

# Skills progression: Physical Education

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p><b><u>Body management</u></b></p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can follow simple instructions, copy a variety of defined shapes and actions.</p> <p>I can jump off an object and land safely and appropriately.</p> <p>I can negotiate space and obstacles safely with consideration for myself and others.</p> <p>Be confident to try new activities and show independence, resilience and perseverance.</p>	<p><b><u>Run, jump, throw</u></b></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can recognise and implement concepts like waiting my turn.</p> <p><u>Unit 2</u></p> <p>I can select the correct skill for the situation.</p>	<p><b><u>Run, jump, throw</u></b></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can make choices about throws for different activities.</p> <p><u>Unit 2</u></p> <p>I can begin to make links between components of fitness e.g strength and outcome i.e length of throw.</p>	<p><u>Head</u></p> <p>I can take part in basic scoring of different events.</p>	<p><u>Head</u></p> <p>I can compare different throws when using various equipment.</p>	<p><u>Head</u></p> <p>Identify how to change an activity using the STEP principle.</p>	<p><u>Head</u></p> <p>I can accurately and confidently record scores.</p>
		<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can start and stop at speed and run in straight lines at speed.</p> <p>I can handle and throw a variety of objects and attempt to throw for distance.</p> <p><u>Unit 2</u></p> <p>I can copy and repeat basic movements for extended periods developing stamina.</p> <p>I can demonstrate some core strength to hold a variety of shapes and positions.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can develop strength, agility, coordination and balance over a variety of activities.</p> <p>I can demonstrate different types of throws.</p> <p><u>Unit 2</u></p> <p>I can run for a sustained period.</p> <p>I can throw for power.</p>	<p><u>Hand</u></p> <p>I can control movements and body actions in response to specific instructions.</p> <p>I can jump for height and distance with control and balance.</p> <p>I can run at different speeds according to event or instruction.</p> <p>I can throw a variety of objects using recognised throws.</p>	<p><u>Hand</u></p> <p>I can perform a range of jumps with consistency.</p> <p>I can show differences between sprinting and running speeds over a variety of distances.</p> <p>I can throw a variety of objects, demonstrating accuracy.</p>	<p><u>Hand</u></p> <p>I can perform a range of jumps in different activities.</p> <p>I can sustain pace over shorter and longer distances.</p> <p>I can demonstrate a range of throwing activities consistently using control.</p>	<p><u>Hand</u></p> <p>I can show a variety of jumping techniques with control.</p> <p>I can run consistently in a variety of running races.</p> <p>I can demonstrate power and good technique when throwing for distance.</p>

Dance		<u>Heart</u>  <u>Unit 1</u>  I can put in the effort and stay motivated when challenged.   <u>Unit 2</u>  I can apply knowledge of boundaries such as lanes and avoid impeding others.	<u>Heart</u> <u>Unit 1</u> I can work cooperatively in running, throwing and jumping games.  <u>Unit 2</u> I can consider others when playing games to respect their space and boundaries.	<u>Heart</u>  I can run as part of a relay team.	<u>Heart</u>  I can develop control in baton exchange.	<u>Heart</u>  I can run as part of a team in relay style events.	<u>Heart</u>  I can collaborate with others to run a race in the fastest possible time.
	I can follow simple instructions, copy a variety of defined shapes and actions.  I can negotiate space and obstacles safely with consideration for myself and others.  I can move energetically in movements such as running, jumping, dancing and climbing.	<u>Head</u>  I can show confidence to explore space within dance and movements.	<u>Head</u>  I can show confidence to perform in front of others.	<u>Head</u>  I can discuss my own and others work with some awareness of choreography.	<u>Head</u>  I can demonstrate and discuss performance skills.	<u>Head</u>  I can confidently participate in dances from different parts of the world.	<u>Head</u>  I can interpret different stimuli with imagination and flair.

