



# Sutton in Craven C.E (V.C) Primary School



## *Physical Education*

### Progression Document

### EYFS – Year 6

*Flourish together, in the love of God, to live life in all its fullness.*

## Early Years Foundation Stage

Developments Matters	Birth to 5
<p><b>Physical Development</b></p> <p>Revise and refine the fundamental movements skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Progress towards a more fluent style of moving, with development control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility. Further, develop and refine a range of ball skills including: throwing, catching, kicking passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b><u>Expressive Arts and Design</u></b></p>	<p><b>Physical Development – Moving and handling</b></p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Experiments with different ways of moving testing out ideas and adapting movements to reduce risk.</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasingly control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b><u>Expressive Arts</u></b></p> <p>Begin to build a collection of songs and dances.</p> <p>Expresses and communicates working theories, feelings and understanding using a range of art forms – movement, dance, drama, music and visual arts.</p> <p>Initiates new combinations of movements and gestures in order to express and</p>

<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>respond to feelings, ideas and experiences.</p> <p>Chooses particular movements , instruments/sounds, colours and materials for their own imaginative purposes</p>
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## Dance

Reception	Year 1	Year 2	End of KS expectations
<p>Move to music.</p> <p>Copy dance moves.</p> <p>Perform some dance moves.</p> <p>Move around the space safely.</p>	<p>Copy dance moves.</p> <p>Make up a short dance, after watching one.</p> <p>Dance imaginatively.</p> <p>Change rhythm, speed, level and direction.</p>	<p>Change rhythm, speed, level and direction with consistency.</p> <p>Dance with control and co-ordination.</p> <p>Make a sequence by linking sections together.</p> <p>Link some movement to show a mood or feeling.</p>	<p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills</p> <p>Change rhythm, speed, level and direction of their movements</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures</p> <p>Express and communicate ideas and feelings</p>

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Perform pair/group dance involving canon &amp; unison, meet &amp; part</p> <p>Respond to music in time &amp; rhythm to show like/unlike actions</p> <p>Respond to music to express a variety of moods &amp; feelings</p>	<p>Respond imaginatively to stimuli related to character/music/story</p> <p>Perform clear &amp; fluent dances that show sensitivity to idea/stimuli</p> <p>Make up dance within a small group</p>	<p>Show/fluency/control in chosen dances in response to stimuli</p> <p>Perform fluent dances with characteristics of different styles/eras</p> <p>Adapt &amp; refine(in pair/group), dances that vary direction, space &amp; rhythm</p>	<p>Create &amp; perform dances in a variety of styles consistently</p> <p>Be aware of &amp; use musical structure, rhythm &amp; mood &amp; can dance accordingly</p> <p>Use appropriate criteria &amp; terminology to evaluate performances</p>	<p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures</p> <p>Respond to a range of stimuli and accompaniment</p> <p>Through dance, develop flexibility, strength, technique, control and balance</p> <p>Perform dances using a range of movement patterns</p>

## Gymnastics

Reception	Year 1	Year 2	End of KS expectations	
<p>Make body tense, relaxed, curled and stretched.</p> <p>Balance on small/large body parts &amp; understand stillness</p> <p>Make large and small body shapes</p> <p>Climb &amp; hang from apparatus</p> <p>Perform basic travelling actions on various body parts</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work on alone/with someone to make a sequence of shapes/travels</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat etc</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p>	<p>Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>Perform a sequence with changes in speed &amp; direction including 3 different actions (<i>sometimes giving advice to others</i>)</p> <p>Be still on single/two + points of contact on floor/apparatus showing tension &amp; control</p> <p>Link known shape/travel/roll/jump to a balance using floor &amp; on apparatus</p> <p>Jump/land with control using different body shapes in flight</p>	<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps &amp; spins in travel</p> <p>Travel while using various hand apparatus,(ribbon/hoop/rope/ball)</p> <p>Know principles of balance and apply them on floor &amp; apparatus</p>	<p>Share ideas and give positive criticism/advice to self &amp; others.</p> <p>Create &amp; perform matching/mirroring sequences explaining how it could be improved</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control</p> <p>Link a roll with travel and balance using floor and apparatus with good body control</p>	<p>Combine own work with that of others, identifying strengths &amp; weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror/matching/cannon( pair) sequence varying dynamics/levels/direction etc.</p>	<p>Select a suitable routine to perform to different audiences, bearing in mind <b>who</b> the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus &amp; floor</p> <p>Perform 6-8 part floor sequence as individual, pair &amp; small group to a piece of music</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>

