



## Rattlesden C of E Primary Academy

Believe Embrace Shine Together I can do all things through Christ who strengthens me.' Philippians 4:13

### Physical Education Progression of skills

	EYFS	Year 1	Year 2
<b>Health and Fitness/ Social and emotional</b>	<ul style="list-style-type: none"><li>Describe how the body feels when still and when exercising</li><li><b>Take turns and share equipment and ideas with others.</b></li><li><b>Try again if they do not succeed.</b></li><li>Practice skills independently.</li><li><b>Be confident to try new challenges and begin to identify personal success.</b></li></ul>	<ul style="list-style-type: none"><li>Describe how the body feels before, during and after different types of exercise and activities.</li><li>Carry and place equipment safely.</li><li><b>Explain what they need to stay healthy.</b></li><li>Encourage others to keep trying</li><li><b>Talk to a partner about their ideas and take turns and listen to each other.</b></li><li>Work with a partner and small group to play games and solve challenges.</li><li><b>Show determination to continue working over longer periods of time and to finish tasks.</b></li><li>Explore skills independently before asking for help.</li><li>Be confident to share ideas and perform in front of others.</li></ul>	

## Gymnastic Movements

*developing balance, agility and co-ordination, and begin to apply these in a range of activities*

### Learn:

- create shapes showing a basic level of stillness using different body parts.
- **Begin to take weight on different body parts.**
- Show shapes and actions which stretch their bodies.
- Link simple actions together
- **Travel, jump and stretch in different ways.**

### Learn:

- **Perform balances making their body tense, stretched and curled.**
- Take body weight on hands for a short periods of time.
- **Remember, repeat and link simple actions together.**
- Demonstrate contrasting movements (small/ tall, narrow/wide) that challenge their flexibility.
- **Travel in different ways, changing speed and direction.**
- Perform a sequence.

### ○ Learn:

- **Perform balances on different body parts with some control and balance.**
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- Take body weight on different parts of the body parts, with and without apparatus.
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- show increased awareness of extension and flexibility in actions.
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- **Copy, remember, repeat and plan linking simple actions with some control and technique.**
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- **Travel in a variety of ways , including rolling.**
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- **Jump in a variety of ways and land with increasing control and balance.**
- Climb onto and jump off equipment safely.

## Basic movements and Team Games

*master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending*

### Learn:

- Run and stop with some control, showing awareness of others.
- Make simple decisions in response to a situation.
- explore skipping as a travelling action.
- Jump and hop with bent knees.
- Roll, kick and throw larger balls and throw larger balls and bean bags underarm into a space.
- Drop, stop and catch large balls with two hands and attempt to stop with feet.
- Move a ball with feet.
- Hit a ball with hands.
- Balance whilst stationary and on the move.
- Change direction at a slow pace.
- Participate in simple games and follow simple rules.

### Learn:

- Attempt to run at different speeds showing an awareness of technique.
- Begin to link running and jumping movements with some control.
- Jump, leap and hop and land safely, choosing which one allows them to jump the furthest and highest.
- throw and roll underarm towards a target.
- Throw overarm.
- Drop and catch a bean bag and medium sized ball after one bounce on the move.
- Move a ball using different parts of the foot, passing to another player.
- Strike a stationary ball with a racket.
- Show some control and balance when travelling at different speeds.
- Begin to show balance and control when changing direction, recognising space in relation to others.
- Use coordination with and without equipment.
- Begin to use simple tactics such as marking a player, defending a space or dodging to get past a defender with guidance.
- Begin to use space in a game.

