

Dance

<p>National curriculum</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>KS1: Perform dances using simple movement patterns.</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>KS2: perform dances using a range of movement patterns.</p>				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Skills</p>	<p>Explore how their body moves</p> <p>Explore actions in response to music and an idea</p> <p>Explore pathways and the space around them and in relation to others</p> <p>Are given opportunities to perform in front of others</p>	<p>Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.</p> <p>Explore varying speeds to represent an idea</p> <p>Explore pathways within their performances</p>	<p>Accurately remember, repeat and link actions to express an idea</p> <p>Develop an understanding of dynamics</p> <p>Develop the use of pathways and travelling actions to include levels</p> <p>Explore working with a partner using unison,</p>	<p>Create actions in response to a stimulus individually and in groups</p> <p>Use dynamics effectively to express an idea</p> <p>Use directions to transition between formations</p> <p>Develop an understanding of formations</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Change dynamics effectively to express an idea</p> <p>Confidently use changes in level, direction and pathway</p>	<p>Choreograph planned dances by using, adapting and developing actions and steps from different dance styles</p> <p>Confidently use dynamics to express different dance styles</p> <p>Use direction and patterning to express different dance styles</p>	<p>Show controlled movements which express emotion and feeling</p> <p>Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group</p> <p>Use a variety of basic</p>



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	Begin to count to music	Begin to explore actions and pathways with a partner Begin to use counts within their performance	matching and mirroring Develop the use of facial expressions in their performance	Perform short, self-choreographed phrases showing an awareness of timing	Use action and reaction to represent an idea Perform complex dances that communicate narrative and character, performing clearly and fluently	Confidently use formations, canon and unison to express a dance idea Perform dances expressively, using a range of performance skills, showing accuracy and fluency Use counts accurately when choreographing to perform in time with others and the music	compositional principles when creating their own dances Demonstrate a clear understanding of timing in relation to the music and other dances throughout their performance Use counts when choreographing and performing to improve the quality of work
Key vocabulary	Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards	Counts, pose, level, slow, fast, balance	Mirror, action, pathway, direction, speed, timing	Flow, explore, create, perform, match, feedback, expression	Reaction, unison, represent, dynamics, control	Formation, posture, performance, canon, relationship	Choreograph, phrase, contrast, structure, fluently, connect



Games

National curriculum	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.		Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.				
	KS1: participate in team games, developing simple tactics for attacking and defending		KS2: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Drop and catch with two hands Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space.	Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some	Dribble a ball with two hands on the move. Dribble a ball with two hands on the move. Throw and roll towards a target using varying	Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations.	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations.	Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain



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	<p>Stop a beanbag or large ball sent to them using hands.</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>varying techniques.</p> <p>Kick towards a stationary target</p> <p>Catch a beanbag and a medium-sized ball.</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>techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track 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>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 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 a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</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</p>	<p>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 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>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>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</p>
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				Use simple tactics individually and within a team.	opponent with some success. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.	Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.	increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Key vocabulary	Run, stop, throw, roll, team, kick, space, catch, pass, forwards, backwards, tag, balance, around	Far, aim, safely. Direction, dribble balance, send, defender, points, attacker, score partner, net, hit, target, distance	Overarm, collect, underarm, target, distance, chest pass, bounce pass, dodge, goal, teammate, possession,	Track, receive, chest, shoulder, overhead, receiver, footwork, rebound, tracking,	Release, select, control, consistently, technique, persevere, outwit, opposition, pivot,	Tactics, control, foul, pressure, onside, offside, support, obstruction, volley, co-operatively,	Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down,



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			receive, quickly, trap, defend, return, against, fielder, bowler, batter, accurate, against, release	interception, mark, travelling, playing area, serve, rally, opponent, strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding, rules, putt, drive, course, block	opponent, court, field, pitch, contact, backhand, forehand, stance, retrieve, stumped, two-handed pick up, technique, short barrier, communicate, chipping, protect, swing, align	continuously, set, dig, overtake, backing up, par, hole, officiate, fair play, power	consecutive, deep, forecourt, backcourt, defensive, attacking, obstruction, drive hit, defensive hit, tournament, hazard, sportsmanship, bunker
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Gymnastics

National curriculum	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.		Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.				
	KS1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		KS2: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<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>Explore basic and still shapes straight, tuck, straddle, pike.</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>Explore using shapes in different gymnastic balances</p> <p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body</p>	<p>Explore matching and contrasting shapes.</p> <p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on</p>	<p>Develop the range of shapes they use in their sequences.</p> <p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control</p>	<p>Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p> <p>Show increasing control and balance when moving from one balance to another.</p>	<p>Combine and perform gymnastic shapes more fluently and effectively.</p> <p>Combine and perform more complex balances with control, technique and fluency.</p>



