

PE Curriculum Map – Linked with Complete PE Units

For Year 3, 4 and 5 in Spring 1, Achieve4All to teach one sport, federation class teachers to teach the other.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>Locomotion</u> Walking	<u>Gymnastics</u> High, low, over, under	<u>Dance</u> Dinosaurs	<u>Locomotion</u> Jumping	<u>Attack v Defence</u> Games for Understanding	<u>Swimming</u> <u>Ball Skills</u> Feet
Year 1	<u>Locomotion</u> Running <u>Locomotion</u> Jumping	<u>Gymnastics</u> Wide, narrow, curled	<u>Dance</u> Growing	<u>Ball Skills</u> Hands	<u>Attack v Defence</u> Games for Understanding	<u>Swimming</u> <u>Health and</u> <u>Wellbeing</u>
Year 2	<u>Locomotion</u> Dodging	<u>Gymnastics</u> Linking	<u>Dance</u> Explorers	<u>Ball skills</u> Rackets bats and balls	<u>Attack v Defence</u> Games for Understanding	<u>Swimming</u> <u>Health and</u> <u>Wellbeing</u>
Year 3	<u>Games</u> Invasion Tag Rugby	<u>Gymnastics</u> Symmetry & Asymmetry	<u>Dance</u> Weather <u>Outdoor</u> <u>Adventure</u> <u>Activities</u> Problem Solving	<u>Games</u> Striking and Fielding Rounders	<u>Athletics</u> Athletics	<u>Swimming</u> <u>Games</u> Net/wall - Tennis
Year 4	<u>Games</u> Invasion Netball	<u>Gymnastics</u> Bridges	<u>Dance</u> Space <u>Outdoor</u> <u>Adventure</u> <u>Activities</u>	<u>Games</u> Striking and Fielding Rounders	<u>Athletics</u> Athletics	<u>Swimming</u> <u>Games</u> Net/wall - Tennis

			Problem Solving			
Year 5	<u>Games</u> Invasion Dodgeball	<u>Gymnastics</u> Counter Balance and Counter Tension	<u>Dance</u> The Circus <u>Outdoor</u> <u>Adventure</u> <u>Activities</u> Orienteering	<u>Games</u> Striking and Fielding Cricket	<u>Athletics</u> Athletics	<u>Swimming</u> <u>Games</u> Net/wall - Tennis
Year 6	<u>Games</u> Invasion Football	<u>Gymnastics</u> Matching and Mirroring	<u>Health Related</u> <u>Exercise</u>	<u>Games</u> Striking and Fielding Cricket	<u>Athletics</u> Athletics	<u>Swimming</u> <u>Games</u> Net/wall - Tennis

Physical success, Cognitive success, Social success, Wellbeing and emotional success criteria:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Physical success- Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.</p> <p>Cognitive success- Pupils will develop an understanding of why we move into space as they explore moving and walking.</p> <p>Social success- Pupils will develop life skills such as</p>	<p>Physical success- Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</p> <p>Cognitive success- Pupils will understand why, when and where we jump in a game with developing focus and concentration</p>	<p>P Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.</p> <p>c Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this</p>	<p>Physical success- Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent.</p> <p>Cognitive success- Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will</p>	<p>Physical success- Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>Cognitive success- Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and</p>	<p>Physical success- Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.</p> <p>Cognitive success- Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.</p>	<p>P Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.</p> <p>Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>s Pupils will</p>

	<p>empathy and fairness as they listen, play by the rules and encourage others.</p> <p>Wellbeing/emotional success- Pupils will develop their own self belief as they move and travel with confidence.</p>	<p>on the correct jumping technique.</p> <p>Social success- Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.</p> <p>Wellbeing/emotional success- Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.</p>	<p>understanding in game situations.</p> <p>S Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.</p> <p>W Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games.</p>	<p>understand the importance of tagging.</p> <p>Social success- Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.</p> <p>Wellbeing/emotional success- Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self motivation.</p>	<p>creating simple tactics.</p> <p>Social success- Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>Wellbeing/emotional success- Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>Social success- Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.</p> <p>Wellbeing/emotional success- Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest.</p>	<p>effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p>
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Autumn 2	<p>Physical success- Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>Cognitive success- Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</p> <p>Social success- Pupils will begin to develop life skills such as</p>	<p>Physical success- Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Cognitive success- Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p>Social success- Pupils will</p>	<p>P Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>S Pupils will demonstrate life skills such as empathy</p>	<p>Physical success- Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p>Cognitive success- Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any</p>	<p>Physical success- Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.</p> <p>Cognitive success- Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when</p>	<p>P Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>C Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways</p>	<p>P Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>C Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.</p>

