

# P.E Whole School Progression

## Intent of Our P.E Curriculum

To maximise ambitious opportunities for sport and physical activity for all children regardless of their disposition. P.E is accessible by all children and children know more and remember more to help contribute to developing long term memory. We have created a curriculum that helps develop the holistic child who is going to be successful in society and the world of work. Through physical education, children develop strategies to reinforce positive mental health. EYFS (learning through play) and KS1 begin with disciplines that help develop basic movement, sensory explorations and technical skills needed in sports. These basic skills are then transferred and applied in KS2 through different invasion games, racquet sports, dance, gymnastics, and outdoor adventurous activities to help children develop and retain the acquisition of knowledge. Our P.E provision helps with children's future employment as it develops their communication, inter- personal, resilience, determination, and teamwork. This is all tied in with our effective assessment strategies in P.E (Head, Hands and Heart).

There are 5 key indicators that schools should expect to see improvement across:

1. The engagement of all pupils in regular physical activity.
2. The profile of PE and sport is raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge, and skills of all staff in teaching PE and sport.
4. Broader experiences of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

## Implementation

### **1. Increase engagement and participation of PA and Sport.**

- P.E lessons are engaging and children participate. This has helped increase participation lessons outside of lesson time.
- Opportunities for children (after school clubs, P.E, break/ lunch activities, breakfast club)
- Sports Coach targets children during lunch times (overweight, obese and those lacking confidence and participation)
- Sport Premium used to hire sports coach that helps facilitate a variety of physical activity during lunch time/ break/ ASC/ breakfast club.
- MODESHIFT – create more active children/ socially aware.
- Bronze to Silver Modeshift.
- Silver School Games.
- Going for Pathway 2 Podium

### **2. Raise the profile of PESSPA across the school as a tool for whole school improvement**

- Sport is being used as an incentive for children to take part in lunchtime tournaments if they demonstrate the school games values.
- Breakfast club sports is being used to raise attendance

### **3. Increase confidence, subject knowledge and skills in teaching**

- CPD for staff and leaders:
  - Leaders- webinars.
  - KESSP/ AVFC/ Chance to Shine CPD for staff
- To enhance skills in teaching, progressive skills from EYFS and KS2. Starts off with basic concepts, movements, skills, tactics, strategies, technique and is built up over the years.

- Links with progression document- map the journey of each year group
- Four-part structure helps children consolidate knowledge and acquire new skills through a thorough teach and opportunities to practise/ apply.
- Sports coach helps to support staff in subject knowledge and modelling
- Staff / pupil voice

#### **4. Have a broader range of sports/ activities offered**

- A range of sports offered by Sports coach ranging from dance to football
- Lunch/ break activities have a variety of sports offered
- Curriculum is designed to focus on basic skills (KS1) then to apply those in different invasion, racquet, dance, gymnastics, adventure school and athletic sports.
- We offer a range so children can transfer skills/ knowledge between sports/ disciplines= creates culture capital and promote acquisition of knowledge.
- KESSP ASC offer a wide array of sports for different year groups that are changed termly
- Cricket CPD by Chance to Shine
- KESSP virtual competitions- Archery, Boccia (inclusive G4), and Kurling

#### **5. Increase participation in competitive sport**

- Tournaments against other year groups of that phase. League tables made to promote competition and values.
- KS1 scooter training to resume
- Virtual competitions

#### **Impact:**

- Teachers subject knowledge improved/ confidence which is shown the staff voice, learning walks/ informal observations. Clear impact on chn which is shown by
- Work is a good quality- progression in lessons, misconceptions addressed, good modelling
- Application of skills- transfer skills across sports, applied to weekly tournaments, ASC and between disciplines
- More engaged, aware and participative chn who are reflective in their PA and sport through pupil voice. More chn were taking part in ASC, lunch clubs and break/ lunch activities.
- MODESHIFT data shows children are travelling to school more actively and taking onus of their PA and having an awareness of the world they reside in.

#### **Measuring Impact – P.E**

Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class:

The children's learning in P.E can be assessed informally within each lesson which provides children with immediate feedback.

- To assess impact teachers need to address misconceptions during the lesson through mini plenaries and differentiation through the STTEP principle. This enables teachers to plan subsequent lessons to suit the needs of their class and individual children. These judgements inform planning (change planning), deployment of adult support where available, use of resources and challenge.

There is a strong emphasis on questioning using open ended questions to encourage critical and independent thinking from the pupils about their own performance and development. Reflective chn who aim to improve their learning through this assessment through HHH

Leaders will monitor the effectiveness of teaching frequently through lesson observations, informal walk-ins and pupil conferencing.

#### **Lesson observations/ informal walk-ins**

We aim to see consistently structured lessons which follow the Warm up, Review (build on), Teach (modelling that is reflective of subject knowledge gained through CPD and leader dialogue through informal and formal conversations, golden nuggets of information/ strategies task **teaching**, cooperative **learning** (peer **teaching**), Practise, Apply (sequential based learning) and Cool Down.

Transferring knowledge between disciplines--- know more remember more/ acquisition of knowledge.

We want to see maximum engagement from all pupils with very little time sat or standing stationary. Mixed ability groups with positive and encouraging communication.

