

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics		I can perform	I can perform	I can perform five	I can perform five	I can perform	I can change and
		three different	three different	jumps on their	jumps on their	different	refine skills and
		jumps	jumps linked	own or in a	own or in a	combinations of	techniques to
		I can show	together	combination	combination	jumps. showing	improve my
		different speeds	I can show	I can show good	I can show good	control,	performance
		when I travel	different ways of	control when	control when	coordination and	I consistently
		I can run, jump	running, jumping	taking off and	taking off and	consistency	show precision,
		and throw in	and throwing	landing	landing	I can choose the	control and
		different ways	I can recognise	I can choose the	I can choose the	best style of	fluency in my
		I can describe	and describe	best style of	best style of	throwing and	actions
		different running	different running,	running over short	running over short	jumping to suit a	I can choose
		and jumping	jumping and	and long distances	and long distances	particular	activities for
		actions	throwing actions	I can explain what	I can explain what	challenge	warming up that
		I can perform a	I can show that I	is successful and	is successful and	I can show that I	suit the activity I
		range of warm up	can take part well	suggest ideas to	suggest ideas to	know and	am about to take
		activities	in a relay	improve	improve	understand how	part in
			I can describe	I can recognise	I can recognise	to perform a relay	
			what happens to	that my body	that my body	take over	
			my heart,	works differently	works differently	I can watch a	
			breathing and	in different types	in different types	partners'	
			temperature	of athletic events	of athletic events	performance and	
			when I take part in			identify the parts	
			athletic activities			that need to be	
						practised and	
						refined	
						I can explain how	
						warming up can	
						affect my	
						performance	
						I can change and	
						refine skills and	
						techniques to	
						improve my	
						performance	





