

PE Intent statement

At Frogmore Infants we believe that a high quality physical education stems from a strength based curriculum, recognising what all children 'can do'. Our curriculum enables all pupils to become physically confident in a way which supports their individual physical, social and emotional health. Our aim is ensure a lifelong love of movement while developing essential values for life such as respect, care and adventure. Children take part in a range of activities developing their dance, gymnastics and fundamental movement skills but physical activity is integrated into daily life at Frogmore Infant School with children enjoying regular movement breaks throughout the school day to keep their bodies and minds healthy. By creating an environment where every child feels valued and empowered, we encourage healthy competition, active participation, personal growth and a sense of achieving excellence. Through our commitment to wellbeing, we prepare pupils to lead healthy, balanced and active lives, both within and beyond the school community.

How we do this:

House teams and Paralympian athlete

Active playtimes

Daily miles

Regular movement breaks

Extra curricula clubs

C-STEP adaptations

Broad balanced progressive strength based curriculum

Promoting sports events

Inter school competitions

Our 3 Pillars of Progression in PE are...

Head (Declarative: Knowing 'what'. Thinking and understanding rules, strategies, tactics, reflecting on performance and knowing how to make improvements. Knowing more.)

Hands (Procedural: Knowing 'how'. Developing motor competence skills and techniques, demonstrating control and coordination. Doing more.)

Heart (Healthy Participation, our attitudes, emotions, school values and safety principles.)

As a mover	Reception (Physical Development)	Year 1	Year 2
Head	- I know what a safe space is - I know how to change direction when travelling - I know how to stop when travelling - I know how to keep safe when travelling around obstacles	- I know how to change direction when moving. - I know what I need to do to stay balanced. - I know how to catch with two hands. - I know how to dribble a ball with my hands and feet.	- I can begin to understand and use simple game tactics. - I know what balance, agility and co-ordination look like (what a good one looks like) and know how to improve. - I know how to dribble a ball with my hands and feet with control. - I know how to roll and throw an object to hit a target.

Frogmore Infant School
PE Progression of Skills and Knowledge

	• I know the safety rules in PE. • I can decide which skills to use to complete a task. • I can know how to kick a stationary object. • I know how to throw an object. • I know how to catch an object. • I know how to run, jump, hop, skip, climb and gallop.	• I know how to roll and throw with some accuracy towards a target. • I know how to track an object that is coming towards me. • I can select my own actions in response to a task. • I can begin to understand simple game tactics.	• I know how to track a ball and collect it. • I know how to send to and receive an object from a partner. • I know how to jump and land with control
Hands	• I can find a space. • I can run into a space. • I can negotiate spaces. • I can start and stop with control. • I can follow instructions involving several actions. • Respond appropriately even when engaged in an activity. • I can move energetically for example, running, jumping, dancing, hopping, skipping and climbing, galloping.	• I can change direction when moving at speed. • I can travel at different speeds. • I can show hopping and jumping movements and stay balanced. • I show balance and co-ordination when static and moving slowly. • I can begin to catch with two hands. • I can begin to dribble a ball with my hands and feet.	• I can master basic movements including running (changing speeds and being able to stop) jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • I can show balance when changing direction. • I can hop, skip and jump with some balance and control and know how to improve.

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PE Progression of Skills and Knowledge

	• I can approach a stationary ball and kick it • I can self-throw and catch an object. • I can throw at a large target. • I can use ball skills with increased competence and accuracy.	• I can roll and throw with some accuracy towards a target. • I can track a ball that is coming towards me.	• I can begin to dribble a ball with my hands and feet with some control. • I can roll and throw an object to hit a target. • I can track a ball and collect it. • I can send to and receive an object from a partner. • I can jump and land with control.
Heart	• I am confident to try new challenges. • I can keep trying when things are difficult. • I know it's ok to make mistakes. • I can take turns and congratulate others. • I can play co-operatively and take turns. • I can say 'who caught my eye'. • I can treat the equipment with respect	• I can start to show perseverance when learning new skills. • I can recognise changes in my body when I exercise. • I can work co-operatively with a partner to complete a task. • I can say 'who caught my eye and why' (scaffolding to support linking the why to what a good one looks like.)	• I can show perseverance when learning some new skills • I can describe how my body feels during exercise. • I can work co-operatively with a partner or small group, taking turns and sharing ideas. • I can provide feedback respectfully, using key words. • I can say 'who caught my eye and why' (independently giving reasons based on what a good one looks like) • I can select the appropriate equipment to use and make sure it's treated respectfully

