

Physical Education Progression

Intent of the curriculum

At Woodseaves, we aim to provide a PE curriculum that pupils from Reception to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Early Learning Goal and National Curriculum Links

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Gross Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns. 	<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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination - 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 - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	

At Woodseaves children will:

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Health and Fitness	Begin to describe how the body feels before, during and after an activity.	Describe how the body feels before, during and after an activity. Know how to carry, lift and place equipment Explain what bodies need to keep healthy.	Explain why it is important to warm-up and cool-down. Explain what effect exercise has on the body.	Explain some important safety principles when preparing for exercise. Independently choose appropriate warm ups and cool downs. Explain how the body reacts to different kinds of exercise and explain why we need regular and safe exercise.
Vocabulary	Warm, breath, fast, slow.	Heart beat, muscle, body, body parts. Bend, stretch, energy, heart rate.	Injury, mobility, movement. Resting heart rate, working heart rate.	Resting heart rate, working heart rate. Resting heart rate, working heart rate.
Opportunities	Through all units.	Through all units.	Health Related Fitness (Year A) Health Related Fitness (Year B)	Health Related Fitness (Year A) Health Related Fitness (Year B)
Dance	Handle equipment effectively. Move confidently in a range of ways. Show good control and co-ordination in small and large movements. Explore space and how to use space safely. Explore travelling movements, shapes and balances. Begin to count in time to music. Copy, repeat and remember actions. Travel around space and obstacles safely. Show strength, balance and co-ordination in movement. Control combinations of movements with fluency and ease.	Put a sequence of actions together to create a motif. Begin to improvise independently to create a simple dance. Understand why it is important to count music. Explore pathways. Explore travelling actions, movement skills and balances. Use my body to create theme related shapes. Travel safely and creatively in space. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music.	Use dance phrases that communicate ideas. Use dynamic and expressive qualities in relation to an idea. Use counts to keep in time with a group and the music. Use canon, unison, formation and levels in dance. Develop their use of counting and rhythm. Create motifs from different stimuli. Compare and adapt movements and motifs to create a larger sequence. Use characterisation and narrative through movement and gesture. Respond imaginatively to a range of stimuli related to character and narrative. Refine, repeat and remember dance phrases and dances.	Adapt and refine the use of actions, dynamics and relationships in dance. Recognise and comment on dances, showing an understanding of style. Develop an awareness of the historical and cultural origins of different dances. Lead a partner through short warm-up routines. Choreograph motifs and structure simple dances. Choreograph a dance using props. Use formations, timing, and dynamics fluently. Lead a small group through a short warm-up routine. Use movement to convey ideas. Demonstrate consistent precision when performing dance sequences.
Vocabulary	Movement, slow, fast, space, balance, repeat, copy.	Movement, speed, style, perform, routine, dance. Sequence, unison, cannon, mirroring, direction, compose, transition, timing, phrase, repetition, pace	Motif, stimuli, rhythm, expression, levels, tension, extension, pattern, pathways, audience, improvisation, interpretation Precision, control, choreography, gesture, mimic, mime, flow, machinery, robotic, dynamic, rotation, isolation	choreograph, formation, narrative, climax, counterpoint, elevation, execution, aesthetic retrograde, dynamics, alignment, fragmentation

Opportunities on PE Passport	Dance – Nursery Rhymes Dance – Toys Dance – Jungle	Dance – Animals (Year A) Dance – Great Fire of London (Year A) Dance – Mini Beasts (Year B) Dance – Under the Sea (Year B)	Dance – Space (Year A) Dance – Dance Around the World (Year B)	Dance – Dance Through the Ages (Year A) Dance – The Haka (Year B)
Gymnastics	Move with increasing control and awareness of space. Begin to hold balances for a short period of time. Begin to use apparatus safely. Travel around space and obstacles safely. Show strength, balance and co-ordination in movement. Control combinations of movements with fluency and ease.	Move with control and have awareness of space. Hold balances. Link two or more actions to make a sequence. Develop technique in the barrel, straight and forward roll and shape jumps. Use apparatus safely. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb onto and jump off the equipment safely. Plan and repeat simple sequences of actions. Use shapes when performing other skills. Demonstrate different shapes, take off and landings when performing jumps. Perform the basic gymnastic actions with increasing control and balance. Use directions and levels to make a performance look interesting. Develop rolling and sequence building. Describe how a body feels during exercise.	