		<u>Hand</u>  I can remember and repeat simple movement patterns.  I can move with control and show spatial awareness.	<u>Hand</u>  I can apply facial expressions and respond to music to bring emotion to dance.  I can apply spatial dynamics such as canon and unison.	<u>Hand</u>  I can express moods and feelings of character through the dance piece.  I can use different levels and directions.	<u>Hand</u>  I can perform with increasing musicality with control and confidence.  I can dance using a variety of formations.	<u>Hand</u>  I can perform different styles of dance fluently.  I can create a use a variety of pathways, step patterns and formations.	<u>Hand</u>  I can show appropriate facial expressions and gestures.  I can use recognised dance actions and adapt to develop motifs and movement patterns.
		<u>Heart</u>  I can create and perform actions that convey a meaning e.g friendship.	<u>Heart</u>  I can perform as a whole class showing awareness of others.	<u>Heart</u>  I can create and share short dance phrases with a partner to a small group.	<u>Heart</u>  I can work as part of a group to listen and give ideas.	<u>Heart</u>  I can adapt a pair dance into a small group dance.	<u>Heart</u>  I can take the lead, suggesting ideas and refining actions of others.
Gymnastics	I can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling.  I can follow simple instructions, copy a variety of defined shapes and actions.  I can negotiate space and obstacles safely with consideration for myself and others.	<u>Head</u>  <u>Unit 1</u>  I can use words such as rolling, travelling, shape, jump and take-off.  <u>Unit 2</u>  I can decide which supporting concepts and actions to add to our sequence.	<u>Head</u>  <u>Unit 1</u>  I can explain the difference between types of balances such as point and patch.  <u>Unit 2</u>  I can work safely on my own and with others in body movement sequences.	<u>Head</u>  I can modify actions independently using different pathways, directions and shapes.	<u>Head</u>  I can decide on ways to improve a piece of work using compositional elements and implement changes.	<u>Head</u>  I can select a component for improvement and use guidance from others.	<u>Head</u>  I can identify strengths and weaknesses of a performance.

	<p>I can jump off an object and land safely and appropriately.</p> <p>I can travel with confidence around, under, over and through equipment and apparatus.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can perform simple gymnastic actions and shapes.</p> <p>I can recognise 'like' actions and link them together.</p> <p><u>Unit 2</u></p> <p>I can remember and perform a simple sequence using rolling, travelling, balancing and jumping.</p> <p>I can attempt to perform in unison and canon.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can create and perform a simple sequence.</p> <p><u>Unit 2</u></p> <p>I can remember and repeat sequences.</p> <p>I can show increasing control over apparatus during sequences.</p>	<p><u>Hand</u></p> <p>I can remember and repeat sequences.</p> <p>I can perform sequences with contrasting actions.</p> <p>I can show body control in movement and sequences.</p>	<p><u>Hand</u></p> <p>I can create a unison sequence.</p> <p>I can perform actions such as balance, body shapes and flight with control.</p> <p>I can demonstrate some control when taking weight on hands.</p>	<p><u>Hand</u></p> <p>I can create longer sequences with more complicated movements like a cartwheel.</p> <p>I can create a sequence with contrasting shapes, actions and balances.</p> <p>I can attempt to perform more complete skills in isolation such as round off.</p>	<p><u>Hand</u></p> <p>I can include a piece of equipment in a sequence.</p> <p>I can show awareness of how a sequence may need to be adapted to music.</p> <p>I can experience flight on and off apparatus.</p>
		<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can value other's efforts when they perform, watch and listen.</p> <p><u>Unit 2</u></p> <p>I can communicate with a partner to create a short sequence.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can reflect on my own performances and identify their strongest skill/ action.</p> <p><u>Unit 2</u></p> <p>I can work with a partner to copy, create and join sequences.</p>	<p><u>Heart</u></p> <p>I can work with a group to create basic sequences.</p>	<p><u>Heart</u></p> <p>I can work as a group to combine sequences.</p>	<p><u>Heart</u></p> <p>I can work responsibly in trust exercises and when counterbalancing.</p>	<p><u>Heart</u></p> <p>I can show good character when being led by a peer.</p>

