

Physical Education (P.E.)



Intent

All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes a day with 30 minutes taking place in schools.

In the East of England, the number of pupils living with obesity is high. According to the NHS, in 2022-23, this stood at 8.1% for pupils in the EYFS rising to 20.6% for pupils in year 6 – and Peterborough has one of the highest rates of child obesity in the region (more than 9% and 24% respectively). Compounded by a national trend in physical activity decline during the Covid-19 pandemic, it is therefore absolutely essential that our pupils have regular access to sports and physical activity opportunities throughout their journey through primary school. We aim to do all we can to reduce these figures and have our pupils understand the importance of leading healthy, active lifestyles.

All Peterborough Keys Academies Trust (P.K.A.T.) schools recognise they have an important role in providing a foundation for positive and enjoyable participation in regular high quality physical activity. It is important to improve the health and wellbeing of all pupils.

At Longthorpe Primary School, careful consideration is given to the P.E. curriculum to maintain high aspirations and expectations in competitive sports and other physically demanding activities for all pupils. Through our curriculum provision our aims for students are to:

- Participate and develop physical competency in a wide range of physical activities that provide appropriate challenge and risk.
- Build confidence and resilience to try hard and make progress through all activities.
- Enjoy learning in and through the development of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their learning.
- Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them.
- Develop their physical wellbeing through increased stamina, strength and flexibility, and recognise the impact on their emotional wellbeing and health from engaging in physical activity on a regular basis.
- Be involved in learning about risk management, and their responsibility in this, for them to participate independently in physical activity in later life.

We will provide swimming instruction to achieve the National Curriculum outcomes for swimming and water safety.

Longthorpe Primary School will use its sport premium funding to ensure all pupils have equal access to high quality P.E. provision and to make additional and sustainable improvements to P.E., sport and physical activity every year.

Longthorpe Primary School will work with external organisations to support our P.E. and Sport Premium outcomes, including the local Schools Games Organiser (SGO), local sports clubs and Living Sport (County Sports Partnership) to support our ongoing development.

Enrichment Activities

At Longthorpe Primary School, the aims of our enrichment programme are to extend and enrich the work being done during the P.E. curriculum. The programme will reinforce the importance of keeping physically active and to lead a healthy lifestyle, including;

- provide a broad balance of competitive and non-competitive activities through intra and inter-school events.
- provide specific movement clubs which develop health and fitness.
- ensure that every student is offered the opportunity to attend a minimum of one enrichment activity each week.
- Ensure the school regularly participates in School Games Organiser (SGO), local and county-wide events that promote physical activity and competitive outcomes.

Key School Staff

The first point of contact for Physical Education should be the class teacher.

All staff listed below can be contacted via the school office.

Name	Role
K. Trethewy	Headteacher
J. Parkhouse	Deputy Headteacher & P.E. Lead
M. Ali	Sport Premium Lead
A. England	P.K.A.T. Director of Education

How well are we doing?

At Longthorpe Primary School, we will report on our website the key actions, outcomes and progress for P.E. and Sport Premium every academic year following guidance set out by the DfE. This will include how we have spent our sport premium funding, the impact it is having and the number of Year 6 pupils who have met the national curriculum swimming and water safety requirements.

Implementation

Pupils have two hours of P.E. lessons each week, one of which is taught by a dedicated sports coach. P.E. lessons are characterised by lots of collaboration, plenty of time for practice and skill development, high engagement from pupils, pupils and teachers giving feedback to support and further develop learning and skills, and a strong focus on the accurate use of sports and fitness related vocabulary.

In order to support our school's aims for physical education, we use Get Set 4 P.E. resources to deliver our lessons. These resources provide a really comprehensive physical education curriculum for our pupils and well-supports teachers in being able to deliver effective and well-planned lessons, which can be adapted to ensure all learners' needs are met in P.E. lessons, including those pupils who may need to be challenged further.

The curriculum has been designed to cover seven key areas of physical education to ensure that that our pupils have a fulfilling and well-rounded journey from the EYFS to year 6.

Outdoor Adventurous Activity Outdoor Activities Team Building	Fundamental Movement Skills PE Fundamentals Athletics Fitness	Body Management Gymnastics Yoga	Games Ball Skills, Striking & Fielding Sending & Receiving Invasion & Target Games Net & Wall Games
Dance	Swimming & Water Safety	Social, Emotional & Thinking Skills	