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Key Vocab	safe space travel stop kick throw catch run, jump, hop, skip, climb, gallop. take turns equipment	balance dribble roll target game speed direction accuracy partner	tactics agility coordination send and receive track control cooperate feedback improve respect
As a gymnast	Reception (Physical Development)	Year 1	Year 2
Head	• I know how to use my balance to negotiate obstacles. • I know how to use apparatus safely. • I know that gymnastics involves moving in different ways using my whole body • I know how to move safely in space and on apparatus • I know a range of ways to move my body by travelling.	• I know the gymnasts plan movements to show control and coordination. • I know that movements can be linked together to make a sequence. • I know how to use different travels and balances to make a sequence more interesting. • I know how to start and finish a performance. • I know how to use apparatus safely and wait my turn.	• I know how to jump and land with control • I know that a sequence includes a combination of balances and travels. • I know that transitions between movements should be smooth and controlled. • I know that gymnasts use different levels and directions to make their performance interesting. • I know how to evaluate a sequence • I know what makes a good performance.

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	• I know some different ways to balance using my body (such as the star, pike, tuck, straight and straddle) • I know that I need to listen carefully to stay safe.		
Hands	• I can begin to remove and put back on my own shoes and socks independently and find my own shoes. • I can explore ways of travelling in space • I can begin to combine movements. • I can negotiate space and obstacles safely, with consideration for others. • I can move energetically. • I can follow instructions involving several actions. • I can copy an adult's movement pattern.	• I can link 2 or 3 simple actions together -to create a sequence. • I can choose creative ways to travel to link my sequence. • I can make my body tense, relaxed, straight and curled.	• I can link 3 or 4 simple actions together -to create a sequence. • I can move smoothly from one action to another (transitions). • I can use different levels and pathways in my sequence. • I can perform with some control, agility, co-ordination and balance. • I can plan and repeat simple actions using my own ideas. • I can jump and land with control • I can use apparatus safely and with confidence.

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	• I can safely use a range of small and large apparatus. • I can hold some balances on different body parts. • I can make some simple body shapes (such as the star, pike, tuck, straight and straddle) • Respond appropriately even when engaged in an activity.		
Heart	• I can work co-operatively with others. • I can keep trying when things are difficult. • I know it's ok to make mistakes. • I can say 'who caught my eye and why' (giving reasons based on what a good one looks like) • I can listen to and repeat the rules and know the reasons we have rules.	• I am confident to perform in front of others. • I can say 'who caught my eye and why' (scaffolding to support linking the why to what a good one looks like.) • I can watch someone else's performance respectfully. • I have consideration for others when using apparatus	• I can say 'who caught my eye and why' (giving reasons based on what a good one looks like) respectfully. • I am beginning to give feedback using key vocabulary.

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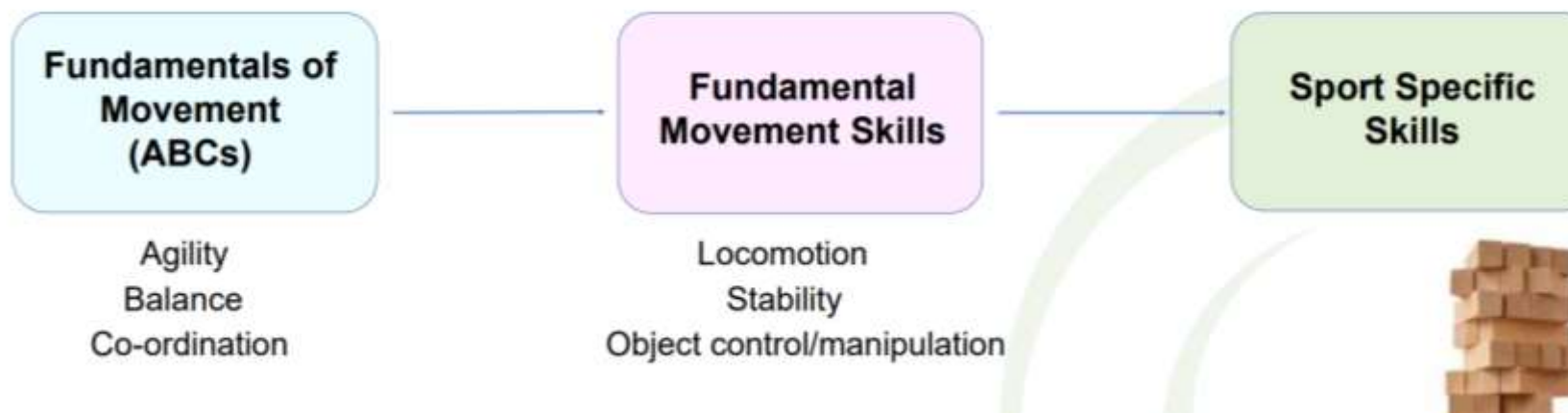
Key Vocab	Gymnastics Balance Apparatus Safety Travel Shape (star, pike, tuck, straight and straddle)	control and coordination sequence performance	different levels pathways smooth transitions control agility co-ordination balance feedback improve respectful
As a dancer	Reception (Physical Development)	Year 1	Year 2
	Theme/Music Nursery Rhymes	Theme/Music The Great Fire of London Weather Africa	Theme/Music Fairy Tales Britain Street Dance
Head	- Know that dance is moving our body to music or beat - Know that movements can show a feeling, mood or story - Know that dancers can move at different speeds, levels and directions	- Know that dances can be linked to a theme, idea or piece of music - Know that dancers can move at different speeds, levels and directions - Know that a short dance sequence has a beginning, middle and end.	- I know that dancers use patterns of movement to express ideas or emotions - I know how to plan a short sequence that fits the theme or music. - I know how dancers use timing, rhythm, their bodies and facial expression to