## **Invasion Games (netball, football, rugby, basketball, hockey)**

Reception	Year 1	Year 2	End of KS expectations
Send & receive a ball by rolling from hand & striking with foot	Throw underarm, bounce & catch ball by self & with partner	Perform some dribbling skills with hands and feet using space	Pupils should participate in team games, developing simple tactics for attacking and defending.
Aim & throw object underarm	Kick/stop a ball using a confident foot while static	Pass a ball accurately (hands & feet) over longer distances to a team mate	
Catch balloon/bean bag/scarf & sometimes a bouncing ball	Run straight and on a curve and sidestep with correct technique	Combine stopping, pick up/collect & send a ball accurately to other players	
Move and stop safely in a specific area	Begin to follow some simple rules	Make simple decisions about when /where to move in game to receive a ball	
Play a passing & target game alone and with a partner			

## **Invasion Games - Netball**

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court)		Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court		
Make a series of passes to team mates moving towards a scoring area.	Use a chest pass and shoulder pass to support team in scoring.	Use all three passes (chest, shoulder & bounce) correctly.	Know which pass is best to use and when in a game.	
Show some signs of using a chest pass and shoulder pass.	Make decisions regarding which is the best type of pass to use.	Use a range of speeds within a game to support a team in scoring.	Use a range of square & straight passes to change direction of the ball.	
Show a target to indicate where I'd like to pass to.	Begin to use a bounce pass, which only bounces once.	Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.	Use landing foot to change direction to lose a defender.	
Know where space is and try to	Identify space to move into and show a clear target to receive a		Draw defender away to create	

move into it.  Mark another player and defend when needed.	pass.  Mark another player and begin to attempt interceptions.  Know where positions are allowed on a court.	Lose a defender to receive a pass.  Defend a player and make some successful interceptions (snatch & catch) when playing as a team.	space for self or team.  Position body to defend effectively, making successful interceptions.	
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## **Invasion Games – Football**

<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>End of KS expectations</b>
Begin to dribble a ball making small touches  Begin to send a football to someone on team.  Keep a ball under control.  Know where space is and try to move into it.  Mark another player and defend when needed.	Dribble with small touches into space.  Send a football to someone on the team, using different parts of foot.  Keep a ball under control when receiving a range of passes from team.  Understand where the space is and can move into it.  Mark another player and begin to attempt interceptions.	Dribble making small touches into space with speed.  Send a football to someone on the team, using different parts of foot accurately.  Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).  See space, and use it effectively.  Lose a defender to receive a pass.  Defend a player and make some successful interceptions for team.	Dribble making small touches into space with speed, to beat defenders.  Make decisions regarding how and when to send a football to someone in team.  Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.  Know how space changes within a game and when and how to move into changing spaces.  Draw defender away to create space.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

			Position body to defend effectively, making successful interceptions.	
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## **Invasion Games – Tag Rugby**