Complete actions with increasing balance and control. Move in unison with a partner. Develop stepping into shape jumps with control. Transition smoothly into and out of balances. Use a greater number of own ideas for movements in response to a task. Choose and plan sequences of contrasting actions. Choose actions that flow well into one another. Adapt sequences to suit different types of apparatus. With help, recognise how performances could be improved. Safely perform balances individually and with a partner. Plan and perform sequences with a partner that include a change of level and shape. Develop strength in inverted movements. Use and develop the straight, barrel, forward and straddle roll. Develop control in performing and landing rotation jumps. Understand how body tension can improve the control and quality of my movements. Explain what happens in my body when warming up and why it is important. Watch, describe and suggest possible improvements to others' performances and own. Identify some muscle groups used in gymnastic activities.	Create and perform sequences using apparatus, individually and with a partner. Perform symmetrical and asymmetrical balances. Develop the straight, forward, straddle and backward roll. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use matching and mirroring using actions both on the floor and on apparatus. Use strength and flexibility to improve the quality of a performance. Lead a partner through short warm-up routines. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Lead a partner through short warm-up routines. Understand what counter balance and counter tension is and can show examples with a partner. Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences taking using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Develop counter balance and counter tension. Perform the progressions of a headstand and a cartwheel. Use flight from hands to travel over apparatus. Suggest changes and use feedback to improve a sequence.
Vocabulary	Control, balance, shape, hold.	Control, balance, jump, land, high, low, shape, move, explore, stretch, space, copy, pike, tuck, star, straddle. Points, patches, high, low, travel, strong (tension), stretch (extension), flight, bounce, jump, flexible, spin, shape, land, wide, narrow, curled	Pathway, flexible, direct, speeds, sequence, contrasting, direction, springboard, vault, dismount, mount Symmetrical, asymmetrical, acceleration, deceleration	complex sequences sequence adaptations variables feedback implementation counter-balance, counter-tension synchronisation
Opportunities on PE Passport	Gym – Rocking & Rolling Gym – Flight, bouncing, jumping and landing	Gym – Balancing & spinning on points and patches (Year A) Gym – Pathways – small & long (Year A) Gym – wide, narrow & curled rolling and balancing (Year A) Gym – Pathways: straight, zigzag and curved (Year B) Gym – spinning, twisting and turning (Year B) Gym – stretching, curling & arching (Year B)	Gym – linking movements together (Year A) Gym – Symmetry and asymmetry (Year A) Gym – Arching and bridging (Year B) Gym – Partner work – pushing and pulling (Year B)	Gym – Partner work, under and over (Year A) Gym – matching, mirroring & contrast (Year A) Gym – flight (Year B) Gym – Group sequencing (Year B)
Athletics	Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements.	Vary the pace and speed while running. Change direction when running. Run in a straight line using correct technique. Run at different speeds. Show balance and co-ordination when changing direction. Explore hopping, jumping and leaping for distance and develop balance whilst landing. Link running and jumping movements with some control and balance. Experiment with different types of jumps and landing. Co-ordinate movement to throw towards a target. Developing technique to throw for distance. Show balance and co-ordination when running at different speeds. Develop rhythm and balance in running over obstacles. Show good technique when throwing towards a target.	Run at fast, medium and slow speeds. Use different take off and landings when jumping. Understand speed and pace in relation to distance. Throw a variety of objects, changing action for accuracy and distance. Demonstrate the difference between sprinting and running over varying distances. Demonstrate different throwing techniques. Develop communication skills and technique in relays. Jump for distance and height with control and balance. Throw with some accuracy and power into a target area.	Perform a range of jumps showing some technique. Develop power, control and consistency in jumping for distance. Develop technique and coordination in the triple jump. Show control at take-off in jumping activities. Understand how stamina and power help people to perform well in different athletic activities. Select and apply the best pace for a running event. Exchange a baton with success. Develop sprinting technique. Perform jumps for height and distance using good technique. Show accuracy and good technique, power and control when throwing for distance. Identify own and others' strengths and areas for development and can suggest ways to improve.