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	• Know how to move safely in a shared space • Know that we can copy, repeat and change movements.	• Knowing that performing together means keeping time. • Know how to move safely in a shared space. Know	communicate a feeling/meaning. • I know how to evaluate what makes a dance successful.
Hands	• I can explore ways of moving to music/stimuli • I can copy and repeat simple adult-led movements. • I can change how I move (speed, level/size). • I can dance energetically. • I can combine movements. • I can try to move in time with music. • I can describe how the stimuli/music makes me feel and be curious about how the music makes me feel. • I can respond creatively to a stimuli. • I can move safely in a shared space.	• I can plan, copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body alone and together. • I can respond creatively to a range of stimuli and be curious about how different music makes me feel. • I can link actions together to match theme or piece of music. • I can move at different speeds, levels and directions. • I can perform a short dance with others. • I can start and finish a dance clearly.	• I can plan (verbally or written) copy, remember, repeat and create dance sequences. • I can perform to others showing expression and control. • I can show a character through the actions and dynamics I choose. • I can work with a partner using mirroring and unison in our actions. • I can use movement skills with strength, balance and co-ordination increasing control and grace and I know how to adapt and improve these. • I can use simple movement patterns to create my own motif, using my own ideas. • I can use rhythm, timing and space effectively.

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Heart	• I can show respect when watching a performance. • I can keep trying when things are difficult. • I know it's ok to make mistakes. • I can say 'who caught my eye and why' (giving reasons based on what a good one looks like)	• I can work with others. • I can say 'who caught my eye and why' with respect (scaffolding to support linking the why to what a good one looks like.)	• I am beginning to provide feedback using key words • I can say 'who caught my eye and why' (giving reasons based on what a good one looks like) with respect.
Key Vocab	• Mood/feeling • Beat • Movement • Performance • Speed • Level • Direction • Shape • Move in time • Safe space	• Sequence (start, middle finish • Keeping in time • Perform	• Feedback • Respect • Improve • Express ideas and feelings Theme/story • timing • rhythm • expression • plan • control • mirroring • unison • strength • balance • co-ordination • control • grace



Agility	Balance	Coordination
Agility is the ability to change the direction of the body in an efficient and effective manner.	Balance is an even distribution of weight enabling someone or something to remain upright and steady. Managing your centre of gravity.	Coordination is the organisation of the different parts of the body or activity to enable them to work together.
• starting and stopping • changing direction • moving high and low	• static balance • dynamic balance	• body and limb control (hand–eye) • Decision making
• Zigzag • Tag • Relays	• Stork balance • Animal walks • Body shapes	• Follow the leader • Mirrors • Moving to music

Fundamental movement skills

Locomotor skills Transporting the body in any direction from one point to another	Non-Manipulative Stability skills Balancing the body in stillness and motion	Manipulative skills (Object control) Control of objects using various body parts
Simon says Obstacle Course Dancing	Hopscotch Gym/apparatus Trim Trail	Self/partner/team Balls Beanbags Targets Hoops
Crawling (belly on floor pulling with arms) Creep (baby like movement with arms and knees and raised stomach) walk run hop skip leap jump roll gallop sliding dodging	Upright gait (standing) balance hang tuck land turn twist bend stretch rotate stop	Grasp throw catch bounce dribbling pushing pulling carrying cycling collect trap kick

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