Wimbledon Chase Primary School
PE Curriculum Progression

All curriculums at Wimbledon Chase are founded on the Wimbledon Chase Cornerstones. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

Early Years and Foundation Stage PE				
Three and Four-Year-Olds	**Area of Learning**			
Skills	Athletics	Dance	Games	Gymnastics
	●Show increasing control over an object in pushing, patting, throwing, catching or kicking. ●Children show good control and coordination in large and small movements. ●Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ●Experiments with different ways of moving. ●Move confidently in a range of ways, safely negotiating space.	• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving. • Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. • Enjoys joining in with dancing and ring games. • Beginning to move rhythmically.	• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Children show good control and coordination in large and small movements. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Experiments with different ways of moving. • Move confidently in a range of ways, safely negotiating space.	• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Reception	Athletics	Dance	Games	Gymnastics
Skills	●Run in different ways for a variety of purposes. ●Jump in a range of ways, landing safely. ●Roll equipment in different ways. ●Throw Underarm. ●Throw an object at a target. ●Control their body, when performing a sequence of movements. ●Participate in simple games. ●Talk about what they have done.	●Join a range of different movements together. ●Change the speed of their actions. ●Change the style of their movements. ●Create a short movement phrase which demonstrates their own ideas.	●Hit a ball with a bat or a racquet. ●Roll equipment in different ways. ●Throw underarm. ●Throw an object at a target. ●Catch equipment using two hands.	●Create a short sequence of movements. ●Roll in different ways with control. ●Travel in different ways. ●Stretch in different ways. ●Jump in a range of ways from one space to another with control. ●Begin to balance with control. ●Move around, under, over, and through different objects and equipment.

IMPACT AT END OF EYFS				
Character	Cognition	Collaboration	Community	Success in their next stage of education
Children display enjoyment of physical activity.	Children employ simple tactics in games.	Children are able to work together as a team.	Children realise that physical activity can act as a link in the school and wider community.	Children build a love for physical activity.

KS1	Year 1			
	Area of Learning			
	Athletics	Dance	Games	Gymnastics
Skills	●Vary their pace and speed when running. ●Run with a basic technique over different distances. ●Show good posture and balance. ●Jog and sprint in a straight line. ●Change direction when jogging and sprinting. ●Maintain control as they change direction when jogging and sprinting. ●Perform different types of jumps. ●Perform a short jumping sequence. ●Jump as high and as far as possible. ●Land safely and with control. ●Work with a partner to develop the control of their jumps. ●Throw underarm and overarm.	●Copy and repeat actions. ●Put a sequence of actions together to create a motif. ●Vary the speed of their actions. ●Use simple choreographic devices such as unison, canon and mirroring. ●Begin to improvise independently to create a simple dance. ●Perform using a range of actions and body parts with some coordination.	●Use hitting skills in a game. ●Practise basic striking, sending and receiving. ●Throw underarm and overarm. ●Catch and bounce a ball. ●Use rolling skills in a game. ●Practise accurate throwing and consistent catching. ●Travel with a ball in different ways. ●Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. ●Pass the ball to another player in a game. Use kicking skills in a game. ●Use different ways of travelling in different directions or pathways. ●Run at different speeds. ●Begin to use space in a game. ●Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	●Create and perform a movement sequence. ●Copy actions and movement sequences with a beginning, middle and end. ●Link two actions to make a sequence. ●Recognise and copy contrasting actions (small/tall, narrow/wide). ●Travel in different ways, changing direction and speed. ●Hold still shapes and simple balances. ●Carry out simple stretches. ●Carry out a range of simple jumps, landing safely. ●Move around, under, over, and through different objects and equipment. ●Begin to move with control and care. ●Log roll (controlled) ●Curled side roll (egg roll) (controlled) ●Teddy bear roll (controlled) ●Straight jump

	●Throw a ball towards a target with increasing accuracy. ●Improve the distance they can throw by using more power. ●Begin to say how they could improve.		●Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. ●Use simple defensive skills such as marking a player or defending a space.	●Tuck jump ●Jumping jack ●Half turn ●Cat spring ●Straight jump off springboard. ●Bunny hop ●Front support wheelbarrow with partner. ●Tiptoe, step, jump and hop Hopscotch ●Skipping ●Galloping ●Standing balances ●Kneeling balances ●Pike, tuck, star, straight, straddle shapes