Vocabulary	Space, move, run, fast, slow.	Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, protein, pace, hurdles, quites,	Rotation, relay, estimating, exchange, shuffle run up, relay baton, trundle wheel, metre stick.	Tactic, triple jump, discus, crouching, phase, torso, assisted, unassisted. Stamina, aerobic capacity, high intensity, sustain.

		Distance, weight, height, fluency, javelin, technique, grip, stance, strike, power, accuracy, shot put, tee, javelin, shot put, cricket ball, medicine ball, basketball, rounders bat	Muscles, propel, long jump, high jump, bicep, triceps, calf, quadriceps, abdominals, hamstrings.	
Opportunities on PE Passport	Athletics 1 Fundamental Movement Skills 1 Locomotion 1 Locomotion 2	Athletics 2 (Year A) Fundamental Movement Skills 2 (Year A) Athletics 2 (Year B) Fundamental Movement Skills 3 (Year B)	Athletics (Year A) Athletics (Year B)	Athletics (Year A) Athletics (Year B)
Invasion	Work safely and develop running and stopping. Develop throwing and learn how to keep score. Play games showing an understanding of the different roles within it. Follow instructions and move safely when playing tagging games. Work cooperatively and learn to take turns. Work with others to play team games.	Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Send and receive a ball. Find space. Know how to score points. Travel at different speeds to suit the purpose. Maintain control during a change of direction when running (avoiding collisions) Dribble a ball with hands and feet. Understand who to pass the ball to. Move with a ball towards goal. Dodge and find space away from the other team. Stay with another player to try and prevent them from getting the ball.	Move with a ball towards goal with increasing control. Understand the role of an attacker and of a defender. Dribble, pass, receive and shoot the ball with increasing control. Understand the rules of the game and use them most of the time. Help a team keep possession and score goals when playing in attack. Delay and help prevent the other team from scoring when playing in defence. Use simple tactics to help the team score or gain possession.	Understand there are different skills for different situations and begin to use this information. Know what position they are playing in and how to contribute when attacking and defending. Dribble, pass, receive and shoot the ball with increasing control under pressure. Use the rules of the game consistently. Create and use space to help the team. Select and apply different movement skills to lose a defender. Use marking, tackling and/or interception to improve defence. Identify own and others' strengths and areas for development and can suggest ways to improve
Vocabulary	Catching, space, team, throw.	Striking, catching, own space, team, speed, direction, passing, controlling, shooting, scoring. Pace, turn, dribble, pass, goal, dodge, space, mark.	stamina, tactics, opponent, opposition, enable, invasion, diagonal, techniques, signal, outwit possession, intercept, anticipate, accuracy, confidence, adapt, encourage	shadowing, formation, competence, competent, fluency, tactics explore, denial, deny, pressure, feint, accelerate, perseverance, anticipate, pressure
Opportunities on PE Passport	Invasion Game Skills 1	Invasion Game Skills 2 (Year A) Invasion Game Skills 3 (Year B)	Netball (Year A) Tag Rugby (Year A) Invasion Game Skills 3 (Year A) Basketball (Year B) Flag Football (Year B) Handball (Year B) Hockey (Year B)	Netball (Year A) Tag Rugby (Year A) Basketball (Year B) Flag Football (Year B) Ultimate Frisbee (Year B) Hockey (Year B)