Teacher confident to use the STTEP principle to differentiate. Questioning by staff to encourage independent thinking allowing pupils to assess their own progress and skills. Effective use of sports coach and deployment of support staff.

Modelling by teacher or more able pupils to highlight exactly how a skill or activity needs to be done. Teachers to be in contact with P.E Lead to address any concerns or misconceptions in their practice.

#### Pupil-conferencing/ Sports Council

We want our children to have a love of physical education and to understand why they are being taught it (physical health, mental well-being, healthy future, physically literate). Children need to be able to clearly articulate what they have learned, why they are learning it and the importance of physical activity for their future.

Sports Council is done on a termly basis made up of the Sports Leaders These pupils are given special jobs during lunch and break times, days etc. They act as a voice for the children to put forward what the pupils would like and help make decisions regarding school clubs, sports day, and equipment.

#### Constant informal dialogue with staff

On a weekly basis, P.E Leads to check in with staff and have conversations regarding their P.E lessons and how they are getting on. Discuss how assessment is being implemented and knowledge of staff is of a high standard.

#### **How do you want to capture what pupils have learnt and remembered?**

- Pupil voice sheets
- Progression documents – strengths and weaknesses
- Ongoing discussions with pupils during the school day.
- Learning walks during P.E lessons
- Sports Council
- Assess if pupils can transfer the skills they have learnt in a range of sports through Head, Hands and Heart.

#### Is what you intend being realised?

Our intention is to ensure increased engagement in sports, raise the profile of P.E and sport, increase confidence, subject knowledge, and skills. We offer a broad range of sports and activities that engage pupils in competitive sport. Our children are physically literate, and healthy pupils. This is being realised through assessment, CPD, conversations with staff and pupils.

## EYFS

### Physical Education

#### Physical development educational programme (taken from the EYFS Framework 2020)

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Skills	Nursery	Reception
<u>Physical Development</u>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Start eating independently and learning how to use a knife and fork – snack time.</li> </ul>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</p> <ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>Develop overall body strength, balance, coordination and agility.</li> </ul>
<u>Personal, Social, and Emotional Development</u>	<ul style="list-style-type: none"> <li>Early learning goals that link to PE:</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs</li> <li>Personal hygiene</li> <li>Know and talk about the different factors that support overall health and wellbeing</li> <li>Regular physical activity</li> </ul>
<u>Expressive Arts and Design</u>	<ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<u>ELG Motor Skills</u>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none"> <li>Demonstrate strength, balance and coordination when playing.</li> </ul> </li> <li>Move energetically, such as running, jumping, hopping, skipping and climbing.</li> </ul>	
<u>Managing Self</u>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing.</li> </ul> </li> </ul> </li> </ul>	
<u>Building Relationships</u>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>	

## GAMES

### KS1 National Curriculum Aims:

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

### KS2 National Curriculum Aims:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Health and Fitness</u></b>	<ul style="list-style-type: none"> <li>• Describe how the body feels before, during and after exercise.</li> <li>• Carry and place equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe how the body feels during and after different physical activities.</li> <li>• Explain what they need to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe the effects of exercise on the body.</li> <li>• Know the importance of strength and flexibility for physical activity.</li> <li>• Explain why it is important to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the body reacts at different times and how this affects performance.</li> <li>• Explain why exercise is good for your health.</li> <li>• Know some reasons for warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the reasons for warming up and cooling down.</li> <li>• Explain some safety principles when preparing for and during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of warming up and cooling down.</li> <li>• Carry out warm-ups and cool-downs safely and effectively.</li> <li>• Understand why exercise is good for health, fitness and wellbeing.</li> <li>• Know ways they can become healthier</li> </ul>
<b><u>Striking/ hitting/ scoring</u></b>	<p><b><u>Attack, Defend &amp; Shoot</u></b> Score points by throwing into a hoop Play with partner using throwing, catching and bouncing to score points</p> <p><b><u>Hit, Catch and Run</u></b> To move quickly with agility to score Attempt to hit an object with the hand Self-feed ball to hit Throw and catch a ball to gain points Hit with power</p> <p><b><u>Run, Jump and Throw</u></b> Discover ways to move object quickly Finds ways to move object quickest</p> <p><b><u>Send &amp; Return</u></b> Slide a beanbag/ ball over opponent's goal line Hit a moving ball from sitting</p>	<p><b><u>Attack, Defend &amp; Shoot</u></b> Send a ball using kicking at different distances Receive, stop and pass the ball Inside of foot kicking Play with a variety of balls.</p> <p><b><u>Hit, Catch and Run</u></b> Use speed and kick to score points Use a variety of bats Play in a team to hit and field Run and touch cones to score points Work individually to score runs</p> <p><b><u>Run, Jump and Throw</u></b> Different ways of generating power</p> <p><b><u>Send and Return</u></b> Hitting to targets Use correct grip to hold tennis racquet Accurately send a ball to an area Use a range of sending skills to serve</p>	<p><b><u>Football</u></b> Kicking the ball with the inside of your foot</p> <p><b><u>Hockey</u></b> Shoot with accuracy and power</p> <p><b><u>Handball</u></b> Moving with the ball to shoot</p> <p><b><u>Netball</u></b> Create opportunities to shoot Apply the role of a goal shooter</p> <p><b><u>Basketball</u></b> Pass and receive to score points Look to 1) Dribble 2) Pass 3) Shoot Create opportunities to shoot Use two hands to play a basketball shot Assist teammates in a game to shoot</p> <p><b><u>Cricket</u></b> Hit a stationary ball into space Strike a bowled ball Score runs</p>	<p><b><u>Football</u></b> Work together to score goals</p> <p><b><u>Hockey</u></b> Work to attack a goal</p> <p><b><u>Handball</u></b> Overarm technique to shoot</p> <p><b><u>Netball</u></b> Shoot with the correct technique</p> <p><b><u>Basketball</u></b> Use jump shot in isolation and attempt jump shot in an opposed situation</p> <p><b><u>Cricket</u></b> Hit the ball into zones to score points Use the pull shot in isolation Attempt pull shot in a game</p> <p><b><u>Tennis</u></b> Perform a forehand shot Backhand shot Serving Returning the serve Self-feed for practise shots</p>	<p><b><u>Football</u></b> Shooting with accuracy</p> <p><b><u>Hockey</u></b> Shoot with accuracy</p> <p><b><u>Handball</u></b> Jump shot</p> <p><b><u>Netball</u></b> 1 and 2 handed shooting Play role of the shooter</p> <p><b><u>Basketball</u></b> Forward pass to winger to create and exploit space to shoot</p> <p><b><u>Cricket</u></b> Work with a partner to score runs Select shots to direct the ball</p> <p><b><u>Tennis</u></b> Developing a range of shots (forehand/ backhand/ volley/ overhead)</p>	<p><b><u>Football</u></b> Striking a ball to score penalty kicks Run onto the ball to attempt to shoot and score</p> <p><b><u>Hockey</u></b> Shoot from close range Sweep shot</p> <p><b><u>Basketball</u></b> Attempt to score from a fast attack Show accuracy and power in free throw shots Strength and confidence to drive and shoot</p> <p><b><u>Cricket</u></b> Work with a partner to score runs Select a shot to direct a ball</p>