Invasion Games	<p><b><u>Speed, Agility, Travel</u></b></p> <p>I can adjust change speed and avoid obstacles in playing space.</p> <p>I can jump off an object and land safely and appropriately.</p> <p>I can negotiate space and obstacles safely with consideration for myself and others.</p> <p>I can travel with confidence around, under, over and through equipment and apparatus.</p>	<p><b><u>Attack, Defend, Shoot</u></b></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can make decisions about how to defend a target.</p> <p><u>Unit 2</u></p> <p>I can discuss changes in the body brought on by exercise.</p>	<p><b><u>Attack, Defend, Shoot</u></b></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can recognise sometimes you need to stay in a defined area.</p> <p><u>Unit 2</u></p> <p>I can make decisions to send a ball to a player in space.</p> <p>.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can sometimes make good choices about when to pass and dribble.</p> <p><u>Netball</u></p> <p>I can play using basic rules.</p> <p><u>Hockey</u></p> <p>I can play using basic rules.</p> <p><u>Rugby</u></p> <p>I can explore a range of techniques to avoid being tagged.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can sometimes make decisions on the best time to tackle.</p> <p><u>Netball</u></p> <p>I can show some awareness of high-five positions.</p> <p><u>Hockey</u></p> <p>I can implement some tactics in a game.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can select an appropriate conclusion to a run with the ball. E.g shoot, pass, dribble.</p> <p><u>Netball</u></p> <p>I can apply game rules consistently.</p> <p><u>Hockey</u></p> <p>I can apply game rules consistently.</p> <p><u>Rugby</u></p> <p>I can recognise when to run and when to pass.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can devise a drill that practices a specific skill.</p> <p><u>Netball</u></p> <p>I can umpire a game, explain decisions where necessary.</p> <p><u>Hockey</u></p> <p>I can choose and implement a range of strategies to attack and defend.</p> <p><u>Rugby</u></p> <p>I can recognise principles of defence.</p>
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	<p>I can demonstrate a range of control over an object such as a ball e.g rolling, catching, patting and pushing.</p> <p>I can move energetically in movements such as running, jumping, dancing and climbing.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can change of direction and speed in open play.</p> <p>I can roll, slide and throw a beanbag with accuracy.</p> <p>I can attempt to intercept and catch a thrown ball.</p> <p><u>Unit 2</u></p> <p>I can begin to engage in competitive activities.</p> <p>I can bounce a medium sized ball to myself and attempt to bounce at others.</p> <p>.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can send a ball using feet and hands.</p> <p>I can receive a ball with feet and hands.</p> <p><u>Unit 2</u></p> <p>I can send a variety of different shaped balls.</p> <p>I can explore the concept of intercepting.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can send a ball with the inside of my foot</p> <p>I can use the outside of my foot to control and dribble</p> <p>Control the ball and pass unchallenged.</p> <p><u>Netball</u></p> <p>I can pass the ball in a variety of ways.</p> <p>I can demonstrate dodging technique to get free from a defender.</p> <p>I can receive the ball without travelling.</p> <p><u>Hockey</u></p> <p>I can send a ball in isolation and in a game.</p> <p>I can receive a ball with some consistency.</p> <p>I can work the feet around the ball to avoid kicking it.</p> <p><u>Rugby</u></p> <p>I can perform a range of ball handling skills.</p> <p>I can show ways to avoid getting tagged in a game.</p> <p>I can use recognised passes in isolation.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can send the ball over longer distances.</p> <p>I can use dribbling to progress forward.</p> <p>I can begin to tackle.</p> <p><u>Netball</u></p> <p>I can protect the ball after catching.</p> <p>I can use the pivot action after the ball is caught.</p> <p>Use basic shooting techniques in isolation and in a game.</p> <p><u>Hockey</u></p> <p>I can use a push pass with some accuracy.</p> <p>I can move into space to receive a ball.</p> <p>I can turn with the ball with some accuracy.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can work with a partner to pass and move.