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	<p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p> <p>Show contrast with their bodies including wide/narrow, straight/curved.</p> <p>Explore jumping safely.</p> <p>Explore rocking and rolling.</p>	<p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p> <p>Explore shape jumps including jumping off low apparatus.</p> <p>Explore barrel, straight and forward roll progressions.</p>	<p>parts, with and without apparatus.</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>Explore shape jumps and take off combinations.</p> <p>Explore barrel, straight and forward roll and put into sequence work.</p>	<p>different body parts for longer periods of time.</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>Explore point and patch balances and transition smoothly into and out of them.</p> <p>Develop stepping into shape jumps with control.</p> <p>Develop the straight, barrel, and forward roll.</p>	<p>and technique when taking own and others weight.</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>Develop strength in bridge and shoulder stand.</p> <p>Develop control in performing and landing rotation jumps.</p> <p>Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>	<p>Use strength to improve the quality of an action and the range of actions available.</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 sequences of actions with a good level of quality, control and technique with and without a partner.</p> <p>Explore symmetrical and asymmetrical balances.</p> <p>Explore progressions of a cartwheel.</p> <p>Select a range of jumps to include in sequence work.</p>	<p>Demonstrate more complex actions with a good level of strength and technique.</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>Combine and perform a range of gymnastic jumps more fluently and effectively.</p> <p>Develop fluency and consistency in the straddle, forward and backward roll.</p>
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						Develop control and fluency in the straight, barrel, forward, straddle and backward roll.	Explore counter balances and counter tension balances. Develop control in progressions of a cartwheel and a headstand.
Key vocabulary	Move, copy, shape, over, space, rock, around, safely, travel, forwards, backwards	Action, jump, roll, level, direction, speed, point, balance	Link, pathway, sequence, tuck, straddle, speed, star, pike	Flow, explore, create, matching, interesting, control, contrasting	Technique, quality, apparatus, perform, extension, inverted	Symmetrical, asymmetrical, rotation, synchronisation, aesthetics, progression, canon	Formation, momentum, counter balance, fluently, counter tension, stability



Athletics

<p>National curriculum</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>KS2: Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Skills</p>	<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 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>Show balance and coordination when running at different speeds.</p> <p>Develop the sprinting action. Explore rhythm when running over obstacles.</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Develop the sprinting technique and apply it to relay events.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Develop power and speed in the sprinting technique.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Apply fluency and co-ordination when running for speed in relay changeovers.</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</p>



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	<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>Jump, leap and hop and choosing which 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 co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Show hopping and jumping movements with some balance and control.</p> <p>Develop overarm throwing for distance.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Explore the technique for a pull throw.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills</p> <p>Show balance when changing direction in</p>	<p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Explore power and technique when throwing for distance in a pull and heave throw.</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 co-ordinate their body at speed in response to a task.</p>	<p>Show control at take-off and landing in more complex jumping activities.</p> <p>Explore technique and rhythm in the triple jump</p> <p>Perform a range of more complex jumps 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 co-ordinate a range of body parts at increased speed.</p>	<p>with greater control and co-ordination.</p> <p>Develop power, control and technique in the triple jump.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Develop power, control and technique when throwing discus and shot put.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition</p>
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				combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.			smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Key vocabulary	Push, stop, jump, space, forwards, safely, backwards, balance	Far, hop, aim, fast, slow, bend, improve, direction, travel	Sprint, jog, distance, height, take off, landing, overarm, underarm	Speed, higher, power, pace, strength, control, faster, accurately, further	Power, stamina, determination, officiate, accuracy, perseverance, personal best	Technique, downsweep, upsweep, flight, rhythm, stride	Force, rotation, compete, trajectory, momentum, continuous pace, transfer of weight

Outdoor and Adventurous Activities (OOA)

National curriculum	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>KS1: participate in team games</p>			<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>KS2: take part in outdoor and adventurous activity challenges both individually and within a team</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<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 space.</p> <p>Follow a path.</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>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking 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>Follow instructions from a peer 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>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>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>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best</p>



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	Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Developing map reading skills. Orientate and follow a diagram/map. Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Orientate a map confidently using it to navigate around a course. Explain why a particular strategy worked and alter methods to improve.	method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
Key vocabulary	Share, team, path, listen, space, travel, follow, safely	Lead, teamwork, solve, co-operate, instructions	Support, map, direction, successful, communicate	Rules, navigate, grid, route, discuss, trust, plan	Leader, inclusive, effectively, orientate, symbol	Tactical, collaborate, control card, collective, orienteering, navigation	Boundaries, location, critical thinking, symbol, co-operatively, strategy

Swimming

<p>National curriculum</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <ul style="list-style-type: none"> • 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] <ul style="list-style-type: none"> • perform safe self-rescue in different water-based situations. 		
	<p>Beginning swimming</p>	<p>Developing swimmer</p>	<p>Intermediate swimmer</p>
<p>Skills</p>	<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances. Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p>



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		Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the situation
Key vocabulary	Enter, exit, front, travel, rules, safely, kicking, back, pulling, splash, unaided, gliding, floating, breathing	Sculling, crawl, breaststroke, submersion, rotation, backstroke, stroke, huddle, alternate, survival, treading water, buoyancy	Exhale, flutter kick, surface, somersault, personal best, inhale, endurance, synchronised, propel, retrieve, continuous