	<p>Send objects from a range of stances Use teamwork to score points</p>		<p><b>Tennis</b> Holding a racquet Throw or hit a ball over a bench to score points Recognise the types of hitting needed for different areas of the court Throw/ hit targets on a court Using long / high hits Use short/ low hits Underarm serve Serve with some accuracy Forehand shot on a moving ball Keep a rally</p> <p><b>Rounders</b> Strike a bowled ball Strike a ball to score runs Hit a ball into space</p>	<p><b>Rounders</b> Hit the ball into zones</p>	<p><b>Rounders</b> Recognise where to play shot to</p>	
<p><b>Travelling/ dribbling/ movement</b></p>	<p><b>Attack, Defend &amp; Shoot</b> Dribble with both hands Perform a variety of runs Use forwards and sideways movements</p> <p><b>Hit, Catch and Run</b> To move quickly with agility to score Running between bases to score Co-ordination of limbs to carry out movements/ actions.</p> <p><b>Hit, Catch and Run</b> Moving to score Feeding, movement and body position</p> <p><b>Run, Jump and Throw</b> Experience a variety of ways to move between hoops Run in a straight line at different speeds Show power at the start of a run Experience a variety of jumps Perform a standing long jump Identify how to take off Refine basic agility, balance and co-ordination Balancing objects Eye contact when picking and moving things Perform running challenges in set times Recognise agile movements Repeat repetitive actions for sustained periods of time Develop stamina through running activities Negotiate obstacles whilst running Practise core strength movements</p>	<p><b>Attack, Defend &amp; Shoot</b> Dribble using hands Co-ordinate hands and feet to progress forwards</p> <p><b>Hit, Catch and Run</b> Use speed in running Increase running pace</p> <p><b>Run, Jump and Throw</b> Adapt my movements Perform a variety of balance Be agile Running challenges at set times</p> <p><b>Send and Return</b> Being on toes to move forwards Play a range of pulsating activities Anticipate movement of a ball Develop agility</p>	<p><b>Football</b> Control the ball and dribble unchallenged Short passes and dribbling to build an attack Outside of the foot to control and dribble</p> <p><b>Hockey</b> Use the correct grip when moving with the ball Look up when moving with the ball Run whilst dribbling Pass and move</p> <p><b>Handball</b> 3 step rule Moving with the ball to shoot/ pass</p> <p><b>Netball</b> Demonstrate dodging technique Pass and move</p> <p><b>Basketball</b> Dribble and work collaboratively to keep possession Look to 1) Dribble 2) Pass 3) Shoot Practise technique for the jump ball</p> <p><b>Tennis</b> Move towards a ball to return Being on your toes to follow ball path Push off feet to change direction</p> <p><b>Rounders</b> Push off feet to change direction</p>	<p><b>Football</b> Combine dribbling and passing Use dribbling to progress forwards</p> <p><b>Hockey</b> Dribble with a stick Control ball when dribbling Turn with the ball unchallenged Straight dribble</p> <p><b>Handball</b> 3 step rule</p> <p><b>Netball</b> Pivoting</p> <p><b>Basketball</b> Use the double dribble rule in isolation and explain what a dead ball is Dribble with increasing confidence with the dominant hand Use crossover dribble in isolation and attempt in a game</p> <p><b>Cricket</b> Anticipate when to run to score singles Work with a partner to score runs Run at speed to avoid being run out</p> <p><b>Rounders</b> Run at speed to avoid being stumped</p>	<p><b>Football</b> Turning with the ball Running with the ball</p> <p><b>Hockey</b> Dribbling Dragging ball from left to right One handed dribble</p> <p><b>Handball</b> Offensive dribble Pivoting</p> <p><b>Netball</b> Pivoting Dodging</p> <p><b>Basketball</b> Correct foot placement to forward pivot Jump shot to pivoting</p> <p><b>Tennis</b> Approaching ball before 2<sup>nd</sup> bounce</p> <p><b>Cricket</b> Start sprints with power</p> <p><b>Rounders</b> Sprint with power between zones</p>	<p><b>Football</b> Dribbling</p> <p><b>Hockey</b> Indian dribble</p> <p><b>Basketball</b> Apply agility to the retreat dribble Practise agility skills Combine agility and speed to perform the V- cut Develop confidence to drive to the basket Crossover dribble to drive to basket</p> <p><b>Cricket</b> Making runs</p>