### Learn:

- Show balance and coordination when running at different speeds, showing a basic technique.
- Begin to select the most suitable pace and speed for distance.
- Link running and jumping movements with some control and balance.
- Show hopping and jumping movements with some balance and control.
- Jump for distance from standing.
- Change technique to throw for accuracy at different heights and distances.
- Dribble a ball with some success, stopping when required.
- Throw and roll towards a target with some success.
- Catch an object thrown to them, with and without a bounce.
- Use kicking, dribbling, throwing and catching in a game.
- Pass the ball in different ways.
- Move to track a ball and attempt to stop it using feet.
- Kick a ball whilst moving.
- Strike a ball using a racket with increasing control, positing body.
- Demonstrate balance and coordination when changing direction.

		<ul style="list-style-type: none"> <li>● <b>Follow simple rules to play a game, including team games.</b></li> <li>● Engage in competitive activities and team games.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Perform actions with increased control when coordinating their body with and without equipment.</b></li> <li>● <b>Move to a space to help score a goal or limit others' scoring.</b></li> <li>● Begin to use the term attacking and defending and use one technique in a game.</li> <li>● <b>Use simple tactics such as marking a player, defending a space or dodging to get past a defender.</b></li> <li>● Understand the importance of rules in games</li> <li>● Compete against self and others.</li> </ul>
<p><b>Dance</b> <i>perform dances using simple movement patterns</i></p>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>● <b>Copy basic body actions and rhythms.</b></li> <li>● <b>Travel in different pathways using the space around them.</b></li> <li>● Choose and use travelling actions, shapes and balances.</li> <li>● Begin to use dynamics and expression with guidance.</li> <li>● Begin to count to music.</li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>● <b>Copy, remember and repeat actions.</b></li> <li>● Choose actions for an idea, putting them together to create a short dance phrase.</li> <li>● <b>Use changes of direction, speed and levels with guidance.</b></li> <li>● <b>Show some sense of dynamic and expressive qualities.</b></li> <li>● Begin to use counts.</li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>● <b>Copy, remember and repeat a series of actions.</b></li> <li>● Select from a wider range of actions in relation to a stimulus to create a short dance phrase.</li> <li>● <b>Use pathways, levels, shapes, directions, speeds and timings with guidance.</b></li> <li>● <b>Use mirroring and unison when completing actions with a partner.</b></li> <li>● <b>Show character through actions, dynamics and expression.</b></li> <li>● Use counts to stay in time with the music.</li> </ul>

<b>Evaluate</b>	<ul style="list-style-type: none"> <li>● <b>Begin to provide simple feedback saying what they liked about their own and someone else's performance.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide feedback beginning to use key vocabulary from the lesson.</b></li> <li>● watch and describe performances.</li> <li>● <b>Begin to say how they could improve.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide feedback beginning to use key vocabulary from the lesson.</b></li> <li>● <b>Use what they see to improve their own performances.</b></li> <li>● Talk about the differences between their own and other's work.</li> </ul>
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	Year 3	Year 4	Year 5	Year 6
<b>Health and Fitness</b>	<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> </ul>		<ul style="list-style-type: none"> <li>● <b>Know and understand the reasons for warming up and cooling down and carry out warm up and cool down activities safely and effectively.</b></li> </ul>	
<b>Social /Emotional</b>	<ul style="list-style-type: none"> <li>● <b>Explain why it is important to warm up and cool down.</b></li> <li>● <b>Explain why exercise is good for your health.</b></li> <li>● <b>Encourage and motivate others to work to their personal best.</b></li> <li>● <b>Work with others to achieve a shared goal and to self manage games.</b></li> <li>● <b>Persevere when finding a challenge difficult.</b></li> <li>● <b>Understand what their best looks like and work hard to achieve it.</b></li> <li>● <b>Begin to use rules, showing an awareness of fairness and honesty.</b></li> <li>● Show an awareness of how others feel.</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Understand why exercise is good for your health, fitness and well-being.</b></li> <li>● <b>Know ways they can become healthier.</b></li> <li>● Explain some safety principles when preparing for and during exercise.</li> <li>● <b>Share ideas with others and work together to decide on the best approach to a task.</b></li> <li>● Lead others and show consideration of all within a group.</li> <li>● <b>Communicate with others effectively.</b></li> <li>● <b>Understand what maximum effort looks and feels like and show determination to achieve it.</b></li> <li>● <b>Use different strategies to persevere to achieve personal best.</b></li> <li>● <b>Compete with rules showing fair play and honesty.</b></li> <li>● <b>Be confident to attempt tasks and challenges outside their comfort zone.</b></li> </ul>	