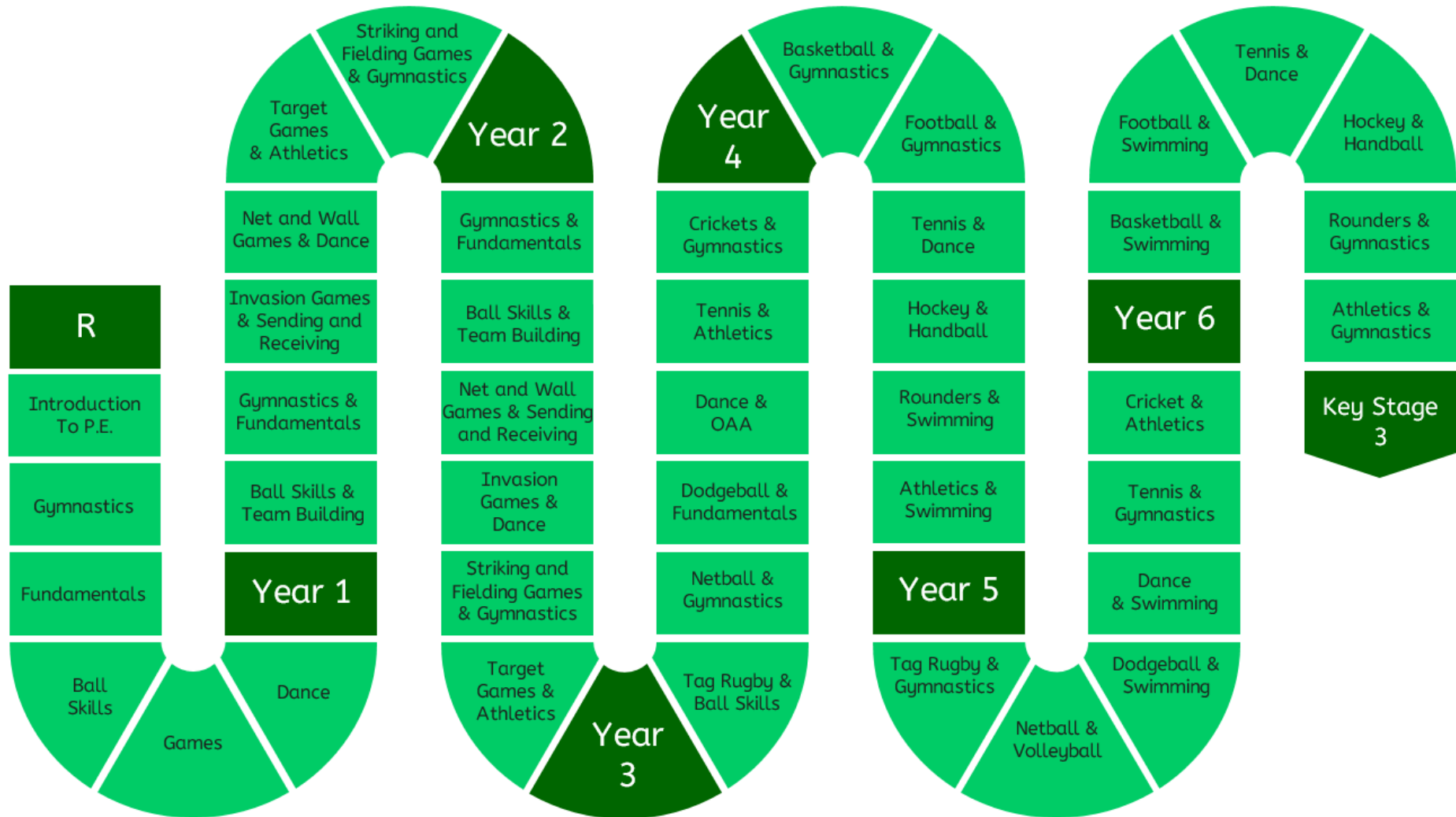
Our curriculum also includes opportunities for regular and relevant movement breaks, including a daily health & exercise segment. This takes the form of either the 'daily mile', Get Set 4 P.E. 'active blasts', Go Noodle, sensory circuit activities or yoga for body management and the chosen task is targeted at specific year groups appropriately.

Extra-curricular clubs are also provided through the school as a way of giving our pupils more opportunities to take part in physical activity. These are offered to both KS1 and KS2 and encourage pupils to experience competitive games through competition with other schools and their peers, while also being able to participate in an activity which they enjoy and may not be able to access out of school time. Through these clubs, we also encourage pupils to engage in the community around them and join local clubs such as the City of Peterborough Swimming Club (COPS), the City of Peterborough Hockey Club, Spirals and the City of Peterborough Tennis Club.

The Journey of a Sportsperson at Longthorpe

EYFS	<p>By the end of the EYFS, pupils will meet the Early Learning Goals:</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Work and play co-operatively and take turns with others.• Show sensitivity to their own and to others' needs.• 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.
KS1	<p>By the end of KS1, pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, both individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. They will participate in team games, developing simple tactics for attacking and defending and they will perform dances using simple movement patterns.</p>
KS2	<p>By the end of KS2, pupils will continue to build on the learning from KS1, further developing and applying 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 will develop their skills in communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>

Units Overview



Progression of Knowledge and Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music</p>	<p>Copy and remember repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timings with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
Fundamental Movement Skills	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into a space.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and coordination.</p>