	Increasingly be	I can copy and	Loan conv	I can copy, refine	I can copy, refine	I can perform the	I can select and
Dance	Increasingly be	repeat simple	I can copy, remember and	and repeat dance	and repeat dance	basic dance	combine skills,
	able to use and	dance phrases	repeat simple	phrases and	phrases and	actions with	techniques and
	remember	I can make my	dance phrases	dances	dances	increased control,	ideas and apply
	sequences and	own movements	when performing	I can perform with	I can perform with	coordination,	them accurately
	patterns of	from the starting	I can show ideas,	expression and	expression and	fluency and	and appropriately
	movements	idea given to me	feelings and	basic actions are	basic actions are	accuracy	I show
	which	by my teacher	moods in my	clear and fluent	clear and fluent	I can perform with	understanding
	are related to	I can change my	dance	I can use simple	I can use simple	expression and	and good use of
	music and	movements when	I can choose and	motifs and	motifs and	improvise freely	compositional
	rhythm.	the music changes	link actions to	movement	movement	using a range of	ideas
	iniyenin.	I can watch other	make a short	patterns to create	patterns to create	continuous	I demonstrate
		people dance and	dance phrase	a dance phrase on	a dance phrase on	movements and	what I know
		talk about their	I can describe	my own or with	my own or with	patterns	through my
		dance	dance phrases and	others	others	I can choose and	performances
		I know I have to	say what I like and	I can use dance	I can use dance	use a range of	I can analyse and
		prepare my body	dislike and give	vocabulary to	vocabulary to	compositional	comment on skills
		for exercise	my reasons	describe dances	describe dances	ideas to create	and techniques
		I can create	I know how my	and suggest how	and suggest how	motifs	and how they are
		different shapes	body feels after	they can be	they can be	I can use dance	applied in my own
		with my body	dance activities.	improved	improved	vocabulary to	and others'
		I can work with a	I can work co-	I can choose	I can choose	show my	performances
		partner and on my	operatively with a	activities for	activities for	understanding of	I change and
		own	partner and in a	warming up and	warming up and	my own and	refine skills to
		I can change the	group when	cooling down in	cooling down in	others'	improve my own
		speed, shape, size	composing and	dance	dance	performances	performance
		and level of my	performing	I can use simple	I can use simple	I can describe how	'
		movements and	I can make	compositional	compositional	dance contributes	
		actions	evaluative	devices (in unison,	devices (in unison,	to my fitness and	
			comments about	in cannon etc.)	in cannon etc.)	wellbeing	
			others	,	,	I can refine	
			performances			movements to	
						improve	
						performance	
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Cumpaghiss	Match their	I can travel on	I can jump and	I can perform	I can perform	I can perform	I consistently
Gymnastics	developing	different parts of	land safely,	actions and	actions and	gymnastic actions	show precision,
		my body e.g. feet,	bending my knees	balances with	balances with	with precision,	control and
	physical skills to	hands, back	as I land	control and	control and	control and	fluency in my
	tasks and	I can copy and	I can hold still	coordination	coordination	fluency	actions
	activities in the	repeat sequences	shapes and	I understand and	I understand and	I can safely	I can explain and
	setting. For	with three	balances on small	can show how to	can show how to	perform counter	apply basic safety
	example, they	movements	and large body	move into and out	move into and out	balances and	principles in
	decide whether	I can use the	parts	of arrange of skills	of arrange of skills	other balances	preparing for
	to crawl, walk or	space and	I can plan,	I can plan and use	I can plan and use	with a partner	exercise
	run across a	apparatus safely	remember and	the compositional	the compositional	I can work in	I show
	plank,	I can lift and carry	repeat a sequence	ideas of speed,	ideas of speed,	canon and unison	understanding
	depending on its	apparatus safely	with three	level, direction	level, direction	with a partner or	and good use of
	length and	I can describe my	movements	and pathway in	and pathway in	small group	compositional
	width.	actions and say	I can show a clear	my sequences	my sequences	I understand that	ideas
	wiath.	what others are	beginning, middle	I can observe and	I can observe and	a well-balanced	I analyse and
		doing	and end in my	describe the	describe the	sequence contains	comment on skills
		I know that	sequences	movements of	movements of	a combination of	and techniques
		exercise helps to	I can perform with	others using	others using	movements such	and how they are
		keep my body	my partner side –	gymnastic	gymnastic	as jump, roll,	applied in my own
		healthy	by-side or 'follow	vocabulary and	vocabulary and	balance, turn and	and others'
			my leader'	understand what	understand what	travel	performances
			I can describe the	makes a good	makes a good	I can design,	I can choose
			differences	sequence	sequence	position and safely	activities for
			between my own	I know that	I know that	set up a group	cooling down that
			and others' work	exercise	exercise	apparatus station	are appropriate
			I can work safely	strengthens my	strengthens my	I know that my	for gymnastics
			on the floor and	bones and	bones and	breathing and	
			on the apparatus	muscles (including	muscles (including	heart rate	
			I am active in my	the heart) and	the heart) and	increase because	
			lessons and	keeps my joints	keeps my joints	my muscles need	
			practise to	flexible	flexible	oxygen to keep	
			improve my			working	
			gymnastics				
			I can jump and				
			land safely by				





- Games including tennis, basketball, football, hockey (KS1)	Start taking part in some group activities which they make up for themselves, or in teams. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	I can kick, roll, underarm throw and strike a ball with control and accuracy I can travel safely in different directions and at different speeds even when moving around others I can play simple games on my own or with a partner I can copy and describe what I see and say what I like and why I know that my breathing changes when I exercise and that my body feels warmer I can send and receive bounce passes and chest passes I can send and collect equipment in different ways	bending my knees as I land I can link two movements together I can kick, roll, underarm throw and strike a ball with control and accuracy I can travel safely in different directions and at different speeds even when moving around others I can play simple games on my own or with a partner I can copy and describe what I see and say what I like and why I know that my breathing changes when I exercise and that my body feels warmer I can send and receive bounce passes and chest passes I can send and collect equipment in different ways				
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	and with control	and with control				
	using my hands,	using my hands,				
	feet, other body	feet, other body				
	parts, a bat or	parts, a bat or				
	stick	stick				
	I can travel safely	I can travel safely				
	when playing	when playing				
	running and	running and				
	chasing games	chasing games				
	even when I have	even when I have				
	a piece of	a piece of				
	equipment	equipment				
	I can play by the	I can play by the				
	rules of a game	rules of a game				
	and keep the	and keep the				
	score	score				
	I can work well	I can work well				
	with a partner or	with a partner or				
	small group	small group				
	I can describe how	I can describe how				
	my body feels	my body feels				
	after I have played	after I have played				
	a game	a game				
			I can throw, kick,	I can throw, kick,	I can pass and	I can use a range
			hit and roll a ball	hit and roll a ball	receive in a	of techniques for
			with control and	with control and	variety of ways	passing,
			accuracy	accuracy	and can vary the	controlling,
Progression of skills –			I can travel safely	I can travel safely	speed, height and	dribbling and
Invasion Games			even when	even when	direction of the	shooting in games
including tennis,			dribbling or	dribbling or	pass	I can mark a
basketball, football,			carrying a ball	carrying a ball	I can adapt rules	player or space,
hockey (KS2)			I can play by the	I can play by the	in agreement and	intercept and pass
			rules of an	rules of an	create my own	and tackle safely
			invasion game and	invasion game and	games to teach to	I know how to
			keep the score	keep the score	others	help my team to
						keep possession