	<p>Quick feet change of speeds whilst running Balancing objects</p> <p><b>Send &amp; Return</b> Moving into position to get in line with a ball Chase, stop and control a ball</p>					
<p><b>Passing/ throwing/ kicking/ catching</b></p>	<p><b>Attack, Defend &amp; Shoot</b> Experiment catching a beanbag and different sized balls Throw at targets Pass a beanbag in pairs with some control Roll/ slide beanbag/ balls Bounce to ball with some control to self Begin bouncing a ball to partner</p> <p><b>Hit, Catch and Run</b> Use a range of throwing/ rolling skills to put ball into space Collect a moving ball from along the ground Able to return the ball back into base Catch over a short distance Throw and catch a ball to gain points Catch from short throws Retrieving and throwing to a base</p> <p><b>Run, Jump and Throw</b> Throw a range of objects over distance Identify differences in throwing styles Improve throwing accuracy</p> <p><b>Send &amp; Return</b> Slide a beanbag/ ball over opponent's goal line Explore different ways of sending a ball Practise sending a ball in different ways Track movement of a ball and return Correct body positions for throw Feed an object over a net</p>	<p><b>Attack, Defend &amp; Shoot</b> Controlling and stopping the ball to pass Passing forwards Catching to intercept Rolling Begin to bounce a ball to partner Throw, catch and bounce</p> <p><b>Hit, Catch and Run</b> Field a ball to base Change position to catch a ball Underarm throwing to feed/ bowl Different kicking techniques Use both feet when kicking Underarm bowling Throwing to base/ wicket</p> <p><b>Run, Jump and Throw</b> Adapt my throw to suit the activity</p> <p><b>Send and Return</b> Dominant/ non- dominant side for sending Send, receive, and stop a ball using a racquet Self- feed in a rally Use a long high ball to reach the back of a court Develop catching and throwing skills whilst seated</p>	<p><b>Football</b> Pass and receive the ball with some control Control and pass unchallenged Short passes for possession Sending the ball using the inside of the foot</p> <p><b>Hockey</b> Push pass the ball in isolation Push pass in games Pass and move Pass left and right Use passing skills in a game</p> <p><b>Handball</b> Catch accurately using correct positioning Overarm and 2 handed bounce pass Range of passing techniques Ready technique Moving with the ball to pass</p> <p><b>Netball</b> Pass and receive the ball in a variety of ways Keep possession by passing accurately Netball shoulder pass Chest pass Bounce pass</p> <p><b>Basketball</b> Use basic ball handling skills Pass and receive to score points Use short passes to keep possession and assist Look to 1) Dribble 2) Pass 3) Shoot Assist teammates in a game to shoot</p> <p><b>Cricket</b> Retrieve and throw the ball as a fielder Bowl an underarm shot Bowl consistently in a game Send the ball back to bowler Collect and return a moving ball Throw over long distances using overarm throw</p> <p><b>Tennis</b> Ready position to return ball Self- feeding</p>	<p><b>Football</b> Passing and trapping skills Combine dribbling and passing Pass over distance</p> <p><b>Hockey</b> I can pass and receive accurately Pass over distance Slap pass Push pass</p> <p><b>Handball</b> Catch the ball with accuracy 7 metre throw technique Underarm throws 2 handed bounce pass</p> <p><b>Netball</b> Catch the ball and protect the ball</p> <p><b>Basketball</b> Use the bounce pass for accuracy and speed Beat the defender using a bounce pass Use bounce pass in a game</p> <p><b>Cricket</b> Throw and catch the ball with increasing accuracy Return balls in the field Bowl overarm from a stationary position Bowl overarm in a game Both underarm and overarm</p> <p><b>Tennis</b> Throws for serves</p> <p><b>Rounders</b> Throw and catch with accuracy Underarm throws</p>	<p><b>Football</b> Passing on the move Select where to pass</p> <p><b>Hockey</b> Sweep pass Passing into the D</p> <p><b>Handball</b> Goalkeeper throws Dribbling skills</p> <p><b>Netball</b> Bounce pass (1 and 2 handed) Forward pass to winger to create and exploit space to shoot</p> <p><b>Basketball</b> Practise one- handed push pass/ bounce pass Use W shape hand position to catch consistently</p> <p><b>Cricket</b> Throw a ball for accuracy Using the short throw to run players out Increased accuracy of overarm bowling</p> <p><b>Rounders</b> Direct the ball to hit target areas Throw the ball for accuracy Using the short throw to stump players Attempt to catch a backwards hit Fielding with awareness Catching positions</p>	<p><b>Football</b> Pass to set up another player's shot on goal Goalkeeper throwing and catching</p> <p><b>Hockey</b> Passing into the D Using a self- pass</p> <p><b>Basketball</b> Free throw shots</p> <p><b>Cricket</b> Using the short throw Throwing the ball for accuracy Overarm bowling (with run- up) Play forward defensive shot (isolation and games)</p>



