

# Knowledge, Skills and Understanding for P.E

		Knowledge, Skills and Understanding for P.E							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Dance</b>	<b>Knowledge</b>	Ideas from a stimulus (music, poetry, photo etc.) be translated into appropriate body movements.	Which parts of the body can be used to create a dance performance?	Use different parts of your body within a dance sequence	Improvising means creating movements and performing to music.	Independently create ideas to form a dance sequence to a piece of music. How could this be done in groups?	Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus.		
		Moving safely around a space involves looking forward and controlling speed.	Movements can be performed along different pathways and speeds.	Movements can be performed at different levels and in different directions.	Feelings can be shown through movement.		Precision means the movement is accurate and carefully performed.	Increasing levels of precision within different movements.	
							What do we mean by control?	Control involves balance and awareness of space. Good examples of control and balance.	
						What components make a 'good' dance routine?	Fluency means movements flow smoothly	What are transitions and how can they be used to show fluency?	
	<b>Skills</b>	Copy basic movements – imitation	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy, remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles showing a good sense of timing.	Perform dances confidently and fluently with accuracy and timing.	
		Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.		Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.	
		Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.		
		Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea	Improvise and combine dynamics demonstrating an awareness of the impact on performance.	
		Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.	

<b>Gymnastics</b>	<b>Knowledge</b>	Children begin to name different parts of the body that are used in sport.	Children begin to understand different parts of the body and how they can be used in gymnastics.	Children know the different parts of the body that are commonly used in gymnastics e.g arms and legs.	Children begin to explore flexibility of their body.	Children explore muscles and their importance in gymnastics.	Children explore how to assess the variety of their body manipulation during gymnastic activities.	
		The floor can be used imaginatively as part of my gym work.	Basic travel movements e.g walking, marching whilst better negotiating spaces.	Greater variety of travel movements such as skipping and jogging whilst being mindful of others.	Knowing how to negotiate space whilst travelling in different directions. Being aware of the ways to better travel around a space with a piece of equipment, such as ball.	Knowing how to overcome obstacles while travelling at increasing speeds.		
		Know that standing still without movement is a basic balance. Introducing basic balances.	How to use balances within game based situations	How to show balance in more challenging situations.	How to perform different balances with increasing competence over equipment.	Knowing the correct technique when balancing with a partner and using different parts of your body e.g hands and using equipment.		
		Teacher led evaluation with support eg command	Class evaluation	Beginning to partner evaluate	Begin to self evaluate with support and understand the importance of this	Children can start to independently evaluate	Children take control and evaluate own performance	
	<b>Skills</b>	Begin to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still		Perform basic gymnastic actions showing more competence in coordination, balance and agility.	Perform sequences showing greater competence in coordination, balance and agility.		Perform a range of gymnastic actions and skills with consistency, fluency, and clarity of movement.	Perform and create longer sequences, performing with fluency and clarity of movement.
		Begin to combine basic ways of travelling exploring a range of movements and shapes.	Begin to combine different ways of travelling exploring a range of movements and shapes with some support.	Confidently combine different ways of travelling exploring a range of movements and shapes independently.	Create gymnastic sequences that meet a theme/set of conditions, showing a clear, beginning, middle and end.		Applies compositional ideas independently and with others to create a more complex sequence or set of sequences.	
		Begin to perform basic movement phrases using a range of different body parts/actions.	Perform more complex movement phrases using a range of different body actions.	Independently perform complex movement phrases using a range of different body actions.	I know how to create, perform, and repeat a combination of actions that include changes of dynamic e.g., changes of level, speed and direction, and clarity of shape.		I know various compositional principles, including varying direction, level, and pathways to improve the look of a sequence.	I confidently know and can show various compositional principles, including varying direction, level, and pathways to create and improve the look of a sequence.
		Begin to perform basic fundamental movement skills on the floor and apparatus.	Display more fundamental movement skills on the floor and using a wider variety of apparatus.	Show more fundamental movement skills on the floor and using a wider variety of apparatus, within a sequence.	I know how to link different elements and use elements in different ways to make sequences of movement.		Children can accurately select skills that are required when developing a performance, to meet the need of the situation.	
Begin to move safely using changes of speed, level, and direction	Move safely using changes of increasing speed, and direction	Move confidently around a space safely using greater changes of direction and increasing speed.	I know how to work with a partner and in a small group, considering performance aesthetics such as spatial		Children can better work with a partner and in a larger group, considering performance aesthetics such	Children can work independently, in small groups or larger groups to		