Net and Wall	Begin to throw and push a ball. Begin to catch larger balls and items.	Throw, hit and push a ball in a variety of ways. Sometimes catch a beanbag and a medium-sized ball. Track balls and other equipment. Show awareness of opponents when playing games. Roll and hit a ball. Apply these skills in a variety of simple games. Work with a partner to improve skill.	Return a ball to a partner. Develop returning the ball using a forehand groundstroke. Use and develop two handed back hand. Throw with increasing accuracy and catch with increasing consistency. Understand the aim of the game. Begin to play a continuous game. Use a range of basic racket skills. Return to the ready position to defend own court area. Understand the rules of the game and use them often. Use simple tactics. Identify what was successful and what is needed to improve.	Develop a wider range of skills and begin to use these under some pressure. Use backhand and forehand groundstrokes. Serve underarm. Develop knowledge of serving and understand the rules. Understand the need for tactics and can sometimes apply them. Play cooperatively with a partner. Throw accurately at a target. Understand the rules of the game and use them to play fairly. Understand there are different skills for different situations and begin to use this. Recognise own and others strengths and areas for development and can suggest ways to improve. Receive a volleyball using the bump and dig technique Use a wider range of skills in game situations. Play cooperatively with a partner. Select the appropriate action for the situation and make this decision quickly. Use a wider range of skills with increasing control under pressure. Use feedback provided to improve the quality of own work. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with own team and evaluate the effectiveness of these. Recognise own and others strengths and areas for development and can suggest ways to improve.
Vocabulary	Throw, catch, pass, roll, bounce, stop, looking, stopping.	Tracking, bouncing, catching, speed, direction, control. Tracking a ball, scoring, free space, rebound.	Receive, barrier, forehand, backhand, evaluate, challenge, control, rally, defend, serve, control, rally, central position.	Boundary, wicket, base, innings, stance, overarm, underarm. Forehand, backhand, volley, overhead, singles, doubles, and rally.

			Rally, defend, attack, disguise, opponent, anticipate, ready position, shuttlecock, backhand, forehand, overhead.	
Opportunities on PE Passport	Target Games 1	Net & Wall Game Skills 1 (Year A) Net & Wall Game Skills 2 (Year B)	Tennis (Year A) Dodgeball (Year A) Badminton (Year B)	Tennis (Year A) Volleyball (Year A) Badminton (Year B)
Striking and Fielding	Roll a ball to a target. Stop a rolling ball. Develop accuracy when throwing to a target. Bounce and catch a ball. Develop dribbling a ball with feet. Kick a ball. Develop rolling and tracking a ball. Develop accuracy when throwing to a target. Dribble with hands. Develop throwing and catching with a partner.	Throw underarm and overarm. Use rolling skills in a modified game. Pass a ball to a partner over a variety of distances. Strike a stationary ball with some control. Move a ball in different ways, including bouncing and kicking and using equipment to move a ball. Stop a medium-sized ball with some consistency Sometimes catch a beanbag and a medium-sized ball. Roll a ball to hit a target. Track a ball and stop it. Apply skills in a variety of simple games. Understand the roles of batter, bowler and fielder	Use overarm and underarm throwing, and catching skills. Develop an understanding of tactics and begin to use them in game situations. Learn the rules of the game and begin to use them. Use overarm and underarm throwing, and catching skills with increasing accuracy. Sometimes strike a bowled ball. Bowl a ball with some accuracy, and consistency. Choose and use simple tactics for different situations. Understand the rules of the game and use them often.	Use overarm and underarm throwing, and catching skills with increasing accuracy. Bowl a ball with some accuracy, and consistency. Strike a bowled ball with increasing consistency. Use a wider range of skills in game situations. Use the rules of the game consistently. Understand and use tactics in the game as a batter, bowler and fielder. Work collaboratively with others to score runs and to get batters out. Use a wider range of fielding skills with increasing control under pressure.