KS1	**Year 2**			
	Athletics	Dance	Games	Gymnastics
Skills	●Run at different paces, describing the different paces. ●Use a variety of different stride lengths. ●Travel at different speeds. ●Begin to select the most suitable pace and speed for distance. ●Vary the speed and direction in which they are travelling. ●Run with basic techniques following a curved line.	●Copy, remember and repeat actions. ●Create a short motif inspired by a stimulus. ●Change the speed and level of their actions. ●Use simple choreographic devices such as unison, canon and mirroring. ●Use different transitions within a dance motif. ●Move in time to music.	●Strike or hit a ball with increasing control. ●Learn skills for playing striking and fielding games. ●Position the body to strike a ball. ●Throw different types of equipment in different ways, for accuracy and distance. ●Throw, catch and bounce a ball with a partner. ●Use throwing and catching skills in a game. ●Throw a ball for distance.	●Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. ●Travel in a variety of ways, including rolling. ●Hold a still shape whilst balancing on different points of the body. ●Jump in a variety of ways and land with increasing control and balance. ●Climb onto and jump off the equipment safely.

	●Be able to maintain and control a run over different distances. ●Perform and compare different types of jumps. ●Combine different jumps together with some fluency and control. ●Jump for distance from a standing position with accuracy and control. ●Investigate the best jumps to cover different distances. ●Throw different types of equipment in different ways, for accuracy and distance. ●Throw with accuracy at targets of different heights. ●Investigate ways to alter their throwing technique to achieve greater distance.	●Improve the timing of their actions. ●Perform sequences of their own composition with coordination. ●Perform learnt skills with increasing control. ●Compete against self and others. ●Watch and describe performances and use what they see to improve their own performance. ●Talk about the differences between their work and that of others.	●Use hand-eye coordination to control a ball. Vary types of throw used. ●Bounce and kick a ball whilst moving. ●Use kicking skills in a game. ●Use dribbling skills in a game. ●Know how to pass the ball in different ways. ●Use different ways of travelling at different speeds and following different pathways, directions or courses. ●Change speed and direction whilst running. ●Begin to choose and use the best space in a game. ●Begin to use and understand the terms attacking and defending. ●Understand the importance of rules in games. ●Use at least one technique to attack or defend to play a game successfully. ●Watch and describe performances and use what they see to improve their own performance.	●Move with increasing control and care. ●Log roll (controlled) ●Curled side roll (egg roll) (controlled) ●Teddy bear roll (controlled) ●Rocking for forward roll ●Crouched forward roll ●Straight jump ●Tuck jump ●Jumping jack ●Half turn ●Cat spring ●Cat spring to straddle ●Hurdle step onto springboard ●Straight jump off springboard ●Tuck jump off springboard ●Bunny hop ●Front support wheelbarrow with partner ●t-lever ●scissor kick ●Tiptoe, step, jump and hop Hopscotch ●Skipping ,galloping ●Straight jump half-turn ●Perform sequences of their own composition with coordination.

IMPACT AT END OF KEY STAGE 1				
Character	Cognition	Collaboration	Community	Success in their next stage of

				education
Children display perseverance to improve. Children are determined to achieve.	Children develop greater understanding of tactics. Children know the connection between exercise and being healthy.	Children experience practical experiences and are able to listen to others. Children develop team building skills .	Children have the opportunity to take part in multi skills festivals with KS2 and other schools.	Children take part in increased levels of exercise which helps to improve mental and physical health.

Lower KS2	**Year 3**				
	Athletics	Dance	Games	Gymnastics	OAA
Skills	●Identify and demonstrate how different techniques can affect their performance. ●Focus on their arm and leg action. ●Begin to combine running with jumping over hurdles. ●Use one and two feet to take off and to land with. ●Develop an effective take-off for the standing long jump. ●Develop an effective flight phase for the standing long jump. ●Land safely with control. ●Throw with greater control and accuracy. ●Show increasing control in their overarm throw. ●Perform a push throw. ●Continue to develop techniques to throw for increased distance.	●Begin to improvise with a partner to create a simple dance. ●Create motifs from different stimuli. ●Begin to compare and adapt movements and motifs to create a larger sequence. ●Use simple dance vocabulary to compare and improve work. ●Perform with some awareness of rhythm and expression. ●Develop the quality of the actions in their performances. ●Perform learnt skills and techniques with control and confidence. ●Compete against self and others in a controlled manner.	●Demonstrate successful hitting and striking skills. ●Develop a range of skills in striking and fielding where appropriate. ●Practise the correct batting technique and use it in a game. ●Strike the ball for distance. ●Throw and catch with greater control and accuracy. ●Practise the correct technique for catching a ball and use it in a game. ●Perform a range of catching and gathering skills with control. ●Catch with increasing control and accuracy. ●Throw a ball in different ways (e.g. high, low, fast or slow).	●Crouched forward roll ●Forward roll from standing ●Tucked backward roll ●Straight jump ●Tuck jump ●Jumping jack ●Star jump ●Straddle jump ●Pike jump ●Straight jump ●Cat leap ●Hurdle step onto springboard ●Squat on vault ●Star jump off ●Tuck jump off ●Straddle jump off ●Pike jump off ●Handstand	●Orientate themselves with increasing confidence and accuracy around a short trail. ●Identify and use effective communication to begin to work as a team. ●Identify symbols used on a key. ●Communicate with others. ●Begin to complete activities in a set period of time. ●Begin to offer an evaluation of personal