Can describe how my body feels after I have played an invasion game I can catch a ball in both a static position and on the move I can throw in different ways e.g. underarm, overarm, chest pass etc.					T		
Small group I can describe how my body feels after I have played an invasion game I can catch a ball in both a static position and on the move I can throw in different ways e.g. underarm, overarm, chest pass etc. I can listen to and follow instructions I can travel from a n object to another I can understand the different an object to another I can travel from an object to another I can begin to plan my actions so I am what I am trying to do I can say what I did well I can follow instructions on how to work an invasion game I can catch a ball in both a static position and on the move I can trow in different ways e.g. underarm, overarm, chest pass etc. I can orientate myself when following simple orienteering courses and maps I can travel from an object to another I can begin to plan my actions so I am successful I can meet the challenges successfull vas part of a team ycal when following simple orienteering courses and maps I can meet the challenges successfull vas part of a team and my actions so I am symbols and comment on apply to new challenges successfull vas part of a team understand; the different variety of plans ideas and ideate to improve with others to organize and keep the game going I can travel and other travel and the move I can trow of the move I can trow and catch a range of balls e.g. tennis ball and understand the different variety of plans ideas and combine to indea the role of balls e.g. tennis ball and combine to myself when following simple orienteering courses and maps I can meet the challenges supplied in my own I can here wi						_	of the ball and
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Adventurous Games Can late to and follow instructions and to an object to an obj				my body feels	my body feels	I can work well	practices and
Outdoor and Adventurous Games Can listen to and follow instructions Lan travel from an object to another laan understand what I am trying to do laan say what I did well lan follow instructions on how to work safely Lan follow instructions on how to work safely Lan follow instructions on how to work safely				after I have played	after I have played	with others to	ideas to improve
Coutdoor and Adventurous Games				an invasion game	an invasion game	organise and keep	my own and
Outdoor and Adventurous Games Can listen to and follow instructions I can travel from an object to another I can understand what I am trying to do I can say what I did well I can say what I did well I can say what I did well I can follow instructions on how to work safely I can describe my role and the role of my group in an activity I can learn from wather work I can throw in different ways e.g. underarm, overarm, chest pass etc. I can orientate myself when short warm up routine I can throw and catch a range of balls e.g. tennis ball and basketball and understand the different techniques for doing so I can recognise pictures and symbols on a nother I can understand what I am trying to do I can say what I did well I can say what I solve a problem in structions on how to work safely I can describe my role and the role of my group in an activity work work work I can respond to preatices and the move I can throw in different ways e.g. underarm, overarm, chest pass etc. I can orientate myself when myself when following simple orienteering courses and maps of incenteering courses and maps orienteering courses and maps of successfully as part of a team part of a team and from watching others and from vaccing my own reviewing my own vork work work I can respond to preatices and the move the move and on the move above a problem and officerent ways e.g. underarm, overarm, chest pass etc. I can orientate myself when myself when following simple orienteering courses and maps orienteering orienteering courses and maps ori				I can catch a ball	I can catch a ball	the game going	others'
the move I can throw in different ways e.g. underarm, overarm, chest pass etc. Outdoor and Adventurous Games I can listen to and follow instructions I can travel from an object to another I can understand what I am trying to do I can say what I did well I can follow instructions on how to work safely I can follow instructions on for my group in an activity The move I can throw in different ways e.g. underarm, overarm, chest pass etc. I can orientate pictures and symbols on a drawing or map I can begin to plan my actions so I am successfull and understand the different techniques for doing so I can read a warrety of plans following simple orienteering courses and maps I can meet the challenges successfully as part of a team I can learn from watching others and from reviewing my own vork I can throw in different ways e.g. underarm, overarm, chest pass etc. I can orientate myself when following simple orienteering courses and maps I can meet the challenges successfully as part of a team I can learn from watching others and from reviewing my own vork work I can read a variety of plans following simple orienteering courses and maps I can meet the challenges successfully as part of a team I can learn from watching others and from reviewing my own reviewing my own vork work I can read a variety of plans following simple orienteering courses and maps I can meet the challenges successfully as part of a team I can learn from watching others and from reviewing my own I can respond to problems in a well I can change and ware part of a team I can learn from watching others and from reviewing my own vork work work vork vork vork vork vork vork vork v				in both a static	in both a static	I can lead a	performance
Cutdoor and Adventurous Games				position and on	position and on	partner through a	I can plan
Outdoor and Adventurous Games I can listen to and follow instructions and one that I can understand what I am trying to do I can say what I did well I can follow instructions on how to work safely I can follow with work or safely I can follow a different ways e.g. underarm, overarm, chest pass etc. I can recognise pictures, and symbols on a down and the role of my group in an activity I can recognise pictures and symbols on a drawing or map another I can understand what I am trying to do I can say what I am trying or instructions on how to work safely I can follow and Adventurous Games I can listen to and follow instructions pass etc. I can orientate myself when following simple orienteering courses and maps orienteering courses and maps accurately recognising apply to new challenges successfully as part of a team part of a team part of a team orientate myself when following simple orienteering courses and maps accurately symbols and challenges successfully as part of a team part of a team part of a team orientate myself when following simple orienteering courses and maps accurately successfully as part of a team part of a team orientate myself when following simple orienteering courses and maps accurately successfully as part of a team part of a team part of a team orientate myself when following simple orienteering courses and maps accurately successfully as part of a team part of a team orientate myself when following simple orienteering courses and maps accurately successfully as part of a team part of a team orientate myself when following simple orienteering courses and maps accurately successfully as part of a team part of a team orientate myself when following simple orienteering courses and maps accurately accurat				the move	the move	short warm up	practices and
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Outdoor and Adventurous Games I can listen to and follow instructions I can travel from another I can understand what I am trying to do I can say what I did well I can follow instructions on I can follow in solve a problem instructions on how to work safely I can describe my reviewing my own follow in seed. Pass etc. balls e.g. tennis ball and basketball and understand the different techniques for doing so I can orientate myself when following simple orienteering courses and maps orienteering courses and maps ideas and apply to new challenges challenges successfully as part of a team I can learn from watching others and from reviewing my own reviewing my own reviewing my own work safely pass etc. pass etc. pass etc. pass etc. balls e.g. tennis ball and basketball and understand the different techniques for doing so I can orientate myself when following simple orienteering courses and maps recognising symble accurately strategies and apply to new challenges challenges features I can analyse and I can learn from watching others and from reviewing my own reviewing my own work work pass etc. ball and basketball and understand the different techniques for doing so I can read a variety of plans variety of				underarm,	underarm,		I can throw and
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Outdoor and Adventurous Games Can listen to and follow instructions I can travel from an object to another I can understand what I am trying to do I can say what I did well I can follow instructions on how to work safely I can feed what I am feed to the follow in the different techniques for doing so I can orientate myself when following simple orienteering courses and maps (1 can orientate myself when following simple orienteering courses and maps I can meet the challenges challenges successfully as part of a team I can learn from watching others and from reviewing my own work safely I can choose safely I can learn from watching others and from reviewing my own work work work work work work and understand the different techniques for doing so I can read a variety of plans combine skills, ideas and variety of plans ocombine skills, ideas and variety of plans ocombine skills, ideas and sourses and maps orienteering courses and maps I can meet the solve a problem orienteering courses and maps I can meet the challenges successfully as part of a team I can learn from watching others and from reviewing my own reviewing my own work work work I can respond to problems in a well I can change and I can change				pass etc.	pass etc.		balls e.g. tennis
Outdoor and Adventurous Games Can listen to and follow instructions Can travel from an object to another Can understand what I am trying to do Can say what I did well Can follow instructions on how to work safely Can follow in safely Can follow in structions Can travel from an object to another Can understand wholl can begin to plan instructions on how to work safely Can follow Can							ball and basketball
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		how to work	of my group in an	reviewing my own	reviewing my own	I can respond to	and others' work
		safely	activity	work	work	problems in a well	I can change and
refine strategies							refine strategies