<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>End of KS expectations</b>
<p>Move holding a rugby ball</p> <p>Know where to score a try and how to position the ball to score a try</p> <p>Move into spaces to avoid defenders</p> <p>Make a backward pass to team mates, using the direction most comfortable</p> <p>Know to tag team mates when to defend</p>	<p>Move with speed (and change of) with the ball and without</p> <p>Use speed and space to avoid defenders</p> <p>Pass backwards and in both directions and sometimes on the move</p> <p>Tag the person who has the ball, but can mark a player who doesn't have the ball</p> <p>Begin to make a high pop pass to avoid a defender</p>	<p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed.</p> <p>Be able to pass and receive a pass at speed in a game situation.</p> <p>Refine attacking and defending skills.</p> <p>Develop tactics as a team.</p> <p>Apply learned skills in a game of tag rugby.</p>	<p>Be able to evade and tag opponents.</p> <p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence</p> <p>Score points against opposition</p> <p>Support player with the ball</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

## **Invasion Games – Hockey**

<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>End of KS expectations</b>
<p>Begin to show how to hold a hockey stick and which side to use.</p> <p>Use a simple push pass to another team mate.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of an approaching a player to tackle and cause pressure.</p> <p>Begin to attempt to score a goal from anywhere.</p>	<p>Sometimes change direction of travel by rotating and turning stick to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Begin to use a slap pass (bringing stick back and causing more power).</p> <p>Use speed to dribble the ball into space.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Attempt to score inside a designated scoring area.</p>	<p>Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>Choose between the two passes (push/slap) and explain simply why.</p> <p>Make a direct pass while dribbling.</p> <p>Begin to use stick to mark a player from the side line causing them difficulty.</p> <p>Successfully score while in the scoring area.</p>	<p>Use speed, changing of direction and indian dribbling to advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>



## **Striking & Fielding Games**

<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>End of KS expectations</b>
<p>Aim &amp; throw object underarm</p> <p>Catch balloon/bean bag/scarf &amp; sometimes a bouncing ball</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area</p> <p>Begin to use a bat to hit a ball or bean bag</p>	<p>Show some different ways of hitting, throwing and striking a ball</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</p> <p>Play as a fielder and get the ball back to a STOP ZONE</p> <p>Begin to follow some simple rules (carrying the bat, not over taking someone)</p>	<p>Send a ball off a tee using a bat or a racket</p> <p>Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</p> <p>Stop moving when the 'bowler' has the ball</p> <p>Play as a fielder and pass the ball back to the bowler to make the runner stop</p> <p>Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p>	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>

## Striking & Fielding Games - Cricket

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team</p>	<p>To develop the range of Cricket skills they can apply in a competitive context</p> <p>To choose and use a range of simple tactics in isolation and in a game context</p> <p>To consolidate existing skills and apply with consistency</p>	<p>To link together a range of skills and use in combination</p> <p>To collaborate as a team to choose, use and adapt rules in games</p> <p>To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</p>	<p>To apply with consistency standard cricket rules in a variety of different styles of games</p> <p>To attempt a small range of recognised shots in isolation and in competitive scenarios</p> <p>To use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

## **Striking & Fielding Games - Rounders**

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Be able to play simple rounders games</p> <p>Apply some rules to games</p> <p>Develop and use simple rounders skills</p>	<p>Develop the range of rounders skills that can apply in a competitive context</p> <p>Choose and use a range of simple tactics in isolation and in a game context</p> <p>Identify different positions in rounders and the roles of those positions</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance</p> <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team</p>	<p>Apply consistently rounders rules in conditioned games</p> <p>Play small sided games using standard rounders pitch layout</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

## Striking & Fielding Games - Tennis

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)</p> <p>Tap the ball back and forth to partner</p> <p>Stand in a ready position holding racquet correctly</p> <p>Change from a ready position before tapping the ball to a partner</p> <p>Begin to know what it means by a forehand and backhand position</p> <p>Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p>	<p>Tap the ball back and forth to a partner over a small space</p> <p>Begin to tap a ball over a net allowing for a bounce, hit technique</p> <p>Move from a ready position into a forehand position/backhand position quickly</p> <p>Bring racquet to meet the ball for a forehand and backhand hit</p> <p>Know to use two hands for an effective backhand</p> <p>Move racquet in a low to high swing for an effective tap</p> <p>Serve the ball straight from hands to racquet making sure it lands 'in' on the other side</p>	<p>Tap the ball using either a fore hand or back hand motion</p> <p>Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is</p> <p>Set racquet back in its ready position quickly upon recovery</p> <p>Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit</p> <p>Serve the ball correctly beginning to purposely aim for space to score</p>	<p>Turn and run to the ball getting into a forehand or backhand position en route</p> <p>Use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same</p> <p>Serve the ball accurately making team mates have to move to send it back</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

