National Curriculum

Using the STEP principles to support pupils with ASD	Dance	Athletics	Gymnastics	Swimming	Outdoor and adventurous activities	Games
Developing spaces to support learning	The use of smaller spaces through parallel activities within a wider group can ensure repetition of skills.	Individual athletic events allow access to specific activities that can be performed in defined areas.	Can be delivered in a clearly-defined space and/or small area to provide sense of security.	Clearly-defined space that can support a feeling of security along with the sensory feel from the water.	Trails and simple treasure hunts to aid orientation. Walking offers a chance to become familiar with own surroundings.	Zoned games and use of smaller spaces in invasion games ensure greater inclusion in dynamic games.
Breaking down tasks and activities to ensure small steps	Taught routines using an external focus – scarves, balloons, feathers – support access to the activity.	Tasks can be broken down into the fundamental movement skills: agility, balance and co-ordination to ensure easy sequencing. Some activities are static in nature.	Individual routines lend themselves to easy sequencing of the fundamental movement skills: agility, balance and co-ordination.	Repetitive routines and clearly-defined actions can be broken down into small steps.	Repeated routines in orienteering. Rowing machines and static bikes focus on a small number of sequences.	Individual racket sports and adapted games such as Tee-ball and Boccia provide more appropriate activities.
Equipment that can support delivery	Music can aid delivery as it provides an external focus.	Offering a range of equipment and/or basic movements allows easy sequencing.	Trampolining provides an opportunity to develop the	Floatsation devices and buoyancy aids can increase access to a learning environment.	Rowing machines and static bikes can be accessed in small spaces.	Using equipment that can isolate a skill can provide early success.

			vestibular system and proprioception.			
Developing social skills and interaction with people	Can be individual, with a partner, or interacting with others as a group.	Relays – passing a baton in a variety of ways can impact on social interaction and team dynamics.	Taught and repeated routines can be built up over time and can be individual, or in a group to promote social interaction.	Supported movement allows people to develop full/partial physical assists to enable movement.	The development of group and individual challenges can support a range of ASD needs.	Individual games like tennis can ensure that an individual is more included than in team activities.
Personal development	Enabling pupils to explore different cultures and experiences through the medium of dance. **I can learn movements within the Haka and understand why it's important at the start of a New Zealand Rugby Game.** **I can learn how to May pole dance and understand its importance to British culture.**	Allowing pupils to demonstrate feelings and self-reflection on their own performances (spiritual development). **I can set myself a goal of beating my personal best in throwing.** **I can reflect on how I improve and can work on my own to achieve.**	Preparing pupils for their next stage of learning through focusing on life skills such as resilience. **I can demonstrate resilience when mastering a point balance.** **I am willing to have a go and persevere when I find it difficult to complete a routine, trialing different methods to achieve.**	Supporting pupils in a different environment and developing potential life skills to ensure their safety in water. **I can take responsibility for bringing my swimming kit to school and understand the importance of showering afterwards.** **I can learn the fundamental skills to maintain personal safety in water.**	Broadening pupils' horizons and presenting them with challenges to overcome independently or collaboratively. **I can solve problems during an orienteering task and apply situations to the wider world.** **I can display compassion and empathy when solving problems with my peers.**	Developing pupils' social skills using the power of sport and abide by restrictions and rules (fundamental British Values). **I can play individual and team sports, valuing sportsmanship and teamwork.** **I can communicate with my team to predict strategies of an opposition, ensuring every team member plays an active part in the game.**

PE has the potential to enhance much more than young people's physical, personal, creative, emotional and social skills as a basis for learning. It can become a mechanism to support the transference of these skills into new settings and/or learning environments.

In an educational context cross-curricular planning can be an effective and necessary way to increase transference of basic skills and enhance subject learning. The grid below gives examples of how PE can support generalising skills.

Subjects	Dance	Athletics	Gymnastics	Swimming	OAA	Games
Science	Heavy and light ways of moving	Materials and properties	Transferring weight foot to foot, etc	Floating and sinking	Forces – push, pull	Light/heavy equipment, e.g. balls
Geography	Left and right-hand gestures	Charts, tally and pictograms of events and who won	Directions and pathways	North, south, east, west games in the pool	Simple map work, reading plans of familiar areas	Colour recognition games
Maths	Timing and beat awareness	Measuring and distances of throws	Shapes – straight, curved	Number games, collecting objects, floating and underwater	Problem-solving – finding biggest, smallest, etc	Scoring and counting
Literacy	Exploring describing words - slow, fast, noisy, quiet	Questioning – who? what?	Self-evaluation through photos and videos, e.g. improvement could be made through pointing fingers and toes	Following instructions: 1, 2, 3 or 4 key words	Questioning: Whose turn? What happened?	Commenting on what others are doing – verbs: kick, jump, run, throw, catch, etc
PSHE	Recognition of emotions	Working as a team in relay	Working with a partner	Dress and undress	Problem-solving	Taking responsibility, e.g. using a whistle