## Athletics

*use running, jumping, throwing and catching in isolation and in combination*

### Learn:

- **Show balance and coordination and technique when running at different speeds, stopping with control and identify how these affect performance.**
- Improve sprinting technique by focusing on arm and leg action.
- **Understand the importance of adjusting running pace to suit distance being run.**
- **Link running, hopping and jumping actions using different take offs and landing, including jumping over hurdles.**
- **jump for distance and height with an awareness of technique of take-off, flight and landing.**
- **Throw a variety of objects with greater accuracy and distance, including overarm.**
- Perform a push throw.
- **Compete against self and others.**

### Learn:

- **Demonstrate how and when to speed up and slow down smoothly when running.**
  - Demonstrate an improved technique for sprinting.
  - Perform a relay, focusing on baton change over.
- **Jump for distance (begin to measure) and height showing balance and control, including when landing.**
  - Learn how to combine hop, skip and jump to perform a standing triple jump.
- **Throw with some accuracy and power towards a target area, measuring distance.**
  - Perform a pull throw.
- **Demonstrate good balance when changing direction at speed in combination with other skills.**

### Learn:

- **Run at the appropriate speed over longer distances and for longer periods of time, identifying and demonstrating stamina.**
  - Accelerate from a variety of starting positions and select their preferred position, developing an effective sprint start.
  - Refine and practise their techniques for sprinting.
- **Improve technique for jumping, showing control at take-off and landing in more complex jumps.**
  - perform an effective standing long jump, increase confidence at performing a standing triple jump and develop an effective technique for a standing vertical jump
  - Measure distance and height jumped.
- **Show accuracy and power when throwing for distance, measuring distance.**
  - Perform a fling throw.
- **Demonstrate improved body posture and speed when changing direction.**
- **Take part in a range of competitive activities.**

### Learn:

- **Demonstrate controlled running technique using the appropriate speed over and showing stamina and endurance over longer distances or for longer periods of time and refining sprinting technique.**
- **Link running, jumping and hopping actions with greater control and coordination.**
  - Run over hurdles with fluency, focusing on the lead leg technique and stride pattern.
  - Work as a team to competitively perform a relay.
- **Perform jumps for height and distance with good technique.**
  - maintain control and each of the stages of a triple jump, develop technique for a standing vertical jump.
- **Develop and refine techniques when throwing for accuracy and distance.**
  - Support others to improve.
  - Perform a heave throw, measuring the distance.

		<ul style="list-style-type: none"><li>• <b>Take part in a range of competitive activities.</b></li></ul>		<ul style="list-style-type: none"><li>• <b>Show fluency and control when travelling, landing, stopping and changing direction.</b></li><li>• <b>Change direction with a fluent action and can transition smoothly between varying speeds.</b></li><li>• <b>Take part in a range of competitive activities.</b></li></ul>
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## Competitive Games

*play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending*

### Learn:

- Dribble the ball with some control in games.
- Use a variety of throwing techniques in game situations in different ways (fast, slow, high, low)
- Develop an overarm bowl.
- Receive a ball sent to them with different parts of the foot and kick towards a partner in a game.
- Catch a ball passed to them with one or two hands, using the correct technique with some success.
- Strike a ball for distance with varying techniques, practising the correct batting technique.
- use fielding skills to stop a ball travelling past them.
- Pass a ball in a game.
- Move with a ball with some control.
- Change direction in games.
- Find useful space and get into it to help teammates.