			<p><b>Rounders</b> Retrieve and throw a ball as a fielder Bowling consistently Collect and return a moving ball Throw long distances Underarm Overarm throw</p>			
<b>Possession</b>		<p><b>Attack, Defend &amp; Shoot</b> Keep possession by passing</p>	<p><b>Football</b> Short passes for possession Control the ball to keep possession</p> <p><b>Netball</b> Keep possession by passing accurately</p> <p><b>Basketball</b> Dribble and work collaboratively to keep possession Use short passes to keep possession and assist</p> <p><b>Tennis</b> Keeping a rally</p>	<p><b>Football</b> Be aware of possession</p> <p><b>Hockey</b> Keep possession of a ball</p> <p><b>Handball</b> Maintain possession</p> <p><b>Netball</b> Keeping possession to pass</p>	<p><b>Football</b> Regaining possession</p> <p><b>Hockey</b> Keep possession</p> <p><b>Handball</b> Passing for possession</p> <p><b>Netball</b> Use skills to keep possession</p>	<p><b>Football</b> Regaining possession Keeping possession</p> <p><b>Hockey</b> Keeping possession</p> <p><b>Basketball</b> Use retreat dribble to maintain possession</p>
<b>Space/ positioning</b>	<p><b>Hit, Catch and Run</b> Use a range of throwing/ rolling skills to put ball into space</p>	<p><b>Attack, Defend &amp; Shoot</b> Play in a team with defined areas Send and receive into space</p> <p><b>Hit, Catch and Run</b> Positioning to catch balls</p> <p><b>Run, Jump and Throw</b> Be aware of others in space Spatial awareness Explain/ show what space is</p>	<p><b>Football</b> Move into space to receive the ball Determine when to run in the space Send the ball and move into space</p> <p><b>Netball</b> Move to create space in the attack</p> <p><b>Basketball</b> Determine when to run into space and receive the ball</p> <p><b>Rounders</b> Hit a ball into space</p>	<p><b>Football</b> Be aware of space</p> <p><b>Hockey</b> Receive the ball and turn into space</p> <p><b>Handball</b> Turn into space and perform first wave defence</p> <p><b>Netball</b> Play in goal, attack and centre Play in all positions</p> <p><b>Basketball</b> Triple threat position</p> <p><b>Tennis</b> Position myself to receive and return Ready position for returning serve</p> <p><b>Rounders</b> Choose correct positioning when fielding</p>	<p><b>Football</b> Positional change to maintain space</p> <p><b>Hockey</b> Finding space</p> <p><b>Handball</b> Making space</p> <p><b>Netball</b> Attempt to find space</p> <p><b>Basketball</b> Forward pass to winger to create and exploit space to shoot Introduce awareness of the rebounding ball Box out technique to create space to win the rebound Replicate the triple threat position to be ready to pass, shoot or dribble</p> <p><b>Tennis</b> Recognise where you might stand in doubles Positional awareness for shots</p> <p><b>Cricket</b> Positioning to catch the ball for a run out Fielding with some awareness</p>	<p><b>Football</b> Denying and restricting space</p> <p><b>Hockey</b> Perform long corner routine</p> <p><b>Cricket</b> Positioning for fielding</p>