</p> <p>I can run with the ball with control.</p> <p>I can receive the ball and turn.</p> <p><u>Netball</u></p> <p>I can use a variety of passes at appropriate times.</p> <p>I can try different dodging techniques.</p> <p>I can attempt to get into better shooting positions.</p> <p><u>Hockey</u></p> <p>I can combine basic skills like dribbling and passing. I can use a block tackle.</p> <p>I can drag the ball left and right with some consistency.</p> <p><u>Rugby</u></p> <p>I can send and receive the ball with accuracy to score tries.</p> <p>I can run with the ball using the correct technique.</p> <p>I can collect loose balls from the ground using the correct technique.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can attempt proper foot placement to pass and receive the ball.</p> <p>Pass the ball to set up others to shoot.</p> <p>I can apply speed and accuracy to a shot.</p> <p><u>Netball</u></p> <p>I can mark the ball for a pass or a shot.</p> <p>I can make quicker decisions in a game.</p> <p>I can anticipate, track and control a rebounding ball from a shot.</p> <p><u>Hockey</u></p> <p>I can use a variety of techniques for passing, shooting, controlling and dribbling the ball in games. I can consistently stop and control a ball.</p> <p><u>Rugby</u></p> <p>I can send and receive a pop pass.</p> <p>I can combine skills such as running and passing.</p> <p>I can use learnt skills to play in different positions.</p>
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Net / wall games		<u>Heart</u>  <u>Unit 1</u>  I can show motivation to improve.  <u>Unit 2</u>  I can identify things that I like about exercise in and outside of school.	<u>Heart</u>  <u>Unit 1</u>  I can show awareness of teammates and opponents in games.  <u>Unit 2</u>  I can work with a partner and in small groups to develop specific skills.	<u>Heart</u>  I can show support, encouragement and good sportsmanship.  .	<u>Heart</u>  <u>Football</u>  I can work hard in a game and recognise the effects on myself and my teammates.  <u>Netball</u>  I can work as part of a team to ensure all players are marked.  <u>Hockey</u>  I can suggest ways to improve mine and my team's performance.	<u>Heart</u>  <u>Football</u>  I can use individual skills to keep possession and explain how it helps the team.  <u>Netball</u>  I can use verbal and non-verbal communication to show teammates where you want the ball.  <u>Hockey</u>  I can work as a team to attack and defend.  <u>Rugby</u>  I can work as a team to attack in a defined area.	<u>Heart</u>  <u>Football</u>  I can work as a team to attack and defend using a variety of skills.  <u>Netball</u>  I can play in a competition. <u>Hockey</u>  I can work a team to identify and communicate players that need to be marked.  <u>Rugby</u>  I can maintain possession as a team.
	<u>Manipulation and co-ordination</u>  I can demonstrate a range of control over an object such as a ball e.g rolling, catching, patting and pushing.  I can show a preference for a dominant hand when manipulating objects.	<u>Send and Return</u>  <u>Head</u>  <u>Unit 1</u>  I can show confidence to explore different actions such as hitting other types of targets.  <u>Unit 2</u>  I can identify space to send a ball into.	<u>Send and Return</u>  <u>Head</u>  <u>Unit 1</u>  I can decide on and play with my dominant hand.  <u>Unit 2</u>  I can describe an attacking shot.	<u>Head</u>  <u>Tennis</u>	<u>Head</u>	<u>Head</u>	<u>Head</u>

	<p>I can organise and match various items, images, colours and symbols.</p> <p>I can demonstrate strength, balance and coordination when playing.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can chase, stop and control balls and other objects.</p> <p>I can track balls and other equipment sent to me, moving in line with the ball to collect or return.</p> <p><u>Unit 2</u></p> <p>I can send an object with increased confidence using hand or racquet.</p> <p>I can play with a variety of equipment to send such as a tennis ball or a balloon.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can consistently hit a ball with my hand.</p> <p>I can demonstrate basic sending skills in isolation or in a game.</p> <p><u>Unit 2</u></p> <p>I can use an attacking shot.</p> <p>I can send a ball to different areas of the court.</p>	<u>Hand</u>	<u>Hand</u>	<u>Hand</u>	<u>Hand</u>