	<p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and coordination when changing direction.</p> <p>Use coordination with and without equipment.</p>	<p>with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance travelling at different speeds.</p> <p>Demonstrates balance and coordination when changing direction.</p> <p>Perform actions with increased control when coordinating their body with and without equipment.</p>	<p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing others fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can coordinate their bodies with increased consistency in a variety of activities.</p>	<p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to coordinate their body at speed in response to a task.</p>	<p>showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can coordinate a range of body parts at increased speed.</p>	<p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when traveling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
Games	<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium sized ball.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in games situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations,</p> <p>Kick with increasing success in game situations,</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p>

	<p>Attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Catch an object passed to them, with and without a bounce.</p> <p>Move to rack a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and with a team.</p>	<p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent,</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
Body Management	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p>

	<p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequence of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
<p>Outdoor Adventurous Activities</p>	<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in a space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram / map.</p> <p>Identify own and others' success.</p>	<p>Following instructions accurately.</p> <p>Work co-operatively with a partner and a small group, talking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/ map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve,</p>	<p>Follow instructions from a peers and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram / map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead and show consideration including within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p>

Social, Emotional & Thinking Skills	S:	<p>Take Turns</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
	E:	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer [period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honestly when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
	T:	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks (e.g., choosing to travel by skipping).</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge (e.g., move to an open space towards goal).</p> <p>Begin to select and apply skills to use in a variety of differing situations (e.g., choose to use a balance on their bottom on a wider piece of apparatus).</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation (e.g., who to pass to and where to move).</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>

Swimming & Water Safety

Pupils in years 4, 5 and 6 go swimming at our local Vivacity pool located at our partner school, Jack Hunt Secondary School. By the end of year 6, pupils should be able 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-based situations

The teachers who accompany each class for swimming are both Amateur Swimming Association (ASA) level 2 accredited and have the strong knowledge and skillset required of the subject to teach the lessons every week. We are also supported by professional coaches from the Vivacity staff so that the teaching of swimming can be targeted and taught in small groups. Swimming assessments are completed by the Vivacity teachers who base their assessments on the ASA swimming stages. The assessment determines how far each pupil is able to swim at the end of the half term, and the pupils are given certificates of distance. If any in year 6 have still not been able to achieve the required level, they will be able to have the opportunity to try again in the summer term to see if they can improve on their previous assessment. We also have pupils who swim for the City of Peterborough Swimming Club (COPS), and these pupils, along with any others who are put into the advanced set (stage 4) by the Vivacity teachers on the first week assessment, learn with the sports coach and have bespoke lessons targeted at their level.

Our swimming curriculum is based on the ASA swimming stages to determine what each group should be taught.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
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.	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	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.	Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. Push and glide from the wall towards the pool floor.	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	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.	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).

<p>Move sideways for a distance of 5 metres, feet may be on or off the floor.</p> <p>Scoop the water and wash the face.</p> <p>Be comfortable with water showered from overhead.</p> <p>Move from a flat floating position on the back and return to standing.</p> <p>Move from a flat floating position on the front and return to standing.</p> <p>Push and glide in a flat position on the front from a wall.</p> <p>Push and glide in a flat position on the back from a wall.</p> <p>Give examples of two pool rules.</p> <p>Exit the water safely.</p>	<p>return to standing without support.</p> <p>Move from a flat floating position on the front and return to standing without support.</p> <p>Push from a wall and glide on the back – arms can be by the side or above the head.</p> <p>Push from a wall and glide on the front with arms extended.</p> <p>Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.</p> <p>Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.</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>Understand the four key water safety messages:</p> <p>1. Stop and Think – Always swim in a safe</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>for 30-45 seconds to include a rotation.</p> <p>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 (performed to Swim England expected standards).</p> <p>Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).</p> <p>Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).</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>Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 25 metres butterfly (performed to Swim England expected standards).</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:</p> <p><i>Sculling:</i> head first, feet first</p> <p>Rotation: forward or backward somersault, log roll</p> <p>Floating: star on the front or on the back, tuck float, create own</p> <p>Eggbeater: Moving,</p>
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	<p>Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.</p> <p>Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.</p> <p>Perform a log roll from the back to the front.</p> <p>Perform a log roll from the front to the back.</p> <p>Exit the water without support.</p>	<p>place.</p> <p>2. Stay Together – Always swim with an adult.</p> <p>3. Float – If you fall in, float, breathe and relax.</p> <p>4. Call 999 – If someone else in trouble, call 999.</p>	<p>Push and glide and swim 10 metres, choice of stroke is optional.</p>	<p>(performed to Swim England expected standards).</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>(performed to Swim England expected standards).</p> <p>Perform a 'shout and signal' rescue.</p> <p>Perform a surface dive.</p>	<p>lifting one or both arms out of the water</p> <p>Perform a sitting dive or dive.</p> <p>Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).</p> <p>Tread water using eggbeater action for 30 seconds.</p> <p>Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.</p>
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