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		I can see how	I can work safely	I can work safely	thought and	to improve my
		different activities	on my own and as	on my own and as	planned way	performance
		affect my body in	part of a group	part of a group	I can identify what	I can explain why
		different ways			I have done well	regular, safe
					and adapt my	exercise is good
					plans to improve	for my fitness and
					my performance	health
					on similar tasks	
					I can show that I	
					am aware of my	
					own safety and	
					that of others	
			I can underarm	I can bowl, strike	I can vary the way	I can show my
			and over arm	and field the ball	in which I strike	understanding of
			throw towards a	with increasing	and bowl the ball	tactics through my
			target or partner	accuracy	using different	performance
			I can strike a ball	I can create my	speeds, levels and	I consistently
			which is rolled or	own striking and	directions	show precision,
			thrown to me	fielding game and	I can use tactics	control and
			I can stop a ball	adapt the rules	which involve the	fluency in my
			that is rolled or	I can explain the	fielders and	actions
			thrown to me	purpose of a	bowler working	I can select and
Progression of skills –			I can play to the	created game and	together as a	combine skills and
Striking and Fielding			rules of a game	how it should be	team	techniques and
Games including			and keep the	organised and	I can recognise	apply them
cricket, rounders (KS2)			score	played	and describe the	accurately and
			I can work well	I can describe how	best points in an	appropriately
			with a partner or	striking, bowling	individual or	I can change and
			small group	and fielding affect	team's	refine skills and
			I can describe how	my body in	performance	techniques to
			my body feels	different ways	I can create and	improve my
			after I have played	I understand the	explain how to	performance
			a striking and	different roles of	organise warm up	I can describe how
			fielding game	each position	activities for	exercise affects
				within a striking	striking and	my body and how
				and fielding game	fielding	