					patterns, mirroring, and contrasting.	as spatial patterns, mirroring, and contrasting.	meet the accurate needs of a gymnastic performance.		
<b>Competitive Games</b>	<i>Knowledge</i>	Know that to catch a ball you need to keep both eyes on it.	Greater knowledge of hand eye coordination and when to use it.	Hand eye coordination in more challenging scenarios.	Knowing how to dribble the ball with one hand or foot with some control in game situations.	Children know how and when to link dribbling the ball with other actions with some control.	Being aware of the importance of moving to space to help score goals/tries and limit others scoring.	Being aware of the importance of moving to space, with ever increasing difficulty, in order to help score goals/tries and limit others scoring.	
		Know that to move a ball with feet you need to use the inside of your foot.	Know that to move a ball with feet you need to use the inside and outside of your foot with basic technique.	Knowing how to dribble a ball with some success, stopping it when required		How to effectively change direction when dribbling with feet with some control in game situations.	Know some simple tactics that would be used during game based situations.	Children are aware of an increasing array of tactics that would be used during a variety of game based situations.	
		Knowing and using the correct throwing technique.	Know how to throw and roll towards a target with some varying techniques	Using hand eye coordination skills to throw and roll towards a target using varying techniques with some success	Knowing how to use a variety of throwing techniques in game situations		Knowing how to select a range of throwing techniques with some control under increasing pressure from defenders.		
		Kick larger balls to space.	Knowing how to kick towards a stationary target using the correct technique.	Using balance skills when kicking towards a target.	Using variety of skills learned to accurately kick towards a partner in game situations.	Knowing what skills to use when trying to kick with increasing success in game situations.		Knowing accurately when to select and apply the appropriate kicking technique with control.	
		Knowing how to hit a ball with hands	How to strike a stationary ball including using a racket with basic technique.		How to strike a ball with a small number of varying techniques.	Knowing how to strike a ball with greater accuracy from techniques learnt.	Knowing how to strike a ball with greater accuracy from techniques learnt in different competitive games.		
		Being able to follow simple instructions.	Knowing how to respond accordingly to more difficult instructions.			Children knowing how to respond accordingly to more difficult and complex instructions within an ever increasing set of scenarios and game based situations.			
		Correctly using eyes to track the movement of others.	Attempting to track balls and other equipment sent to them using the correct technique.	Knowing how to move to track a ball and stop it using feet with limited success.	Knowing how and when to receive a ball sent to them using different parts of the foot.	Being able to receive a ball using different parts of the foot under pressure.	Knowing how and what techniques to use to help with control when receiving a ball.		Start to consider the next move after receiving a ball and what this might be.
		Knowing when to make simple decisions in response to a situation.	Knowing how to run, stop and change direction with some balance and control.	Knowing how to run, stop and change direction with more proficient balance and control.	Being able to change direction with increasing speed in game situations	Being aware that a change direction to lose an opponent with some success. Basic attacking knowledge.	Know how and when to effectively create space for people to exploit in a n attacking sense.		Know how and when to effectively create space for people to exploit in a n attacking sense in different games with greater competence.

Skills	Drop and catch with two hands.	Recognise space in relation to others.	Dribble a ball with two hands on the move	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Move to space to help score goals/tries and limit others scoring.	Use space with some success in game situations.
	Move a ball with feet.	Begin to use simple tactics with guidance.	Dibble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Use simple tactics.	Use simple tactics individually and with a team.
	Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques	Throw and roll towards a target using varying techniques with some success	Use a variety of throwing techniques in game situations	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
	Kick larger balls to space.	Kick towards a stationary target	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
	Stop a beanbag or large ball sent using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
	Attempt to stop a large ball sent using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
	Hit a ball with hands	Strike a stationary ball including using a racket.	Strike a stationary and moving ball including when using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
	Run and stop when instructed	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
	Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals/tries and limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.

		Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and with a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of this.
<b>Athletics</b>	<i>Knowledge</i>	A good position of readiness is required to start a run.	Running involves keeping your head up, pumping your arms and lifting your knees.	Refining and precision of techniques learned in Year 1. What does precise technique look like.	Knows how to run at fast, medium and slow speeds; changing speed and direction.	Knows how to sprint over a short distance and understands that a sprint style can't be sustained over a long distance.	Knows how to show control when taking off and landing.	Knows how to demonstrate stamina and increase strength
		Jumping involves using your arms to power you forward and landing with soft knees.	Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.	Refining and precision of techniques learned in Year 1. What does precise technique look like.	Can take part in a relay, remembering/knowing when to run and what to do.	Knows how to jump in different ways.	Knows how to combine running and jumping in the context of a triple jump.	
		Feet need to be spaced apart appropriately when throwing a ball.	Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards letting go in front of you.	Refining and precision of techniques learned in Year 1. What does precise technique look like.	knows how to increase the distance that a thrown object travels through effective technique.	Knows how to throw in different ways and hit a target (at appropriate distance), when needed.	Knows how to throw with increasing accuracy.	Knows how to throw with increasing accuracy, using a wider variety of different equipment. How to refine and critique technique.

	Skills	Running	<p>Experiment with running, jumping, hopping and stopping</p> <p>Change dynamics – walk slowly/quickly</p> <p>Experience practicing actions to improve</p> <p>Move with control and co-ordination</p> <p>Combine basic actions with more advanced spatial awareness</p>	<p>Run for longer periods of time without stopping</p> <p>Run at varying speeds showing a change in pace</p> <p>Run with understanding of spatial awareness</p>	<p>Run for 1 minute or longer</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p> <p>Explain what is successful or how to improve in races</p>	<p>Begin to run smoothly at different speeds</p> <p>Warm up safely with guidance</p> <p>Begin to understand pace and how to use it in races</p>	<p>Run smoothly at different speeds</p> <p>Choose different styles of running for different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running e.g. what arms and legs are doing</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Carry out stretching and warm-up safely</p> <p>With guidance, set realistic targets of times to achieve over a short and longer distance</p>	<p>Sustain pace over longer distances</p> <p>Run for 2 minutes smoothly</p> <p>Warm up correctly in small groups with less support</p> <p>Explain what stamina and speed are</p> <p>Relay change overs with increasing success</p>	<p>Sustain pace over longer distance – 2 minutes or longer</p> <p>Relay change-overs</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength.</p>
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		<i>Jumping</i>	<p>Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1- 1 same foot, 1 to 1 landing on other foot)</p> <p>Jump over low barriers</p> <p>Challenge themselves to jump further/higher</p>	<p>Perform the 5 jumps with increasing control Showing increasing control at take-off and landing</p>	<p>Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1- 1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Explain what is successful or how to improve</p>	<p>Perform combinations of jumps with increasing control</p> <p>Begin to understand what makes a good jump and areas to improve on</p> <p>Introduce long jump, triple jump, vertical jump</p>	<p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>With guidance, set realistic targets when jumping for distance or height</p>	<p>Perform the long jump, triple jump, standing jump and vertical jump with increasing control</p> <p>Analyse own and others performance giving areas of strength and areas for improvements</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance for height</p>
		<i>Throwing</i>	<p>Apply restrictions e.g. throwing into a specific target</p> <p>Handle equipment safely</p> <p>Perform basic actions using equipment e.g. rolling, underarm</p>	<p>Perform a roll and underarm throw with increasing success</p> <p>Begin to throw overarm with increasing success</p>	<p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>	<p>Begin to throw using different styles</p> <p>Become more successful at aiming throws</p> <p>Try to describe what makes a successful throw</p>	<p>Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing e.g. what arms and legs are doing with guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others</p>	<p>Perform a javelin, shot and discus throw with increasing control</p> <p>Throw accurately with the over arm technique</p> <p>Describe what makes a good throw and how to improve</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to safely take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>