Vocabulary	Looking, bounce, throw, target, dribble.	Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules, dribble. Catch, pass, receive, roll, control, dribble, hit, space, move.	Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics. Dribble, pass, receive, calling, signalling, tactics, opponent, feed, aiming, striking, hitting	accurate, technique, field, tactic, transfer, bowler, batter, fielder intercept, transfer, reflect, persevere, perseverance, stroke, grip, tactics
Opportunities on PE Passport	Target Games 1	Striking & Fielding Game Skills 1 (Year A) Target Games 2 (Year A) Striking & Fielding Game Skills 2 (Year B) Target Games 3 (Year B)	Cricket (Year A) Rounders (Year B)	Cricket (Year A) Danish Longball (Year B)
Team Building and OAA	Begin to follow simple instructions. Begin to develop partner work skills. Begin to communicate simple instructions. Begin to understand the purpose of a map.	Work co-operatively with a partner. Communicate simple instructions. Understand the purpose of a map. Follow increasingly complex instructions. Listen to others. Reflect on when they were successful at solving challenges. Show honesty and fair play. Co-operate and communicate in a small group to solve challenges. Plan with a group to solve the challenges. Communicate effectively and develop trust. Begin to read a simple map.	Communicate ideas and listen to others. Plan and attempt to apply strategies to solve problems. Developing map reading skills. Accurately follow and give instructions. Work effectively with a partner and a small group. Identify key symbols on a map and use a key to help navigate around a grid. Reflect on when and why they were successful at solving challenges. Identify key symbols on a map and use a key to help navigate around a grid. Plan and apply strategies to solve problems. Encourage and involve all team members in an activity and work towards a collective goal.	Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. Reflect on when and how they were successful at solving challenges, and alter their methods in order to improve. Be inclusive of others and can share job roles. Develop tactical planning and problem solving. Pool ideas within a group, selecting and applying the best method to solve a problem. Orientate and map efficiently to navigate around a course.
Vocabulary	Map, instruction, partner.	Direction, communicate, co-operate, problem solve. North, east, south, west.	Trail, solve, familiar, environment, maps, diagrams. Route, strategy, scenario, orientate, orientation, symbols, co-operate, responsibility .	Assess, assessment, route, strategy, scenario, orientate, orientation, check point. Implement, refine, stamina strategy, scenario, orientate, orientation, compass, control point, stamina, pace.
Opportunities on PE Passport	N/A – Knowledge and Understanding of the World.	N/A – geography	OAA (Year A) OAA (Year B)	OAA (Year A) Leadership (Year A) OAA (Year B)
Diversity	Look for sporting role models to link back to. E.g in net/wall games look at famous tennis/badminton players. Ensure diversity is represented. Look for links in topics (e.g dance) to link to diversity (dances from around the world etc)			
Christian Values links	Responsibility – taking responsibility during team performances and identifying areas to improve Hope – never giving in and always believing that you can be better Cooperation – working as a team Honesty – following the rules of the games Understanding – learning how to support team members who might find skills difficult Courage – believing you can be better and pushing boundaries Respect – respecting team members and officials Look for links in these areas with famous sporting moments/athletes.			