				it is valuable for fitness and health
Swimming		See below	See below	

	EYFS
Gross motor skills	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.
	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body- strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes
<u>Fine motor</u> <u>skills</u>	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
	Develop the foundations of a handwriting style which is fast, accurate and efficient.





Swimming Skills Progression

Many animals are born with the ability to swim, but humans must learn practice before being able to swim with ease. Somepeople never learn how to swim, which often causes them to fear water. Learning to swim is important for several reasons, and mastering this skill at a young age can benefit you throughout your life.

Personal Safety

An obvious reason for learning how to swim is to acquire the ability to survive in water. At one time or another, you are bound to find yourself in or near water, whether you're on a cruise, boating trip, fishing or lounging by a pool with friends. If the water is deeper than your height, and you find yourself in it, knowing how to swim could save your life. Through learning basic lifesaving skills at an early age, children will be able to perform safe self-rescue, or if helping others, seek help if it is not safe to provide support themselves.

Health

Most doctors agree that swimming is a healthy form of exercise. It requires you to use many of the muscles in your body, is for building strength and endurance and is beneficial for your metabolism and cardiovascular system. The water provides a natural resistance when you are swimming, while also making the activity less strenuous on your body. Water, in most cases, also provides a natural cooling element for the body.

Pleasure

The pleasure of being able to spend time in the water is very important. A swim in the pool or in the ocean on a hot summer day can help you feel relaxed and physically fit. The water is a suitable way to be social with friends through activities such as surfing, water skiing or jet skiing. These exciting activities are difficult to enjoy without the knowledge of swimming.