		<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can work with a partner to send and receive.</p> <p><u>Unit 2</u></p> <p>I can play cooperatively in a game situation.</p> <p>I can keep active in a lesson even when tired or out of breath.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can work with a partner cooperatively to sending and receiving skills.</p> <p><u>Unit 2</u></p> <p>I can work as a team to get the ball over the line or net.</p>	<u>Heart</u>	<u>Heart</u>	<u>Heart</u>	<u>Heart</u>
<b>Striking and</b>	<p><b><u>Manipulation and co-ordination</u></b></p> <p>I can demonstrate a range of control over an object such as a ball e.g rolling, catching, patting and pushing.</p> <p>I can show a preference for a</p>	<p><b><u>Hit, catch run</u></b></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can identify when a point has been scored and keep count of the score.</p> <p><u>Unit 2</u></p> <p>I can choose where to send the ball to maximise the chance to score.</p>	<p><b><u>Hit, catch run</u></b></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can make choices about where to hit the ball.</p> <p><u>Unit 2</u></p> <p>I can judge and change pace in a variety of running activities.</p>	<u>Head</u>	<u>Head</u>	<p><u>Head</u></p> <p><u>Cricket</u></p> <p>I can field with some awareness of batter strength.</p> <p><u>Rounders</u></p> <p>I can apply the backward hitting rules.</p>	<p><u>Head</u></p> <p><u>Cricket</u></p> <p>I can apply with consistency standard rules of modified games.</p> <p><u>Rounders</u></p> <p>I can apply a range of rules in a full rounders game.</p>



	<p>dominant hand when manipulating objects.</p> <p>I can organise and match various items, images, colours and symbols.</p> <p>I can demonstrate strength, balance and coordination when playing.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can run between bases to score points.</p> <p>I can catch a medium sized ball thrown over a short distance.</p> <p><u>Unit 2</u></p> <p>I can intercept, retrieve and stop a beanbag and medium sized ball with some consistency.</p> <p>I can retrieve and return a ball to base.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can develop hitting skills with a variety of bats.</p> <p>I can practice bowling/ feeding a ball to other players.</p> <p>I can make attempts to catch balls coming towards the player in games.</p> <p><u>Unit 2</u></p> <p>I can run in games to score points.</p> <p>I can position myself to stop balls. I can use different skills to send a ball into different areas e.g hit/ kick.</p>	<p><u>Hand</u></p> <p>I can stop moving balls.</p> <p>I can bowl a ball accurately underarm.</p> <p>I can strike a bowled ball.</p> <p>I can develop throwing skills to throw over a longer distance.</p>	<p><u>Hand</u></p> <p><u>Cricket</u></p> <p>I can track and intercept the ball along the ground and sometimes collect with one hand.</p> <p>I can attempt an overarm bowl.</p> <p>I can strike a ball with a pull shot.</p> <p>I can show more consistency in catching and throwing in a variety of distances.</p> <p><u>Rounders</u></p> <p>I can use an underarm throw with some consistency.</p> <p>I can track and intercept the ball along the ground and sometimes collect with one hand.</p> <p>I can run between posts and make appropriate decisions.</p>	<p><u>Hand</u></p> <p><u>Cricket</u></p> <p>I can begin to employ specific bowling techniques e.g overarm more accurately.</p> <p>I can attempt a range of shots in a game.</p> <p>I can throw with accuracy and consistency over short distances.</p> <p><u>Rounders</u></p> <p>I can track the flight of the ball to improve catching success.</p> <p>I can throw with accuracy and consistency over short distances.</p> <p>I can make choices on how many bases to run depending on distance and position</p>	<p><u>Hand</u></p> <p><u>Cricket</u></p> <p>I can show a range of fielding techniques e.g throwing, catching, tracking in games play.</p> <p>I can strike bowled balls in games and attempt a range of shots.</p> <p>I can attempt to track and catch high balls in isolation and gameplay.</p> <p><u>Rounders</u></p> <p>I can attempt to track and catch high balls in isolation and gameplay.</p> <p>I can increase speed when bowling.</p> <p>I can recognise when to run and when to stay at base.</p>