Cultural Capital Links Possibilities	<p>Make links to sporting events that happen during the school year. Look into the countries participating and find opportunities to support learning through videos/interviews.</p> <p>Look for sporting role models to link back to. E.g in net/wall games look at famous tennis/badminton players. Ensure diversity is represented.</p> <p>Opportunities for athletes to visit school to talk about achievements.</p> <p>Trips to local sporting providers (Lilleshall?)</p> <p>Publicising local sporting events.</p> <p>Links to local sporting clubs.</p>						
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Swimming	<p>Enter the water safely.</p> <p>Move forwards for a distance of 5m.</p> <p>Move backwards for a distance of 5m.</p> <p>Move sideways for a distance of 5m.</p> <p>Scoop the water and wash face.</p> <p>Be at ease with water showered from overhead. Move into a stretched floating position using aids, equipment or support.</p> <p>Regain an upright position from on the back, with support.</p> <p>Regain an upright position from on the front, with support.</p> <p>Push and glide in a horizontal position to or from a wall.</p> <p>Take part in a teacher led partner oriented game.</p> <p>Demonstrate an understanding of pool rules.</p> <p>Exit the water safely.</p>	<p>Jump in from poolside safely.</p> <p>Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged.</p> <p>Regain upright position from the back without support.</p> <p>Regain an upright position from the front with support. Push from wall and glide on the back.</p> <p>Push from wall and glide on the front.</p> <p>Travel on the back for 5m, aids or equipment may be used.</p> <p>Travel on the front for 5m, aids or equipment may be used.</p> <p>Perform a rotation from the front to the back to gain an upright position.</p> <p>Perform a rotation from the back to the front to gain an upright position.</p>	<p>Jump in from poolside and submerge.</p> <p>Sink, push away from wall and maintain a streamlined position.</p> <p>Push and glide on the front with arms extended and log roll onto the back.</p> <p>Push and glide on the back with arms extended and log roll onto the front.</p> <p>Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.</p> <p>Fully submerge to pick up an object.</p> <p>Push and glide and travel 10 metres on the back.</p> <p>Push and glide and travel 10 metres on the front.</p> <p>Perform a tuck float and hold for three seconds.</p> <p>Exit the water without using steps</p>	<p>Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.</p> <p>Push and glide from the wall towards the pool floor.</p> <p>Kick 10 metres backstroke (one item of equipment optional).</p> <p>Kick 10 metres front crawl (one item of equipment optional).</p> <p>Kick 10 metres butterfly on the front or on the back.</p> <p>Kick 10 metres breaststroke on the front (one item of equipment optional).</p> <p>Perform a head first sculling action for 5 metres in a flat position on the back.</p> <p>Travel on back and log roll in one continuous movement onto front.</p> <p>Travel on front and log roll in one continuous movement onto back.</p> <p>Push and glide and swim 10 metres, choice of stroke is optional.</p>	<p>Perform a flat stationary scull on the back.</p> <p>Perform a feet first sculling action for 5 metres in a flat position on the back.</p> <p>Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. Tread water for 30 seconds.</p> <p>Perform three different shaped jumps into deep water.</p> <p>Push and glide and swim 10 metres backstroke).</p> <p>Push and glide and swim 10 metres front crawl.</p> <p>Push and glide and swim 10 metres breaststroke.</p> <p>Push and glide and swim 10 metres butterfly.</p> <p>Perform a handstand and hold for a minimum of three seconds.</p> <p>Perform a forward somersault.</p> <p>Demonstrate an action for getting help.</p>	<p>Give two examples of how to prepare for exercise and understand why it is important.</p> <p>Sink, push off on side from the wall, glide, kick and rotate into backstroke.</p> <p>Sink, push off on side from the wall, glide, kick and rotate into front crawl.</p> <p>Swim 10 metres wearing clothes.</p> <p>Push and glide and swim front crawl to include at least six rhythmical breaths.</p> <p>Push and glide and swim breaststroke to include at least six rhythmical breaths.</p> <p>Push and glide and swim butterfly to include at least three rhythmical breaths.</p> <p>Push and glide and swim backstroke to include at least six regular breaths.</p> <p>Push and glide and swim 25 metres, choice of stroke is optional.</p> <p>Perform a 'shout and signal' rescue.</p> <p>Perform a surface dive.</p>	<p>Push and glide and swim 25 metres backstroke.</p> <p>Push and glide and swim 25 metres front crawl.</p> <p>Push and glide and swim 25 metres breaststroke.</p> <p>Push and glide and swim 25 metres.</p> <p>Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first Rotation: forward or backward somersault, log roll Floating: star on the front or on the back, tuck float, create own Eggbeater: Moving, lifting one or both arms out of the water Perform a sitting dive or dive. Push and glide and swim 50 metres continuously using one stroke. Push and glide and swim 100 metres, using a minimum of three different strokes. Tread water using eggbeater action for 30 seconds. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout</p>