National Curriculum Expectations

All schools must provide swimming instruction either in key stage 1 or key stage 2.In particular, pupils should be taught to:

*Swim competently, confidently and proficiently over a distance of at least 25 metres.

*Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

*Perform safe self-rescue in different water-hased situations

	Swimming Skills Progression
Level 1	*Enter the water safely. *Move forward for a distance of 5 metres, feet may be on or off the floor. *Move backwards for a distance of 5 metres, feet may be on or off the floor. *Move sideways for a distance of 5 metres, feet may be on or off the floor. *Scoop the water and wash the face. *Be comfortable with water showered from overhead. *Move from a flat floating position on the back and return to standing. *Move from a flat floating position on the front and return to standing. *Push and glide in a flat position on the front from a wall. *Push and glide in a flat position on the back from a wall. *Give examples of two pool rules. *Exit the water safely. *Identify the meaning of beach safety flags.





Level 2	*Jump in from poolside safely. *Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. *Move from a flat floating position on the back and return to standing without support. *Move from a flat floating position on the front and return to standing without support. *Push from a wall and glide on the back — arms can be by the side or above the head. *Push from a wall and glide on the front with arms extended. *Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use offloatation equipment. *Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use offloatation equipment. *Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return tostanding. *Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return tostanding. *Perform a log roll from the back to the front. *Perform a log roll from the front to the back. *Exit the water without support.
Level 3	*Jump in from poolside and submerge. *Sink, push away from wall and maintain a streamlined position. *Push and glide on the front with arms extended and log roll onto the back. *Push and glide on the back with arms extended and log roll onto the front. *Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back. *Fully submerge to pick up an object. *Correctly identify three of the four key water safety messages. * *Push and glide and travel 10 metres on the back. *Push and glide and travel 10 metres on the front. *Perform a tuck float and hold for three seconds. *Exit the water without using steps.





Level 4	*Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate anunderstanding of floating. *Push and glide from the wall towards the pool floor. *Kick 10 metres backstroke (one item of equipment optional). *Kick 10 metres front crawl (one item of equipment optional). *Kick 10 metres butterfly on the front or on the back. *Kick 10 metres breaststroke on the front (one item of equipment optional). *Perform a head first sculling action for 5 metres in a flat position on the back. *Travel on back and log roll in one continuous movement onto front. *Travel on front and log roll in one continuous movement onto back. *Push and glide and swim 10 metres, choice of stroke is optional.
Level 5	*Perform a flat stationary scull on the back. *Perform a feet first sculling action for 5 metres in a flat position on the back. *Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. *Tread water for 30 seconds. *Perform three different shaped jumps into deep water. *Push and glide and swim 10 metres backstroke (performed to Swim England expected standards). *Push and glide and swim 10 metres front crawl (performed to Swim England expected standards). *Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards). *Push and glide and swim 10 metres butterfly (performed to Swim England expected standards). *Perform a handstand and hold for a minimum of three seconds. *Perform a forward somersault. *Demonstrate an action for getting help.
Level 6	*Give two examples of how to prepare for exercise and understand why it is important. *Sink, push off on side from the wall, glide, kick and rotate into backstroke. *Sink, push off on side from the wall, glide, kick and rotate into front crawl. *Swim 10 metres wearing clothes. *Push and glide and swim front crawl to include at least six rhythmical breaths.





	*Push and glide and swim breaststroke to include at least six rhythmical breaths. *Push and glide and swim butterfly to include at least three rhythmical breaths. *Push and glide and swim backstroke to include at least six regular breaths. *Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expectedstandards). *Perform a 'shout and signal' rescue. *Perform a surface dive.
Level 7	*Push and glide and swim 25 metres backstroke (performed to Swim England expected standards). *Push and glide and swim 25 metres front crawl (performed to Swim England expected standards). *Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards). *Push and glide and swim 25 metres butterfly (performed to Swim England expected standards). *Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three ormore, 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 (performed to Swim England expected standards). *Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim Englandexpected standards). *Tread water using eggbeater action for 30 seconds. *Complete an obstacle course (using a minimum of four objects) with feet off the pool floor throughout.