	<p>empathy and gratitude as they encourage and congratulate others in their work.</p> <p>Wellbeing/emotional success- Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p>	<p>demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>Wellbeing/emotional success- Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</p>	<p>and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</p>	<p>adaptations when necessary.</p> <p>Social success- Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.</p> <p>Wellbeing/emotional success- Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences</p>	<p>necessary.</p> <p>Social success- Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</p> <p>Wellbeing/emotional success- Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</p>	<p>to improve them.</p> <p>S Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.</p> <p>W Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.</p>	<p>S Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.</p> <p>W Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.</p>
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				even when they find it hard.			
Spring 1	<p>Physical success- Pupils will move their bodies with big actions as they explore moving as different types of dinosaurs.</p> <p>Cognitive success- Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>Social success- Pupils will demonstrate life skills such</p>	<p>Physical success- Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>Cognitive success- Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for</p>	<p>P Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p>C Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a</p>	<p>Dance:</p> <p>Physical success- Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</p> <p>Cognitive success- Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement</p>	<p>Dance:</p> <p>P Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>C Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply</p>	<p>P Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.</p> <p>C Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision</p>	<p>P Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.</p> <p>C Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and</p>

	<p>as empathy as they listen to ideas and watch others as they perform.</p> <p>Wellbeing/emotional success- Pupils will develop their self belief as they move and travel with confidence.</p>	<p>moving.</p> <p>Social success- Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.</p> <p>Wellbeing/emotional success- Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.</p>	<p>variety of characters.</p> <p>S Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.</p> <p>W Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</p>	<p>options.</p> <p>Social success- Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.</p> <p>Wellbeing/emotional success- Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</p> <p>Outdoor</p>	<p>resourcefulness as they construct their sequences.</p> <p>S Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.</p> <p>W Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p> <p>Outdoor</p>	<p>making as they construct their sequences.</p> <p>S Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance.</p> <p>W Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept</p>	<p>flexibility.</p> <p>S Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.</p> <p>W Pupils will refine life skills such as self motivation, resilience and self discipline as they strive to improve their own performances.</p>
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				<p>activities:</p> <p>Physical success- Pupils will work within a team to complete the different problem solving challenges successfully.</p> <p>Cognitive success- Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.</p> <p>Social success- Pupils will develop life skills such as</p>	<p>Adventure Activities:</p> <p>p - Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully.</p> <p>c Pupils will apply an ability to evaluate and improve strategies to solve the problems.</p> <p>s Pupils will develop life skills such as trust and collaboration</p>	<p>feedback on their own performances.</p>	
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				<p>respect and communication as they collaborate with their team members to successfully complete the challenges.</p> <p>Wellbeing/emotional success- Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.</p>	<p>as they work effectively with their team mates to complete the challenges.</p> <p>W Pupils will demonstrate leadership attributes as they take responsibility for their team members.</p>		
Spring 2	P Pupils will develop their	Physical success- Pupils will be able to send a ball	Physical success - Pupils will be able to use a bat safely	Physical success- Pupils will develop their ability to keep	Physical success- Pupils will be able to apply developing	P Pupils will refine their bowling, throwing,	P Pupils will consolidate their bowling, throwing,