FMS	Knowledge		Describe the importance of exercise as keeping our bodies healthy.	Explain why exercise is important in keeping different parts of our body healthy.	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Explain why keeping fit is good for my health.	I can explain what effect exercise has on my body.	I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise.
			Take part in a variety of warm up activities and cool down activities.	Explain how we can warm up and cool down our bodies.	Use appropriate warm ups and cool downs in different activities	Explain the effect warm ups and cool downs have on the body. Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury	I can choose appropriate warm ups and cool downs to suit a specific activity.	I can plan appropriate warm ups and cool downs.
		Describe how our body feels before, during and after an activity.	Describe and compare how my body feels during different activities.	Understand the impact different activities have on heart rate.  Measure your pulse.  We stretch to reduce the risk of injury and so a joint can move through its full range of motion.	Use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs.	Identify and name some muscle groups used in gymnastic activities.	Explain how exercise can change our muscles.  Explain what muscles they are stretching and the benefits.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart in exercise.  Recognise the impact of exercise on the way their bodies function.
		Understand that we need to be safe in PE to prevent being hurt.	Follow simple instructions to keep safe in PE.	Suggest ways in which activities could present risks.	Explain how they can keep themselves safe in PE lessons.	Act responsibly to keep themselves safe in PE.	Explain the difference between high risk and low risk activities	Explain how rules in different sports are there to protect us.
	Skills	Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and coordination when running at different speeds.	Show balance, coordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running	Run at the appropriate speed over longer distances or for longer periods of time	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
		Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination
		Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.



		Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance Demonstrate balance when performing other fundamental skills.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
		Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds	Use counts to keep in time with a partner and group	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
		Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction	Change direction with a fluent action and can transition smoothly between varying speeds
		Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment	Can co-ordinate their bodies with increased consistency in a variety of activities	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
<b>Outdoor and Adventurous Activities</b>	<i>Knowledge</i>	Pupils begin to explore different ways of moving and travelling past and through obstacles.	Simple obstacles can be overcome by moving into spaces around, over, under or through them.	Obstacles can be overcome by moving into spaces around, over, under or through them.	Knows how to follow a route on a map in a familiar context within a time limit.	Knows how to follow a route on a map in a (more demanding) familiar context within a time limit.	Knows how to design a map for others to follow in a familiar context and the approximate amount of time that their own devised route will take.	Knows how to design a map for others to follow in a (more demanding) familiar context and the approximate amount of time that their own devised route will take.
	<i>Skills</i>	Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
		Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.		Understand the rules of the game and suggest	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and	

			ideas to solve simple tasks.					applying the best method to solve a problem.
		Make decisions about where to move in space.  Follow a path.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
		Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
<b>Swimming and Water Safety</b>	<b>Knowledge</b>	Swimming lessons are taught in UKS2 with the expectation that upon completion of lessons, children can:						
		Swim competently, confidently and proficiently over a distance of at least 25 metres.						
		Use a range of strokes (front crawl, breaststroke, butterfly stroke and backstroke) effectively with the correct technique.						
		Describe and evaluate the quality of swimming and recognise what needs improving.						
		Perform safe self -rescue.						
	Discuss as a group which skills might be used to self -rescue in different situations.							
	<b>Skills</b>	Beginners	Submerge and regain feet in the water	Breathe in sync with an isolated kicking action from poolside	Use arms and legs together to move effectively across a short distance in the water.	Glide on front and back over short distances.	Float on front and back for short periods of time.	Confidently roll from front to back and then regain a standing position.

	Developers	Confidently and consistently retrieve an object from the floor with the same breath.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Combine gliding and floating on front and back over an increased distance.	Float on front and back using different shapes with increased control.	Comfortably demonstrate sculling head first, feet first and treading water
	Intermediate	Confidently combine skills to retrieve an object from greater depth.	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.	Confidently demonstrate good technique in a wider range of strokes over increased distances.	Combine gliding and transitioning into an appropriate stroke with good control.	Confidently link a variety of floating actions together demonstrating good technique and control.	Select and apply the appropriate survival technique to the situation.
<i>Skills and knowledge</i>	Team -work	Team -work	Team -work	Team -work	Team -work	Team -work	Team -work
	Concentration	Concentration	Concentration	Concentration	Concentration	Concentration	Concentration
		Evaluation	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation
		Honesty	Honesty	Honesty	Honesty	Honesty	Honesty
		Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
		Co-operation	Co-operation	Co-operation	Co-operation	Co-operation	Co-operation
				Trust	Trust	Trust	Trust
				Responsibility	Responsibility	Responsibility	Responsibility
			Self and Peer-Evaluation	Self and Peer-Evaluation	Self and Peer-Evaluation	Self and Peer-Evaluation	