		<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can work collaboratively to score runs showing encouragement and support</p> <p><u>Unit 2</u></p> <p>I can decide as a team the best positioning to intercept the ball.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can display sportsmanship when competing against others.</p> <p><u>Unit 2</u></p> <p>I can work in small groups to field and bat.</p>	<p><u>Heart</u></p> <p>Field as a team to return the ball to the bowler/ base.</p>	<p><u>Heart</u></p> <p><u>Cricket</u></p> <p>I can show fair play e.g accepting when run or bowled out.</p> <p><u>Rounders</u></p> <p>I can identify and describe some successful play.</p>	<p><u>Heart</u></p> <p><u>Cricket</u></p> <p>I can communicate with my partner to maximise runs.</p> <p><u>Rounders</u></p> <p>I can show commitment towards my team.</p>	<p><u>Heart</u></p> <p>I can work as a pair to field long balls.</p>
OAA	<p><b><u>Cooperate and Solve Problems</u></b></p> <p>I can follow simple instructions, copy a variety of defined shapes and actions.</p> <p>I can demonstrate strength, balance and</p>	<p><u>Head</u></p> <p>I can follow simple instructions. I can identify and select equipment based on a symbol.</p>	<p><u>Head</u></p> <p>I can make good choices when leading others.</p> <p>I can confidently follow a basic map.</p>	<p><u>Head</u></p> <p>I can independently identify factors needed to complete a task.</p>	<p><u>Head</u></p> <p>I can plan and refine strategies to solve problems.</p>	<p><u>Head</u></p> <p>I can play a role in problem solving.</p>	<p><u>Head</u></p> <p>I can follow instructions accurately.</p>

	<p>coordination when playing.</p> <p>I can organise and match various items, images, colours and symbols.</p> <p>Be confident to try new activities and show independence, resilience and perseverance.</p>	<p><u>Hand</u></p> <p>I can handle, order and organise equipment.</p> <p>I can use strength and coordination to complete a task.</p>	<p><u>Hand</u></p> <p>I can adapt to use equipment in unconventional ways</p> <p>I use the correct 1 or 2 footed jumping techniques most of the time.</p>	<p><u>Hand</u></p> <p>I can identify and use symbols on a map to navigate.</p> <p>I can perform with strength, stamina and endurance in more physical tasks.</p>	<p><u>Hand</u></p> <p>I can use maps, symbols and a compass confidently to navigate.</p>	<p><u>Hand</u></p> <p>I can work at high intensity for a sustained period whilst completing a task.</p>	<p><u>Hand</u></p> <p>I can refine and adapt group tasks.</p>
		<p><u>Heart</u></p> <p>I can show motivation to play my part as a team.</p>	<p><u>Heart</u></p> <p>I can show sensitivity when working with a blindfolded partner.</p>	<p><u>Heart</u></p> <p>I can work with others to solve problems.</p>	<p><u>Heart</u></p> <p>I can work as part of a team or group within a well-defined role.</p>	<p><u>Heart</u></p> <p>I can put trust in others and demonstrate trustworthy behaviour.</p>	<p><u>Heart</u></p> <p>I can take responsibility for a role in a task.</p>

	<b>Beginners</b>	<b>Intermediate</b>	<b>Advanced</b>
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Swimming	<ul style="list-style-type: none"> <li>• Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke.</li> <li>• Propel themselves over longer distances with the assistance of swimming aids.</li> <li>• Move with more confidence in the water including submerging themselves fully.</li> <li>• Enter and exit the water independently</li> </ul>	<ul style="list-style-type: none"> <li>• Swim over greater distances, between 10 &amp; 20 meters with confidence in shallow water.</li> <li>• Begin to use basic swimming techniques including correct arm and leg action.</li> <li>• Explore and use basic breathing patterns.</li> <li>• Enter and exit the water in a variety of ways.</li> <li>• Take part in problem-solving activities such as group floats and team challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Bring control and fluency to at least two recognised strokes.</li> <li>• Implement good breathing technique to allow for smooth stroke patterns.</li> <li>• Attempt personal survival techniques as an individual and group with success.</li> <li>• Link lengths together with turns and attempt tumble turn in isolation and during a stroke</li> </ul>
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	KS1	KS2
Wellbeing	<ul style="list-style-type: none"> <li>• Know how to work as part of a team</li> <li>• How to perform breathing exercises to be mindful</li> <li>• Know how to connect with others to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how breathing exercises can help someone be mindful</li> <li>• Know how to connect with others to complete tasks with increased success</li> <li>• Be able to notice changes in their surroundings and what maybe causing them</li> </ul>