	<p>ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.</p> <p>c Pupils will explore their curiosity as they try jumping in a variety of different ways.</p> <p>s Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.</p>	<p>towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.</p> <p>Cognitive success- Pupils will develop their concentration skills as they focus on the target, their partner and the ball.</p> <p>Social success- Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the</p>	<p>to strike (hit) their ball into space, directing the ball away from fielders.</p> <p>c Pupils will understand why it is so important to hit the ball into space and apply this understanding as the outwit their opponents.</p> <p>s Pupils will continue to develop life skills such as fairness and empathy as they work together ensuring everyone in the group or team</p>	<p>the batter's score as low as possible by applying accurate throwing, catching and retrieving skills</p> <p>Cognitive success- Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters.</p> <p>Social success- Pupils will develop life skills such as respect and cooperation as they collaborate</p>	<p>batting skills in order to score points. Pupils will continue to develop accurate throwing, catching and retrieving skills.</p> <p>c Pupils will understand the difference between batting and fielding. Pupils will understand why batters need to aim at space when striking the ball.</p> <p>s Pupils will develop life skills such as trust and cooperation as they collaborate</p>	<p>catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.</p> <p>c Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.</p> <p>s Pupils will develop communication skills as they officiate in game based</p>	<p>catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.</p> <p>c Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.</p> <p>s Pupils will effectively apply their tactics, demonstrating a clear understanding</p>
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	<p>W Pupils will show courage as they apply developing confidence while exploring their jumping skills.</p>	<p>rules.</p> <p>Wellbeing/emotional success- Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance, always keeping the score and playing fairly</p>	<p>is involved.</p> <p>W Pupils will show determination and self motivation as they strive to improve and show a positive attitude in their learning.</p>	<p>effectively with others including their opponents.</p> <p>Wellbeing/emotional success- Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination.</p>	<p>with others and apply the rules of the game.</p> <p>W Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>scenarios. Pupils will also start to lead their team and manage their games.</p> <p>W By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</p>	<p>of the role each team member will perform and will ensure the team feels motivated.</p> <p>W Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p>
<p>Summer 1</p>	<p>Physical success- Pupils will be able to move into spaces avoiding other pupils. Pupils</p>	<p>Physical success- Pupils will be able to run and stay in a space, changing</p>	<p>Physical Success- Pupils will move between attack and defence as the game</p>	<p>Physical success- Pupils will develop their ability to run and jump as fast/far as</p>	<p>Physical success- Pupils will be able to apply the correct technique for sprinting. They</p>	<p>P Pupils will apply the correct technique for sprinting individually and</p>	<p>Physical success- Pupils will apply a refined understanding of running for speed, pacing,</p>

	<p>will also be able to adjust their speed and change direction to avoid other pupils.</p> <p>Cognitive success- Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.</p> <p>Social success- Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage</p>	<p>direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</p> <p>Cognitive success- Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.</p> <p>Social success- Pupils will develop life skills such as empathy and fairness as they</p>	<p>changes. Pupils will be able to move in to space when attacking and tag the opposition when defending.</p> <p>Cognitive success- Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defence.</p> <p>Social success- Pupils will develop strong collaboration skills by</p>	<p>possible with the correct techniques and throw for distance exploring the most effective technique.</p> <p>Cognitive success- Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p>Social success- Pupils will develop life skills such as cooperation and encouragement</p>	<p>will explore pacing and the correct technique for triple jump and javelin.</p> <p>Cognitive success- Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.</p> <p>Social success- Pupils will develop life skills such as communication and encouragement as they</p>	<p>within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>c Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p>s Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing</p>	<p>throwing and jumping for distance.</p> <p>Cognitive success- Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.</p> <p>Social success- Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>Wellbeing/emotio</p>
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	<p>others.</p> <p>Wellbeing success- Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest</p>	<p>collaborate with their own team and the opposing team to ensure they play the games fairly.</p> <p>Wellbeing/emotional success- Pupils will continue to develop and apply honesty as they play by the rules and keep the score.</p>	<p>working with their own team effectively and playing fairly against the opposition.</p> <p>Wellbeing/emotional success- Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self discipline.</p>	<p>t as they collaborate with others and support each other to develop their techniques.</p> <p>Wellbeing/emotional success- Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p>	<p>collaborate with others and support each other to improve and develop.</p> <p>Wellbeing/emotional success- Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>respect.</p> <p>W Pupils will strive to improve their own technique, ensuring they always apply maximum effort.</p>	<p>nal success- Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example.</p>
Summer 2	<p>Physical success- Pupils will develop their ability to dribble the ball</p>	<p>P Pupils will move showing agility, be able to remain balanced and</p>	<p>P Pupils will move showing refined agility, balance and coordination,</p>	<p>P Pupils will throw/hit the ball into space on their opponents side</p>	<p>P Pupils will hit the ball into space on their opponents side of the court,</p>	<p>P Pupils will be able to execute a wide range of shots and play the ball into</p>	<p>P Pupils will apply a refined understanding of playing forehand,</p>

	<p>keeping control. Pupils will move the ball into spaces avoiding any defenders.</p> <p>Cognitive success- Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.</p> <p>Social success- Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</p> <p>Wellbeing/emotional success- Pupils will</p>	<p>apply coordination in activities and within circuit challenges.</p> <p>c Pupils will demonstrate a basic understanding of agility, balance and coordination and why they are important.</p> <p>s Pupils will develop life skills such as empathy and fairness as they collaborate with their partners and support each other to complete the circuits.</p> <p>w Pupils will</p>	<p>applying these elements of fitness in activities and within circuit challenges.</p> <p>c Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important.</p> <p>s Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits.</p>	<p>of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.</p> <p>c Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court.</p> <p>s Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.</p>	<p>creating space for the next shot that will win them the point.</p> <p>c Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.</p> <p>s Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.</p> <p>w Pupils will</p>	<p>space. Pupils will be able to serve the ball accurately to start the game.</p> <p>c Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games.</p> <p>s Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.</p> <p>w By facilitating learning through doubles games,</p>	<p>backhand, serves and volleys into space in order to win points.</p> <p>c Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.</p> <p>s Pupils will collaborate effectively with their partner, communicating and supporting each other.</p> <p>w Pupils will constantly apply life skills such as integrity and</p>
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	apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.	demonstrate honesty and self belief as they try their hardest to improve their performances and keep their score.	w Pupils will apply honesty and self belief as they continue to improve their performances and keep their score.	w Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.	continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.	pupils will be challenged to always try their best, even when they are losing.	self discipline by playing by the rules and leading others by example.
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Swimming Award Outcomes:

Award 1	<ol style="list-style-type: none">1. Enter the water safely.2. Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor.3. Scoop the water and wash face, be comfortable with water showered from overhead.4. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.5. Take part in a movement game.6. Give examples of two pool rules.7. Recognise and identify the purpose of beach flags.8. Exit the water safely.
Award 2	<ol style="list-style-type: none">1. Enter the water safely.2. Move from a horizontal floating position on the front and return to standing.3. Move from a horizontal floating position on the back and return to standing.4. Push and glide on the front in a horizontal position, to or from the pool wall.5. Push and glide on the back in a horizontal position from the pool wall.6. Travel on the back for 5 metres.7. Travel on the front for 5 metres.8. Float on the back.9. Know how to signal for help.10. Exit the water safely.
Award 3	<ol style="list-style-type: none">1. Jump in from poolside and submerge (minimum depth of 1 metre).2. Fully submerge to pick up an object.

	<ol style="list-style-type: none"> 3. Perform a tuck float and hold for five seconds. 4. Push from wall and glide on the front with arms extended. 5. Push from wall and glide on the back (optional with arms extended). 6. Perform a rotation from the front to the back, then return to standing. 7. Perform a rotation from the back to the front, then return to standing. 8. Identify an open water hazard near your home or school. 9. Exit the water safely.
Award 4	<ol style="list-style-type: none"> 1. Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre). 2. Push and glide towards the pool floor with arms extended. 3. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. 4. Push and glide on the front with arms extended and log roll onto the back. 5. Push and glide on the back with arms extended and log roll onto the front. 6. Travel 5 Metres the front, perform a tuck to rotate onto the back and return to the side. 7. Travel 10 metres on the front with feet off the pool floor. 8. Travel 10 metres on the back with feet off the pool floor. 9. Perform a's Houtand Signal Rescue. Explain How You Would Get Help. 10. Exit the water safely without using steps.
Award 5	<ol style="list-style-type: none"> 1. Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth). 2. Perform a horizontal stationary scull on the back. 3. Kick 10 metres backstroke. 4. Kick 10 metres front crawl. 5. Kick 10 metres butterfly or breaststroke on the front or on the back.

	<ol style="list-style-type: none"> 6. Travel on back and log roll 180 degrees in one continuous movement onto front. 7. Travel on front and log roll 180 degrees in one continuous movement onto back. 8. Swim 10 metres, choice of stroke optional. 9. Give two examples of where it is safe to swim and why. 10. Exit the water safely.
Award 6	<ol style="list-style-type: none"> 1. Perform three different shaped jumps into deep water (to include a straddle jump). 2. Perform a head first scull for 5 metres. 3. Two out of the following three must be completed: <ol style="list-style-type: none"> a. Swim 10 metres front crawl. b. Swim 10 metres backstroke. c. Swim 10 metres breaststroke. 4. Tread water for 30 seconds. 5. Perform a handstand or forward somersault, tucked in the water. 6. Swim 25 metres (choice of stroke optional). 7. Swim 10 metres wearing clothes - as a minimum T-shirt and shorts. 8. Exit deep water without the use of steps.
Self rescue Award	<ol style="list-style-type: none"> 1. Enter the water using a fall in entry. 2. Float on the back or scull. 3. Tread water for 20 seconds with one arm in the air and shout for help. 4. Swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object. 5. Take up the Heat Escape Lessening Position (H.E.L.P). 6. Swim 10 metres retaining a floating object. 7. Take up the Huddle position. 8. Swim using a long arm front paddle (survival stroke) to the side.

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| | <ol style="list-style-type: none">9. Climb out from water of at least full reach depth without using the steps.10. Discuss as a group when these skills might be used to self-rescue in different water based situations. |
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