



Physical education



INTENT

At Frogmore Infants we believe that a high quality physical education (PE) 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.

IMPLEMENTATION

Lesson design

Children explore the 3 pillars of progression in a range of contexts:

- As a gymnast
- As a mover
- As a dancer

We have identified core fundamental movement skills which thread across all contexts:

- Locomotor skills
- Non-manipulative stability skills
- Manipulative skills.

Progression

Our PE curriculum is planned so that children learn knowledge and skills through our 3 pillars of progression:

- Head (declarative knowledge)
- Hands (procedural knowledge)
- Heart (Healthy Participation, our attitudes, emotions, school values and safety principles)

Learning is carefully sequenced so that knowledge, skills and understanding build on previous learning. Prior learning is referenced at the start of new units and key knowledge is woven over time so that learning can be revisited and links made to prior learning.

Breadth

Research shows us that physical activity has important benefits in terms of health, wellbeing and physical development (EEF). At FIS, in addition our PE curriculum, we provide a wide range of enrichment activities for our children including:

Visits from sports men and women
Attendance at competitive events with other local schools
Participation in the London mini marathon
Participation in Walk to school week
Sports morning
Den building
Orienteering

Locomotor skills

Transporting the body in any direction from one point to another e.g. walk, run, hop, skip, leap, roll, slide

Non-Manipulative Stability skills

Balancing the body in stillness and motion e.g. hang, tuck, land, twist, rotate, bend

Manipulative skills (Object control)

Control of objects using various body parts e.g. grasp, throw, catch, bounce, dribble, kick

SEND

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.)

EEF 5-a-day approach in PE



Explicit instruction

Clear and succinct explanations
Dual coding of key vocabulary
Active learning through practical work
Teacher modelling and guided work



Cognitive and metacognitive strategies

Tasks are chunked
Retrieval tasks and practice of key skills and vocabulary
Self and peer evaluation



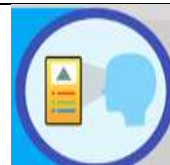
Scaffolding

Use of structured verbal sentence stems
Adjustment of equipment to match development
Skills in clear steps for each sequence of learning
Use of verbal scaffolds/teacher modelling to reteach and remind



Flexible grouping

Groupings where children can discuss, share ideas and reflect together



Using technology

Use of digital images, visualisers to model and review/evaluate learning

IMPACT

The impact of our PE curriculum is that children at Frogmore Infants School are equipped with the necessary attitudes, skills and knowledge that will enable them to be ready for the learning required at KS2 and beyond. Over their time at FIS, children show growth in their confidence and resilience, have a greater understanding of the effects and importance of exercise, and greater mastery of fundamental movement skills.

Happy learners, great achievers