### Learn:

- Link dribbling the ball with other actions with increasing control.
- Change direction when dribbling with feet with some control in games.
- use a variety of throwing techniques with increasing success in games.
- kick with increasing success in games.
- catch a ball passed to them using one or two hands with increasing success.
- Pass the ball with increasing speed, accuracy and success in a game
- Receive a ball using different parts of the foot.
- strike a stationary and moving ball using varying techniques with increasing accuracy (bat, racket, stick)
- Use fielding skills to prevent a player from scoring.
- Accurately serve underarm.

### Learn:

- Use dribbling to change the direction of play with some control under pressure.
- Dribble with feet with some control under pressure.
- Use a variety of kicking and throwing techniques with some control under increasing pressure.
- shoot in a game.
- Catch and intercept a ball using one and two hands with some success in games.
- Use fielding skills as a team to prevent the opposition from scoring.
- Know when to pass and when to dribble.
- Pass the ball with speed and accuracy, appropriate in a game situation.
- Receive a ball using different parts of the foot under pressure with increasing control.
- Strike a ball using a wider range of skills and techniques, applying these successfully when under pressure.

### Learn:

- Use dribbling to change the direction of play with control under pressure.
- Use a variety of dribbling techniques to maintain possession under pressure.
- Use a variety of throwing techniques including fake passes to outwit an opponent.
- Select and apply the appropriate kicking technique with control.
- Catch and intercept a ball using one or two hands with increasing success in game situations.
- Receive a ball with consideration to the next move.
- Strike a ball using a wider range of skills to outwit an opponent and apply these with increasing control under pressure.
- Work as a team to develop fielding strategies to prevent the opposition from scoring.
- Understand how to serve in order to start a game.