					<p><b>Rounders</b> Positioning to catch the ball on base Fielding with awareness</p>	
<p><b>Attacking and defending</b></p>	<p><b>Attack, Defend &amp; Shoot</b> Recognise ways to intercept a beanbag Demonstrate simple defending Work with a partner to attack and defend Use body to block and defend Identify where best to stand to defend</p> <p><b>Hit, Catch and Run</b> Work with players to stop players scoring Use different body positions to intercept the ball Work to restrict runs</p> <p><b>Send &amp; Return</b> Move to defend the object going over your goal line Playing in a rally with partner Limbs to intercept</p>	<p><b>Attack, Defend &amp; Shoot</b> Play as a team to attack and defend Catching to intercept Play as a team to attack and defend Use simple attacking Examine the role of a goalkeeper Perform defensively as an individual Awareness of intercepting</p> <p><b>Send and Return</b> Basic rallies</p>	<p><b>Football</b> Work together as a team to score points Work together to move towards a goal</p> <p><b>Hockey</b> Tack and win the ball</p> <p><b>Handball</b> Defending positions to block</p> <p><b>Netball</b> Play in attacking and defending zones Demonstrate attacking play Intercept</p> <p><b>Basketball</b> Moving into defensive play Showing good defensive posture Use contact rules for defending</p> <p><b>Cricket</b> Stop a moving ball with consistency</p> <p><b>Rounders</b> Long barrier</p>	<p><b>Football</b> Different ways of marking Defensive tackling Move to stay with attacker</p> <p><b>Hockey</b> Work to attack a goal</p> <p><b>Handball</b> First wave defence Move quickly to get close to the goal area 3 step rule Attacking position to exploit gaps in defence Intercept a ball</p> <p><b>Netball</b> One to one marking Protecting the ball Stop a bouncing ground ball</p> <p><b>Basketball</b> Demonstrate pressure as a defender and force attackers to make a mistake Identify player to mark from a jump ball Explore man to man marking against the ball handler Position yourself in the best way to mark your player Practise the jump stop</p> <p><b>Cricket</b> Intercept a moving ball Intercept balls to stop runs in games</p> <p><b>Rounders</b> Intercept ball</p>	<p><b>Football</b> Goal side marking Choose when to change position</p> <p><b>Hockey</b> Teamwork to attack and defend Block tackle Intercept ball Marking</p> <p><b>Handball</b> Intercepting the ball</p> <p><b>Netball</b> Play in attacking and defending teams</p> <p><b>Basketball</b> Introduce block shot Block attackers successfully Building offense as a team</p> <p><b>Tennis</b> Play with others to attack and defend</p> <p><b>Cricket</b> Setting a field Being aware of batter's strengths Select shots to direct the ball</p>	<p><b>Football</b> Apply attacking and defending skills Marking player</p> <p><b>Hockey</b> Play the role of attacker and defender Mark players Banana run</p> <p><b>Basketball</b> Counterattack using the fast break technique Use V- Cut technique to get free</p> <p><b>Cricket</b> Recognise when to play an attacking and defensive shot</p>
<p><b>Tactics, rules and positions (formations)</b></p>	<p><b>Attack, Defend &amp; Shoot</b> Play in game where rules apply Think about different uses of throws</p> <p><b>Hit, Catch and Run</b> Keep count of the score Make decisions to make it difficult for hitters Make decisions where to hit Understand bases</p> <p><b>Run, Jump and Throw</b> Select the best movement and describe why</p> <p><b>Send &amp; Return</b> Explore which objects are easier to slide and defend</p>	<p><b>Attack, Defend &amp; Shoot</b> Using light and hard kicks Play in games where rules apply</p> <p><b>Hit, Catch and Run</b> Make choices where you will hit the ball Apply simple tactics to gameplay Practise role of wicketkeeper and backstop</p> <p><b>Send and Return</b> Play games using boundaries</p>	<p><b>Football</b> Determine when to run into space</p> <p><b>Hockey</b> Understand basic rules Create tactics Show leadership in teams</p> <p><b>Handball</b> 3 step rule Decide which passes are effective for different situations</p> <p><b>Netball</b> Identify and use the 1m rule in games Recognise which throw is needed over shorter and longer distances</p> <p><b>Basketball</b> Use jump ball to start a game</p>	<p><b>Football</b> Tackling tactics</p> <p><b>Hockey</b> Apply the rules of the game to monitor play Tactics and teamwork to score a goal</p> <p><b>Handball</b> Explain role of circle runner and centre</p> <p><b>Netball</b> Correct footwork rules Rules of attack, goal and centre Recognise footwork fouls</p> <p><b>Basketball</b> Identify player to mark from a jump ball Assess when to attempt the jump shot</p>	<p><b>Football</b> Play in a formation Goal side marking</p> <p><b>Hockey</b> Co-operate as a team</p> <p><b>Handball</b> Double fault rule</p> <p><b>Netball</b> Free pass</p> <p><b>Basketball</b> Personal fouls in a game</p> <p><b>Tennis</b> Identify double rules</p> <p><b>Cricket</b></p>	<p><b>Football</b> Collaborate to apply simple defensive principles Decision making when shooting</p> <p><b>Hockey</b> Perform long corner routine Use a self- pass Simple set plays</p> <p><b>Basketball</b> Recall free throw rules Choose distance to take free throw Differences between 2 and 3 point shots</p> <p><b>Cricket</b> Keeping wicket Setting a field</p>

	<p>Identify what we need to change to try to hit over a bench          Explain role of umpire          Explain best place to shoot and score</p>		<p>Apply basic rules and skills in a game</p> <p><b>Cricket</b>          Explain how fielders work          Recognise when to use longer throws</p> <p><b>Tennis</b>          Explain when a service is used          Explain boundaries          Explain service rules          Explain rallies</p> <p><b>Rounders</b>          Explain how fielders work together to restrict runs          Apply simple tactics to hit the ball</p>	<p><b>Cricket</b>          Keep score          Decide where to field against someone who can hit a pull shot</p> <p><b>Tennis</b>          Work together to score points          Keep score in games</p> <p><b>Rounders</b>          Back stop position          Quick decisions where to throw          Describe scoring system</p>	<p>Setting a field          Explain job of a wicket keeper</p> <p><b>Rounders</b>          Applying backwards hit rule as a batter          Applying backwards hit tactics as a backstop          Distinguish differences between close and deep fielding</p>	
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Talk about what they have done. Talk about what others have done.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances. Begin to say how they could improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances and use what they see to improve their own performance.</li> <li>• Talk about the differences between their work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch, describe and evaluate the effectiveness of a performance.</li> <li>• Describe how their performance has improved over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use criteria to evaluate own and others' performance.</li> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>

