Freegrounds Infant School
'Building the future together'

Intent

At Freegrounds Infant School, our PE curriculum is designed to ensure that every child develops the fundamental physical skills, knowledge, and attitudes needed to thrive and to lead healthy, active lives as adults. We aim to build confident movers who understand the value of physical activity, wellbeing, and positive mindset. Our aim for all children to enjoy PE. We want them to talk about their learning with enthusiasm, curiosity, and pride, both in school and at home. Through engaging, progressive experiences, pupils will be encouraged to try new activities, embrace challenge, and develop a lifelong appreciation for physical activity. By the time they leave Freegrounds Infant School, children will know more, remember more, and understand more about physical education. They will be able to use taught strategies, apply key PE terminology, and demonstrate the skills they have learned with increasing independence. They will also understand the importance of healthy living, emotional wellbeing, and making positive choices for their bodies and minds. Our curriculum promotes respect, inclusion, and celebration of difference. Children learn to recognise and value diversity in culture, religion, and ways of life, and to show fairness, teamwork, and empathy in all physical activity contexts. To ensure high-quality provision, teachers use planned assessment opportunities within each PE unit to reflect on progress and identify next steps. The PE leader monitors standards through learning walks, pupil conferencing, and planning reviews, ensuring that the curriculum remains ambitious, coherent, and impactful for all learners.

Implementation

At Freegrounds Infant School we ensure high standards of teaching and learning in PE, by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners regardless of their ability, through PE lessons. Teachers encourage all children to develop a growth mindset and to develop enjoyment of physical activity through creativity and imagination. PE is taught through balanced blocks focusing on the knowledge and skills stated in the National Curriculum.

At Freegrounds Infant School each PE lesson builds on previously taught skills, with the opportunity to apply knowledge from another PE aspect. Teachers ensure that children are engaged in PE through providing a range of opportunities to develop their knowledge and skills. Their ability to explore, consider, reflect, and review PE skills enables them to begin to develop an understanding of their bodies and fitness. Children have opportunities to explore a wide range of sports activities including 'Balance Ability' to evoke the children's interest, creating memories and positive attitudes towards lifelong exercise. They will develop the ability to explore and respond to a variety of situations.

At Freegrounds Infant School we believe that the promotion of a language rich PE curriculum is essential to the successful understanding of a healthy lifestyle and so it is carefully planned for across the school. Quality and diverse PE resources and key aspects of PE learning and provide an opportunity for the children to explore and apply their understanding of PE and skills. Through a rich PE curriculum, the children will feel prepared and well equipped for lifelong well-being.

PE skills and techniques are taught progressively so that every child can learn, practise, and develop confidence as they move through the school. Our curriculum map outlines the units taught across the year and ensures full coverage of National Curriculum expectations. Children take part in two high-quality PE lessons each week, exploring two different areas of physical development every half term. They learn about keeping healthy and enjoy regular opportunities to try new physical activities. We also encourage participation in a variety of extra-curricular activities. Lunchtime sports opportunities are available, and children can join afterschool sports clubs to further develop their interests

Impact

Pupils are motivated to participate in a variety of sports through high-quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness. We equip our children with the necessary skills and knowledge needed to live healthy lives. We link our physical health with our mental health and use this to encourage growth mindsets and well-being across the curriculum. Achievements and improvements are celebrated. Children will understand the importance of physical activity to their well-being now and for their future selves.

Freegrounds Infant School: PE Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Yoga Year 1 Unit 1 Fundamentals Year 1 Unit 1	Fitness Year 1 Unit 1 Target Games Year 1 Unit 1	Gymnastics Year 1 Unit 1 Invasion Games Year 1 unit 1	Dance Year 1 Unit 1 Invasion Games Year 1 unit 2	Athletics Year 1 Unit 1 (Sports Day) Net & Wall Games Year 1 Unit 1	Cricket (Chance to Shine) Striking and fielding Year 1 Unit 1
	Yoga Year 2 Unit 1 Fundamentals Year 2 Unit 1	Fitness Year 2 Unit 1 Target Games Year 2 Unit 1	Gymnastics Year 2 Unit 1 Invasion Games. Year 2 Unit 1	Dance Year 2 Unit 1 Invasion Games. Year 2 Unit 2	Athletics Year 2 Unit 1 Net & Wall Games Year 2 Unit 1	Cricket (Chance to Shine) Striking and fielding Year 2 Unit 1

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Team Building Year 1 Unit 1 Fundamentals Year 1 Unit 1	Fitness Year 1 Unit 1 Target Games Year 1 Unit 1	Gymnastics Year 1 Unit 1 Invasion Games Year 1 unit 1	Dance Year 1 Unit 1 Invasion Games Year 1 unit 2	Athletics Year 1 Unit 1 (Sports Day) Net & Wall Games Year 1 Unit 1	Cricket (Chance to Shine) Striking and fielding Year 1 Unit 1
	Team Building Year 2 Unit 1 Fundamentals Year 2 Unit 1	Fitness Year 2 Unit 1 Target Games Year 2 Unit 2	Gymnastics Year 2 Unit 1 Invasion Games. Year 2 Unit 1	Dance Year 2 Unit 1 Invasion Games. Year 2 Unit 2	Athletics Year 2 Unit 1 Net & Wall Games Year 2 Unit 1	Cricket (Chance to Shine) Striking and fielding Year 2 Unit 1

NB: Sports Coaches are used for PPA cover. Classes not using the coaches should teach the relevant GETSET4PE unit.

Freegrounds Infant School: PE Progression of skills

EYFS	Year 1	Year 2
Dance		
Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music	Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.	Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.
EYFS	**Year 1**	**Year 2**
FMS: through fundamentals, fitness and athletics		
Run and stop with some control. Explore skipping as a travelling action. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move. Change direction at a slow pace.	Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction.	Show balance and coordination when running at different speeds Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.
EYFS	**Year 1**	**Year 2**
Games: through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games s		

Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation.	Drop and catch a ball after one bounce on the move Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance.	Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics
EYFS	**Year 1**	**Year 2**
Body Management: through gymnastics, yoga		
Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together	Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.

National Curriculum in England: PE

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils: …develop competence to excel in a broad range of physical activities… are physically active for sustained period of time … engage in competitive sports and activities … lead healthy, active lives

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1 Subject Content

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.