	<ul style="list-style-type: none"> <li>• Use simple attacking and defending tactics individually and in a team.</li> <li>• Know how to keep and win back possession of a ball.</li> <li>• Apply and follow rules fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a rally with a partner, using two different shots in a game.</li> <li>• Change direction with increasing speed in games.</li> <li>• Make the best use of space to pass and receive the ball.</li> <li>• use a range of attacking and defending tactics to help their team score or gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>• In tennis, practice technique for all strikes, develop back hand technique and use it in a game and use an overhead serve.</li> <li>• Use a variety of techniques to change direction to lose an opponent.</li> <li>• Create a use space for self and others with some success.</li> <li>• Understand the need for tactics and can identify when to use them in different situations.</li> <li>• Keep and win back possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently change direction to successfully outwit an opponent.</li> <li>• Choose and make the best pass in a game and link a range of skills with fluency (e.g. passing and receiving a ball on the move)</li> <li>• Effectively create and use space for self and others to outwit an opponent.</li> <li>• Work collaboratively to create and apply tactics within their team, thinking ahead to plan attack and defence and evaluate the effectiveness of these.</li> <li>• Follow and create more complicated rules to play a game successfully.</li> <li>• Communicate and lead others when necessary during a game.</li> </ul>
<p><b>Gymnastics</b> <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></p>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>• Complete interesting balances with increasing stability, control and technique.</li> <li>• Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>• Use body tension to perform balances both individually and with a partner, showing improvement with the alignment and placement of body parts.</li> <li>• Demonstrate increasing strength, control and</li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>• Show increasing control and balance when moving from one balance to another, confidently developing the placement of their body parts in relation to the centre of gravity.</li> <li>• Use strength to improve the quality of an action and the range of actions available.</li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>• Combine and perform more complex balances with control, technique and fluency, demonstrating precise placement of body.</li> <li>• Consistently demonstrate more complex actions with a good level of</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Demonstrate increased flexibility and extension in their actions.</b></li> <li>● Choose actions that flow well into one another both on and off apparatus.</li> <li>● <b>Link actions, including turns, with increasing confidence, changing speed, direction and level.</b></li> </ul>	<p><b>technique when taking own and other's weight.</b></p> <ul style="list-style-type: none"> <li>● Demonstrate increased flexibility and extension in more challenging and increased range of actions, including changing levels, speed and directions.</li> <li>● Travel in different ways including flight.</li> <li>● Use equipment to vault in a variety of ways.</li> <li>● <b>Plan, perform sequences showing fluency, control, technique and expression with and without a partner.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Use flexibility to improve their quality of the actions they perform as well as the actions they choose to link them.</b></li> <li>● <b>Create, adapt and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</b></li> <li>● Confidently use equipment to vault in a variety of ways.</li> </ul>	<p><b>strength and technique.</b></p> <ul style="list-style-type: none"> <li>● Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</li> <li>● <b>Plan, adapt and perform complex sequences, showing a wide range of skills with precision, control and fluency.</b></li> <li>○</li> <li>● Confidently use equipment to vault in a variety of ways.</li> </ul>
<p><b>Dance</b> <i>perform dances using a range of movement patterns</i></p>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>● <b>Copy, remember and perform a dance phrase.</b></li> <li>● <b>Create short dance phrases that communicate an idea.</b></li> <li>● <b>Use canon, unison and formation to represent an idea.</b></li> <li>● Match dynamic and expressive qualities to a range of ideas.</li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>● <b>Copy, remember and adapt set choreography.</b></li> <li>● Choreograph considering structure individually, with a partner and in a group.</li> <li>● Use action and reaction to represent an idea.</li> <li>● <b>Change dynamics to express changes in character or narrative.</b></li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>● <b>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</b></li> <li>● <b>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</b></li> </ul>	<p><u>Learn:</u></p> <ul style="list-style-type: none"> <li>● <b>Perform dances confidently and fluently with accuracy and good timing.</b></li> <li>● <b>Work creatively and imaginatively, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and</b></li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Use counts to keep in time with a partner and group.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>uUse counts when choreographing short phrases.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Confidently perform choosing appropriate dynamics to represent an idea.</b></li> <li>● <b>Use counts accurately when choreographing to perform in time with others and to the music.</b></li> </ul>	<p><b>dynamics in relation to a theme.</b></p> <ul style="list-style-type: none"> <li>● <b>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</b></li> <li>● <b>Use counts when choreographing and performing to improve the quality of work.</b></li> </ul>
<p><b>Outdoor and Adventurous Activity</b>  <i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p>	<p style="text-align: center;"><u><b>Learn:</b></u></p> <ul style="list-style-type: none"> <li>● <b>follow instructions from a peer and give simple instructions.</b></li> <li>● <b>work collaboratively with a partner/small group, communicating with others.</b></li> <li>● <b>Orientate themselves with increasing confidence and accuracy around a short trail.</b></li> <li>● <b>Identify symbols used on a key.</b></li> <li>● <b>plan and attempt to apply different strategies to solve problems.</b></li> <li>● <b>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</b></li> </ul>	<p style="text-align: center;"><u><b>Learn:</b></u></p> <ul style="list-style-type: none"> <li>● <b>Accurately follow instructions given by a peer and give clear, usable instructions to a peer.</b></li> <li>● <b>Clearly communicate ideas and listen to others before deciding on the best approach.</b></li> <li>● <b>Experience a range of roles within a group.</b></li> <li>● <b>Plan and apply strategies to solve problems.</b></li> <li>● <b>Orientate themselves with accuracy around a short trail.</b></li> <li>● <b>Create a short trail, improving them and increasing the challenge.</b></li> <li>● <b>understand keys on maps.</b></li> </ul>	<p style="text-align: center;"><u><b>Learn:</b></u></p> <ul style="list-style-type: none"> <li>● <b>Use clear communication when working in a group and taking on different roles.</b></li> <li>● <b>Begin to lead others, providing clear instructions.</b></li> <li>● <b>Plan and apply strategies with others to more complex challenges.</b></li> <li>● <b>Start to orientate themselves around an orienteering course with increasing confidence and accuracy.</b></li> <li>● <b>Complete orienteering courses in quicker times</b></li> </ul>	<p style="text-align: center;"><u><b>Learn:</b></u></p> <ul style="list-style-type: none"> <li>● <b>Communicate with others clearly and effectively to complete a particular role within team when under pressure.</b></li> <li>● <b>Work effectively as a part of a team, demonstrating leadership skills when necessary.</b></li> <li>● <b>Confidently and efficiently orientate themselves when under pressure, using a range of map styles.</b></li> <li>● <b>Use a compass for navigation.</b></li> </ul>