## Gymnastics

### KS1 National Curriculum Aims

- 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

### KS2 National Curriculum Aims

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>• Identify and use simple gymnastics actions and shapes.</li> <li>• Apply basic strength to a range of gymnastics actions.</li> <li>• Begin to carry simple apparatus such as mats and benches.</li> <li>• To recognise 'like' actions and link them.</li> <li>• To perform a variety of basic gymnastics actions showing control.</li> <li>• To introduce turn, twist, spin, rock and roll and link these into movement patterns.</li> <li>• To perform longer movement phrases and link with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link gymnastic elements.</li> <li>• Perform with control and consistency basic actions at different speeds and on different levels.</li> <li>• Challenge themselves to develop strength and flexibility.</li> <li>• Create and perform a simple sequence that is judged using simple gymnastic scoring.</li> <li>• Develop body management through a range of floor exercises.</li> <li>• Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</li> <li>• Attempt to use rhythm while performing a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Modify actions independently using different pathways, directions and shapes.</li> <li>• Consolidate and improve the quality of movements and gymnastics actions.</li> <li>• Relate strength and flexibility to the actions and movements they are performing.</li> <li>• To use basic compositional ideas to improve sequence work.</li> <li>• Identify similarities and differences in sequences.</li> <li>• Develop body management over a range of floor exercises.</li> <li>• Attempt to bring explosive moves into floor work through jumps and leaps.</li> <li>• Show increasing flexibility in shapes and balances.</li> </ul>	<ul style="list-style-type: none"> <li>• To become increasingly competent and confident to perform skills more consistently.</li> <li>• Able to perform in time with a partner and group.</li> <li>• Independently use compositional ideas in sequences such as changes in height, speed and direction.</li> <li>• Develop an increased range of body actions and shapes to include in a sequence.</li> <li>• Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder.</li> </ul>	<ul style="list-style-type: none"> <li>• Create longer and more complex sequences and adapt performances.</li> <li>• Take the lead in a group when preparing a sequence.</li> <li>• Develop symmetry individually, as a pair and in a small group.</li> <li>• Compare performances and judge strengths and areas for improvement.</li> <li>• Select a component for improvement. For example timing or flow.</li> <li>• Take responsibility for own warm-up including remembering and repeating a variety of stretches.</li> <li>• Perform more complex actions, shapes and balances with consistency. Use information given by others to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Lead group warm-up showing understanding of the need for strength and flexibility.</li> <li>• Demonstrate accuracy, consistency, and clarity of movement.</li> <li>• Work independently and in small groups to make up own sequences.</li> <li>• Arrange own apparatus to enhance work and vary compositional ideas.</li> <li>• Experience flight on and off of high apparatus.</li> <li>• Perform increasingly complex sequences.</li> <li>• Combine own ideas with others to build sequences.</li> <li>• Compose and practise actions and relate to music.</li> <li>• Show a desire to improve across a broad range</li> </ul>
<u>Skills Covered</u>					
Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over.	Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.	Cartwheel progressions. Using STTEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.	Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.	Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.

## Athletics

### KS2 National Curriculum Aims

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Control movement and body actions in response to specific instructions.</li> <li>• Demonstrate agility and speed.</li> <li>• Jump for height and distance with control and balance.</li> <li>• Throw with speed a power and apply appropriate force.</li> </ul>	<ul style="list-style-type: none"> <li>• Using running, jumping, and throwing stations, children investigate in small groups different ways of performing these activities.</li> <li>• Use a variety of equipment, measuring timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain pace over short and longer distances.</li> <li>• Run as part of a relay team</li> <li>• Perform a range of jumps and throws</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes</li> <li>• Able to run as part of a relay team working at their maximum speed</li> <li>• Perform a range of jumps and throws demonstrating increasing power and accuracy</li> </ul>
<b>Skills Covered</b>			
Take off combination jumps. Recognise fast, slow and medium pace. Approaching hurdles. Javelin throws. Skipping. Working as a group to record points. Changing speeds in running.	Aiming at targets. Accelerating over short distances. Sling throws. Baton exchange. Wind up technique.	Run for speed/ distance/ stamina. Setting pace. Jumping styles/ sequences. Push technique/ push throws. Baton exchanges. Use STTEP.	Running for speed/ distance. Setting pace. Jumping. Push technique. Throwing. Baton exchanges. Use STTEP.