## Athletics

Reception	Year 1	Year 2	End of KS expectations	
	<p>Use varying speeds when running.</p> <p>Explore footwork patterns.</p> <p>Explore arm mobility.</p> <p>Explore different methods of throwing.</p> <p>Practise short distance running.</p>	<p>Run with agility and confidence.</p> <p>Learn the best jumping techniques for distance.</p> <p>Throw different objects in a variety of ways.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for distance.</p> <p>Complete an obstacle course with control and agility.</p>	<p>Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Run in different directions and at different speeds, using a good technique.</p> <p>Improve throwing technique.</p> <p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton.</p> <p>Choose and understand appropriate running techniques.</p> <p>Compete in a mini competition, recording scores.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>Demonstrate good techniques in a competitive situation.</p>	<p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p>	<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>

## Yoga

Reception	Year 1	Year 2	End of KS expectations
<p>Copy actions that are demonstrated to them.</p> <p>To use different body parts when copying poses.</p> <p>To hold a pose for a longer length of time.</p>	<p>Remember and repeat actions</p> <p>Show an awareness of space when travelling.</p> <p>Recognise changes in the body when doing exercise.</p> <p>Work with others to create poses.</p> <p>Give basic feedback.</p>	<p>Copy, remember and repeat actions.</p> <p>Create and repeat simple flow sequences.</p> <p>Create clear shapes when performing poses.</p> <p>Move in time with breathing.</p> <p>Describe how the body feels during exercise.</p> <p>Provide feedback using key words.</p>	<p>Be able to perform a number of different actions and sequences using the moves demonstrated to them.</p> <p>Understand how different movements in yoga can help themselves.</p> <p>Give feedback using some of the appropriate vocabulary.</p>

## Swimming and Safety

	End of KS expectations
<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water.</p> <p>Treading water</p>	<p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.</p> <p>To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>

**ASA Water Safety School Swimming Awards Progression of skills**

**Award 1**

Pupils can complete these outcomes with or without floatation equipment or support:

1. Enter the water safely.
2. Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor.
3. Scoop the water and wash face, be comfortable with water showered from overhead.
4. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.
5. Take part in a movement game.
6. Give examples of two pool rules.
7. Recognise and identify the purpose of beach flags.
8. Exit the water safely

**Award 2**

Pupils can complete these outcomes with or without floatation equipment:

1. Enter the water safely.
2. Move from a horizontal floating position on the front and return to standing.
3. Move from a horizontal floating position on the back and return to standing.
4. Push and glide on the front in a horizontal position, to or from the pool wall.
5. Push and glide on the back in a horizontal position from the pool wall.
6. Travel on the back for 5 metres.
7. Travel on the front for 5 metres.
8. Float on the back.
9. Know how to signal for help.
10. Exit the water safely.

**Award 3**

Pupils can complete these outcomes without floatation equipment or support:

1. Jump in from poolside and submerge (minimum depth of 1 metre).
2. Fully submerge to pick up an object.
3. Perform a tuck float and hold for five seconds.
4. Push from wall and glide on the front with arms extended.
5. Push from wall and glide on the back (optional with arms extended).
6. Perform a rotation from the front to the back, then return to standing.
7. Perform a rotation from the back to the front, then return to standing.
8. Identify an open water hazard near your home or school.
9. Exit the water safely.