	●Perform learnt skills and techniques with control and confidence. ●Compete against self and others in a controlled manner. ●Watch, describe and evaluate the effectiveness of a performance.	●Watch, describe and evaluate the effectiveness of a performance. ●Describe how their performance has improved over time.	●Develop a safe and effective overarm bowl. ●Move with the ball in a variety of ways with some control. ●Pass the ball in two different ways in a game situation with some success. ●Find a useful space and get into it to support teammates ●Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. ●Describe how their performance has improved over time.	●Lunge into handstand ●Cartwheel ●Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support ●Perform learnt skills and techniques with control and confidence.	performances and activities. ●Watch, describe and evaluate the effectiveness of a performance.

Lower KS2	**Year 4**				
	Athletics	Dance	Games	Gymnastics	OAA
Skills	●Confidently demonstrate an improved technique for sprinting. ●Perform a relay, focusing on the baton changeover technique.	●Identify and repeat the movement patterns and actions of a chosen dance style. ●Compose a dance that	●Use a bat or stick to hit a ball or shuttlecock with accuracy and control. ●Accurately serve underarm. ●Build a rally with a partner. ●Use at least two different shots in the game.	●Create a sequence of actions that fit a theme. ●Use an increasing range of actions, directions and levels in their sequences. ●Move with clarity, fluency and expression.	●Orientate themselves with accuracy around a short trail. ●Create a short trail for others with a physical challenge. ●Start to recognise features of an orienteering course.

	●Develop a fluent changeover. ●Speed up and slow down smoothly. ●Learn how to combine a hop, step and jump to perform the triple jump. ●Land safely with control. ●Begin to measure the distance jumped. ●Perform a pull throw. ●Measure the distance of their throws. ●Continue to develop techniques to throw for increased distance. ●Perform and apply skills and techniques with control and accuracy. ●Take part in a range of competitive games and activities. ●Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	reflects the chosen dance style. ●Confidently improvise with a partner or on their own. ●Compose longer dance sequences in a small group. ●Demonstrate precision and some control in response to stimuli. ●Begin to vary dynamics and develop actions and motifs in response to stimuli. ●Demonstrate rhythm and spatial awareness. ●Change parts of a dance as a result of self-evaluation. ●Use simple dance vocabulary when comparing and improving work.	●Use hand-eye coordination to strike a moving and stationary ball. ●Develop different ways of throwing and catching. ●Move with the ball using a range of techniques showing control and fluency. ●Pass the ball with increasing speed, accuracy and success in a game situation. ●Make the best use of space to pass and receive the ball. ●Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. ●Vary the tactics they use in a game. ●Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	●Show changes of direction, speed and level during a performance. ●Travel in different ways, including using flight. ●Improve the placement and alignment of body parts in balances. ●Use equipment to vault in a variety of ways. ●Carry out balances, recognising the position of their centre of gravity and how this affects the balance. ●Begin to develop good technique when travelling, balancing and using equipment. ●Develop strength, technique and flexibility throughout performances. ●Forward roll from standing ●Straddle forward roll ●Tucked backward roll ●Backward roll to straddle ●Straight jump, Tuck jump, Jumping jack ●Star jump, Straddle jump, Pike jump ●Straight half turn, Straight full turn ●Cat leap, Cat leap half turn ●Hurdle step onto springboard ●Squat on vault ●Straddle on vault ●Star jump off ●Tuck jump off ●Straddle jump off ●Pike jump off	●Communicate clearly with other people in a team, and with other teams. ●Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. ●Associate the meaning of a key in the context of the environment. ●Try a range of equipment for creating and completing an activity. ●Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. ●Complete an orienteering course more than once and begin to identify ways of improving completion time.