## Dance

### KS1 National Curriculum Aims

- master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities

### KS2 National Curriculum Aims

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Respond to a range of stimuli and types of music.</li> <li>• Explore space, direction, levels and speeds.</li> <li>• Experiment creating actions and performing movements with different body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link shapes and balances</li> <li>• Perform basic actions with control and consistency at different speeds and on different levels</li> <li>• Challenge themselves to move imaginatively responding to music</li> <li>• Work as part of a group to create and perform short movement sequences to music</li> </ul>	<ul style="list-style-type: none"> <li>• Practise and put together a performance.</li> <li>• Perform using facial expressions.</li> <li>• Perform with a prop.</li> <li>• Building stylistic qualities through repetition and applying movement to own bodies.</li> <li>• Building basic creative choreography skills in travelling, dynamics and partner work.</li> </ul>	<ul style="list-style-type: none"> <li>• Work to include freeze frames in routines.</li> <li>• Practise and perform a variety of different formations in dance.</li> <li>• Owning and exploring new movement possibilities.</li> <li>• Exploring dynamic quality and formations to communicate character.</li> </ul>	<ul style="list-style-type: none"> <li>• Using examples to inspire ideas for explosive actions.</li> <li>• Owning and exploring new movement possibilities.</li> <li>• Work with devices to add interest to action and explore different types of jumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively to include more complex compositional ideas.</li> <li>• Talk about different styles of dance with understanding, using appropriate language and terminology.</li> </ul>
<b>Skills Covered</b>					
Moving in unison. Mirroring, leading and following. Carrying out a sequence.	Control. Co- ordination. Repetition. Count and move to beats of 8. Repeat movement patterns.	Facial expressions. Floor patterns. Dynamics. Creating action. Performance quality. Dance phrase. Tension. Extension.	Facial expressions. Manipulating actions. Changing level of movement. Improving quality. Formations. Freeze frames. Slide and roll. Set phrase. Sequencing.	Devices. Creating flight through jumps. Changing level of movement. Creating bold actions. Expressions. Formations. Dynamics. Command jumps. Floor patterns.	Use tension and extension. Exploring space and relationships. Dynamics and group formations. Basic street dance skills. Performances.

## Adventure School

### KS1 National Curriculum Aims

- 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

### KS2 National Curriculum Aims

- take part in outdoor and adventurous activity challenges both individually and within a team

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>• To work collaboratively as part of a team</li> <li>• Develop leadership skills</li> <li>• Develop communication skills</li> <li>• To use strategy and communication to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Work as part of a team</li> <li>• Improve searching skills</li> <li>• Communicate with others</li> <li>• Read basic maps</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others to solve problems.</li> <li>• To describe their work and use different strategies to solve problems.</li> <li>• To lead others and be led.</li> <li>• To differentiate between when a task is competitive and when it is collaborative.</li> </ul>	<ul style="list-style-type: none"> <li>• Work well in team or group within defined and understood roles.</li> <li>• Plan and refine strategies to solve problems</li> <li>• Identify the relevance of and use maps, compass and symbols</li> <li>• Identify what they do well and suggest what they could do to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be able to work collaboratively to solve team exercise.</li> <li>• Pupil to use fire in a calm and safe way to cook.</li> <li>• Pupils to use symbols to decipher maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively</li> <li>• Take responsibility for a role</li> <li>• Undertake complex tasks</li> </ul>
<u>Skills Covered</u>					
Use signs and clues to navigate Communicate with others. Safety.	Communication. Sharing ideas. Teamwork. Expressing views. Use direction and basic maps. Accuracy. Searching skills.	Collaboration. Teamwork. Communication. Speed. Stamina. Balance. Problem solving.	Collaboration. Teamwork. Communication. Speed. Stamina. Balance. Problem solving. Strength. Co-operation. Reading and using map symbols.	Use signs and clues to navigate. Communicate with others to achieve a goal. Fire safety. Stamina. Survival knots. Shelter building. Teamwork.	Map reading. Orientation. Identifying objects on a map. Teamwork. Collaboration. Symbol recognition.

## Swimming

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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

### Year 6

- Swim 10m unaided in shallow water using one basic method.
- Kick legs from the hip and identify when this needs improvements.
- Put face in water and blow bubbles.
- Enter and exit water safely and remain safe around water.
- Explain what dangers to identify around water.
- Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.
- Use floats to swim longer distances with a more controlled leg kick.
- Join in all swimming activities confidently.
- Put face under the water and blow bubbles (begin to do this whilst swimming).
- Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions.
- Understand water can be dangerous and repeat what to do when in difficulty.
- Swim between 10m and 20m unaided in shallow water, using one stroke.
- Begin to swim 10m-15m unaided using a second stroke.
- Put face in water and breath correctly when swimming in one identifiable stroke.
- Use a float to aid their swimming and confidence in deeper water.
- Use a float to develop leg and arm techniques.
- Begin to explain how to keep safe whilst in water and what dangers should be identified.
- Swim 25m unaided in water using one basic method to achieve this distance.
- Use two different strokes swimming on both front and back.
- Control breathing.
- Swim confidently and fluently both on the surface and under the water.
- Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.

### Skills Covered

Kicking legs from hips. Water safety. Self- rescue. Exiting water. Front stroke. Backstroke. Breaststroke. Breathing. Under water swimming. Leg and arm techniques. Using floats. Swim for distance.