**Award 4**

Pupils can complete these outcomes without floatation equipment or support:

1. Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre).
2. Push and glide towards the pool floor with arms extended.
3. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface.
4. Push and glide on the front with arms extended and log roll onto the back.
5. Push and glide on the back with arms extended and log roll onto the front.
6. Travel 5 metres on the front, perform a tuck to rotate onto the back and return to the side.
7. Travel 10 metres on the front with feet off the pool floor.
8. Travel 10 metres on the back with feet off the pool floor.
9. Perform a 'shout and signal' rescue. Explain how you would get help.
10. Exit the water safely without using steps.



<b><u>Award 5</u></b>	<b><u>Award 6</u></b>
<p>Pupils can complete these outcomes without floatation equipment or support:</p> <ol style="list-style-type: none"> <li>1. Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth).</li> <li>2. Perform a horizontal stationary scull on the back.</li> <li>3. Kick 10 metres backstroke.</li> <li>4. Kick 10 metres front crawl.</li> <li>5. Kick 10 metres butterfly or breaststroke on the front or on the back.</li> <li>6. Travel on back and log roll 180 degrees in one continuous movement onto front.</li> <li>7. Travel on front and log roll 180 degrees in one continuous movement onto back.</li> <li>8. Swim 10 metres, choice of stroke is optional.</li> <li>9. Give two examples of where it is safe to swim and why.</li> <li>10. Exit the water safely.</li> </ol>	<p>Pupils can complete these outcomes without floatation equipment or support:</p> <ol style="list-style-type: none"> <li>1. Perform three different shaped jumps into deep water (to include a straddle jump).</li> <li>2. Perform a head first scull for 5 metres.</li> <li>3. Two out of the following three must be completed: <ol style="list-style-type: none"> <li>a. Swim 10 metres front crawl.</li> <li>b. Swim 10 metres backstroke.</li> <li>c. Swim 10 metres breaststroke.</li> </ol> </li> <li>4. Tread water for 30 seconds.</li> <li>5. Perform a handstand or forward somersault, tucked in the water.</li> <li>6. Swim 25 metres (choice of stroke optional).</li> <li>7. Swim 10 metres wearing clothes - as a minimum T-shirt and shorts.</li> <li>8. Exit deep water without the use of steps.</li> </ol>
<b><u>Water Safety Self Rescue Award</u></b>	<b><u>Water Safety Aquatic Skills</u></b>
<ol style="list-style-type: none"> <li>1. Enter the water using a fall in entry.</li> <li>2. Float on the back or scull.</li> <li>3. Tread water for 20 seconds with one arm in the air and shout for help.</li> <li>4. Swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object.</li> <li>5. Take up the Heat Escape Lessening Position (H.E.L.P).</li> <li>6. Swim 10 metres retaining a floating object.</li> <li>7. Take up the Huddle position.</li> <li>8. Swim using a long arm front paddle (survival stroke) to the side.</li> <li>9. Climb out from water of at least full reach depth without using the steps.</li> <li>10. Discuss as a group when these skills might be used to self-rescue indifferent water based situations and skills used and evaluate them.</li> </ol>	<p>Pupils can complete these outcomes without floatation equipment or support:</p> <ol style="list-style-type: none"> <li>1. Enter the water safely.</li> <li>2. Submerge to pick up an object from the bottom of the pool (full reach depth).</li> <li>3. Swim 25 metres (choice of stroke is optional).</li> <li>4. Swim 50 metres (choice of stroke(s) may be used).</li> <li>5. Participate in a game of mini-polo.</li> <li>6. Discuss in your group the tactics</li> <li>7. Perform a one minute movement sequence in a group of three or more, incorporating a number of different skills, for example: sculling, treading water, floating, rotations.</li> <li>8. Exit the water safely.</li> </ol>

Revised Early Learning Goals	End of Year 2 Expectations (KS1)	End of Year 6 Expectations (KS2)
<p><b>ELG – Revised</b>  <b>Personal, Social and Emotional Development</b>  <b>Physical Development</b></p> <p><b>ELG – Gross Motor</b> Children at the expected level of development will:  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Pupils should be taught to:</p> <p>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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>In particular, pupils should be taught to:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>