		<ul style="list-style-type: none"> <li>watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</li> </ul>	<p>due to improved techniques.</p> <ul style="list-style-type: none"> <li>Design an orienteering course that can be followed by others and offer challenges for some.</li> <li>Explain why a particular strategy worked and alter methods to improve.</li> </ul>	<ul style="list-style-type: none"> <li>design an orienteering course that is clear to follow and challenging for some.</li> <li>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</li> </ul>
<p><b>Evaluate</b> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><b><u>Learn:</u></b></p> <ul style="list-style-type: none"> <li>Provide feedback using key terminology.</li> <li>Watch, describe and evaluate the effectiveness of a performance.</li> <li>Describe how their performance has improved over time.</li> </ul>	<p><b><u>Learn:</u></b></p> <ul style="list-style-type: none"> <li>Provide feedback using key terminology.</li> <li>Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements.</li> <li>Modify their performances to achieve a better result.</li> </ul>	<p><b><u>Learn:</u></b></p> <ul style="list-style-type: none"> <li><b>Reflect and evaluate their performances both as a group and individual and suggest areas for improvement.</b></li> <li><b>Identify their own and other's strengths and areas for development providing sensitive feedback suggest ways to improve.</b></li> <li>Choose and use criteria to evaluate own and other's performances.</li> <li><b>Explain why they have used particular skills or techniques and the effect they had on their performance.</b></li> </ul>	<p><b><u>Learn:</u></b></p> <ul style="list-style-type: none"> <li><b>Reflect and evaluate their performances both as a group and individual and suggest areas for improvement.</b></li> <li><b>Identify their own and other's strengths and areas for development providing sensitive feedback suggest ways to improve.</b></li> <li><b>Thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.</b></li> </ul>
<b>Swimming</b>	<b><u>Beginner</u></b>	<b><u>Developer</u></b>	<b><u>Intermediate</u></b>	

	<ul style="list-style-type: none"> <li>● <b>submerge and regain feet in the water.</b></li> <li>● breath in sync with an isolated kicking action from poolside.</li> <li>● <b>use arms and legs together to move effectively across a short distance in the water.</b></li> <li>● <b>glide on front and back over short distances.</b></li> <li>● <b>Float on front and back over short periods of time.</b></li> <li>● confidently roll from front to back and then regain a standing position.</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently and confidently retrieve an object from the floor with the same breath.</li> <li>● Begin to coordinate breath in time with basic strokes showing some consistency.</li> <li>● <b>demonstrate a fair level of technique, consistently coordinating the correct body parts in a range of strokes.</b></li> <li>● combine gliding and floating on front and back over an increased distance.</li> <li>● Float on front and back using different shapes with increased control.</li> <li>● Comfortably demonstrate sculling head first, feet first and trading water.</li> </ul>	<ul style="list-style-type: none"> <li>● Confidently combine skills to retrieve an object from a greater depth.</li> <li>● confidently coordinate a smooth and consistent breathing technique with a range of strokes.</li> <li>● <b>confidently demonstrate good technique in a wider range of strokes over increased distances (25m)</b></li> <li>● combine gliding and transitioning into appropriate stroke with good control.</li> <li>● confidently link a variety of floating actions together demonstrating good technique and control.</li> <li>● <b>select and apply the appropriate survival technique to the situation.</b></li> </ul>
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