				●Perform and create sequences with fluency and expression. ●Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	

IMPACT AT END OF LOWER KEY STAGE 2				
Character	Cognition	Collaboration	Community	Success in their next stage of education
Children display confidence in their own sporting ability. Children take part in inclusive sporting events.	Children display a deeper understanding of tactics in invasion games. Children are able to verbalise their understanding of how exercise has a positive effect on the body.	Children are able to work together as a team to achieve success.	Children take part in intra-school and inter school sporting competitions.	Increased levels of exercise improving mental and physical health as well as improved ability to focus and concentrate in class.

Upper KS2	Year 5				
	Athletics	Dance	Games	Gymnastics	OAA
Skills	●Identify their reaction times when performing a sprint start. ●Accelerate from a variety of different starting positions. ●Confidently and independently select the most appropriate pace for different distances and different parts of a run. ●Improve techniques for jumping for distance. ●Perform an effective standing long jump. ●Land safely and with control. ●Investigate different jumping techniques. ●Perform a fling throw. ●Throw a variety of implements using a range of throwing techniques. ●Measure and record the distance of their throws. ●Continue to develop techniques to throw for increased distance. ●Consistently perform and apply skills and	●Identify and repeat the movement patterns and actions of a chosen dance style. ●Compose individual, partner and group dances that reflect the chosen dance style. ●Show a change of pace and timing in their movements. ●Develop an awareness of their use of space. ●Demonstrate imagination and creativity in the movements they devise in response to stimuli. ●Use transitions to link motifs smoothly together. ●Improvise with confidence, still demonstrating fluency across the sequence. ●Ensure their actions fit the rhythm of the music. ●Modify parts of a sequence as a result of self and peer evaluation. ●Use more complex dance vocabulary to compare and improve work. ●Perform own longer, more complex sequences in time to music.	●Use different techniques to hit a ball. ●Identify and apply techniques for hitting a tennis ball. ●Explore when different shots are best used. ●Develop a backhand technique and use it in a game. ●Practise techniques for all strokes. ●Consolidate different ways of throwing and catching and know when each is appropriate in a game. ●Use a variety of ways to dribble in a game with success. ●Use ball skills in various ways and begin to link together. ●Pass a ball with speed and accuracy using appropriate techniques in a game situation. ●Demonstrate an increasing awareness of space ●Choose the best tactics for attacking and defending. Shoot in a game. Use	●Select ideas to compose specific sequences of movements, shapes and balances. ●Adapt their sequences to fit new criteria or suggestions. ●Perform jumps, shapes and balances fluently and with control. ●Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. ●Develop strength, technique and flexibility throughout performances. ●Combine equipment with	●Start to orientate themselves with increasing confidence and accuracy around an orienteering course. ●Design an orienteering course that can be followed and offers some challenge to others. ●Begin to use navigation equipment to orientate around a trail. ●Use clear communication to effectively complete a particular role in a team. ●Complete orienteering activities both as part of a team and independently. ●Identify a key on a map and begin to

	techniques with accuracy and control. ●Take part in competitive games with a strong understanding of tactics and composition. ●Choose and use criteria to evaluate own and others' performance. ●Explain why they have used particular skills or techniques, and the effect they have had on their performance.	●Consistently perform and apply skills and techniques with accuracy and control. ●Choose and use criteria to evaluate own and others' performances. ●Explain why they have used particular skills or techniques, and the effect they have had on their performance.	fielding skills as a team to prevent the opposition from scoring. ●Know when to pass and when to dribble in a game. ●Devise and adapt rules to create their own game. ●Choose and use criteria to evaluate own and others' performance. ●Explain why they have used particular skills or techniques, and the effect they have had on their performance	movement to create sequences. ●Forward roll from standing ●Straddle forward roll ●Pike forward roll ●Tucked backward roll ●Backward roll to straddle ●Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight half Turn, Straight full turn, Cat leap half turn, Split leap. ●Perform own longer, more complex sequences in time to music. ●Consistently perform and apply skills and techniques with accuracy and control.	use the information in activities ●Choose the best equipment for an outdoor activity. ●Create an outdoor activity that challenges others. ●Create a simple plan of an activity for others to follow. ●Identify the quickest route to accurately navigate an orienteering course. ●Communicate clearly and effectively with others. ●Choose and use criteria to evaluate own and others' performances.

Upper KS2	Year 6				
	Athletics	Dance	Games	Gymnastics	OAA
Skills	●Build up speed quickly for a sprint finish. ●Use their preferred leg when running over hurdles. ●Accelerate to pass other competitors ●Work as a team to competitively perform a relay. ●Develop the technique for the standing vertical jump. ●Maintain control at each of the different stages of the triple jump. ●Land safely and with control. ●Develop and improve their techniques for jumping for height and distance and support others in improving their performance. ●Perform and apply different types of	●Identify and repeat the movement patterns and actions of a chosen dance style. ●Compose individual, partner and group dances that reflect the chosen dance style. ●Use dramatic expression in dance movements and motifs. ●Perform with confidence, using a range of movement patterns. ●Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. ●Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. ●Show a change of pace and timing in their movements.	●Hit a bowled ball over longer distances. ●Use good hand-eye coordination to be able to direct a ball when striking or hitting. ●Understand how to serve in order to start a game. ●Throw and catch accurately and successfully under pressure in a game ●Show confidence in using ball skills in various ways in a game situation, and link these together effectively. ●Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. ●Demonstrate a good awareness of space. ●Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding	●Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. ●Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. ●Confidently use equipment to vault and incorporate this into sequences. ●Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. ●Forward roll from standing, Straddle forward roll, Pike forward roll, Dive forward roll, Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll ●Straight jump, Tuck jump, Jumping jack, Star jump,	●Orientate themselves with confidence and accuracy around an orienteering course when under pressure. ●Design an orienteering course that is clear to follow and offers challenge to others. ●Use navigation equipment (maps, compasses) to improve the trail. ●Use clear communication to effectively complete a particular role in a team. ●Compete in orienteering activities both as part of a team and independently. ●Use a range of map styles and make an informed decision on the most effective. ●Choose the best equipment for an outdoor activity. ●Prepare an orienteering course for others to follow.

	jumps in other contexts. ●Develop the technique for the push, pull and fling throw and support others in improving their performance. ●Accurately measure and record the distance of their throws. ●Take part in competitive games with a strong understanding of tactics and composition. ●Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	●Move rhythmically and accurately in dance sequences. ●Perform the sequence in time to music. ●Perform and apply a variety of skills and techniques confidently, consistently and with precision.	strategies to prevent the opposition from scoring. ●Follow and create complicated rules to play a game successfully. ●Communicate plans to others during a game. ●Lead others during a game. ●Take part in competitive games with a strong understanding of tactics and composition. ●Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements	Straddle jump, Pike jump, Stag jump, Straight half turn Straight full turn ●Stag leap ●Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. ●Perform and apply a variety of skills and techniques confidently, consistently and with precision. ●Begin to record their peers' performances, and evaluate these.	●Identify the quickest route to accurately navigate an orienteering course. ●Manage an orienteering event for others to compete in. ●Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

IMPACT AT END OF UPPER KEY STAGE 2				
Character	Cognition	Collaboration	Community	Success in their next stage of education
Children display confidence in their own sporting ability. Children take part in inclusive sporting events.	Children will develop an excellent understanding of tactics in invasion games. Children will display excellent understanding of the positive effects exercise has on the body.	Children will be able to work together as a team to achieve success. Children will have the ability and confidence to lead a team.	Children will be given the opportunity to take part in intra-school and inter school sporting competitions. Children will lead multi skills festivals for younger pupils.	Increased levels of exercise improving mental and physical health as well as improved ability to focus and concentrate in class. Able to make a seamless transition to KS3.

	Swimming and Water Safety		
	Year 2	Year 3	Year 4
Skills	●Swim short distances unaided between 5 & 20 metres using one consistent stroke. ●Propel themselves over longer distances with the assistance of swimming aids. ●Move with more confidence in the water including submerging themselves fully. ●Enter and exit the water independently.	●Swim over greater distances, between 10 & 20 meters with confidence in shallow water. ●Begin to use basic swimming techniques including correct arm and leg action. ●Explore and use basic breathing patterns. ●Enter and exit the water in a variety of ways. ●Take part in problem-solving activities such as group floats and team challenges.	●Bring control and fluency to at least two recognised strokes. ●Implement good breathing techniques to allow for smooth stroke patterns. ●Attempt personal survival techniques as an individual and group with success.
	National Curriculum Targets: Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke.		

	Perform safe self-rescue in different water-based situations.