

Curricular Overview Physical Education



Curricular Goals:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Kagan Goals:

Know and demonstrate how PIES principles make a more effective learner.

Know and develop multiple intelligences of verbal/linguistic, visual/special, interpersonal/social intrapersonal /introspective

Component: Dance

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	-Move to music. -Copy dance moves. -Perform some dance moves. -Move around the space safely - Children to perform dance moves and actions to stories.	-Copy dance moves. -Make up a short dance, after watching one being modelled - Use repeated dance moves to create sequences. -Dance imaginatively responding to stimuli such as music. - Children to move to show mood using music -Change rhythm, speed, level and direction whilst moving to different types of music. - Children to their bodies to imitate motifs from stories and topics. Introduce children to African music.	-Dance with control and co-ordination. -Make a sequence by linking sections together. -Link some movement to show a mood or feeling. - To perform dances using simple movements of patterns and repetition using African music as a stimuli for the movement. -Create and perform dances using simple movement patterns, including those from different times and cultures -Express and communicate ideas and feelings about a dance.	-Perform pair/group dance involving canon & unison, meet & part -Respond to music in time & rhythm to show like/unlike actions -Respond to music to express a variety of moods & feelings -Introduce music and movement to street dance	-Respond imaginatively to stimuli related to character/music/story -Perform clear & fluent dances that show sensitivity to idea/stimuli -To identify and practise the patterns and actions in a street dance style. - To create a dance that represents a street dance style -Make up dance within a small group	-Show/flueny/control in chosen dances in response to stimuli -Perform fluent dances with characteristics of different styles/eras -Adapt & refine(in pair/group), dances that vary direction, space & rhythm - Children to being to copy simple dance moves from over the decades such as the Charleston moves, the twist etc. - To create partnered dances that reflect a dance from over the decades style and apply the key components of dance.	-Be aware of & use musical structure, rhythm & mood. -Use appropriate criteria & terminology to evaluate performances -To identify and practise the patterns and actions in the style of Charleston or the twist. - To create a dance that represents the Charleston or the twist. -To create a dance as a group, using any moves that have previously been taught. - To perform and analyse own and others' performance.

Component: Gymnastics

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Make body tense, relaxed, curled and stretched.</p> <p>-Balance on small/large body parts & understand stillness</p> <p>-Make large and small body shapes</p> <p>-Climb & hang from apparatus</p> <p>-Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>- Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>-Walks downstairs, two feet to each step while carrying a small object.</p> <p>-Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>-Can stand momentarily on one foot when shown.</p> <p>-Jumps off an object and lands appropriately</p>	<p>-Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>-Begin to work on alone/with someone to make a sequence of shapes/travels</p> <p>-Climb safely, showing some shapes and balances when climbing.</p> <p>-Keep balance travelling in a range of ways along bench, spots, mat etc</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p>	<p>-Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>-Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>)</p> <p>-Be still on single/two + points of contact on floor/apparatus showing tension & control</p> <p>-Link known shape/travel/roll/jump to a balance using floor & on apparatus</p> <p>-Jump/ land with control using different body shapes in flight</p>	<p>-Use a greater number of own ideas for movement in response to a task.</p> <p>-Combine arm actions with skips/leaps/steps/jumps & spins in travel</p> <p>-Travel while using various hand apparatus,(ribbon/hoop/ rope/ball)</p> <p>-Know principles of balance and apply them on floor & apparatus</p>	<p>-Share ideas and give positive criticism/advice to self & others.</p> <p>-Create & perform matching/mirroring sequences explaining how it could be improved</p> <p>-Perform at least 3 different rolls (shoulder, forward, back) with some control</p> <p>-Link a roll with travel and balance using floor and apparatus with good body control</p>	<p>-Combine own work with that of others, identifying strengths & weaknesses.</p> <p>-Include change of speed, direction and shape in movements.</p> <p>-Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>-Create mirror/matching/cannon(pair) sequence varying dynamics/levels/direction etc.</p>	<p>-Select a suitable routine to perform to different audiences, bearing in mind who the audience is.</p> <p>-Transfer sequence above onto suitably arranged apparatus & floor</p> <p>-Perform 6-8 part floor sequence as individual, pair & small group to a piece of music</p> <p>-Demonstrate 3 paired balances in sequence using various skills/actions</p>

-Travels with confidence and skill around, under, over and through balancing and climbing equipment

Component: Invasion Games (netball, football, rugby, hockey)

Foundation Stage

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

-Send & receive a ball by rolling from hand & striking with foot
 -Aim & throw object underarm
 -Catch balloon/bean bag/scarf & sometimes a bouncing ball
 -Move and stop safely in a specific area
 -Play a passing & target game alone and with a partner

-Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
 -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
 - Shows a preference for a dominant hand.

-Throw underarm, bounce & catch ball by self & with partner
 -Begin to follow some simple rules
 • To master basic sending and receiving techniques:
 • To develop receiving skills.
 • To use ball skills in game based activities

-Pass a ball accurately (hands) over longer distances to a team mate
 -Combine stopping, pick up/collect & send a ball accurately to other players
 -Make simple decisions about when /where to move in game to receive a ball
 • To catch a variety of objects.
 • To vary types of throws introduce chest passes and bounce passes.

Netball (use first steps netball)
 -Team mates moving towards a scoring area.
 -Show some signs of using a chest pass and shoulder pass.
 -Show a target to indicate where I'd like to pass to.
 -Know where space is and try to move into it.
 -Mark another player and defend when needed.

Netball (use first steps netball)
 -Use a chest pass and shoulder pass to support team in scoring.
 -Make decisions regarding which is the best type of pass to use.
 -Begin to use a bounce pass, which only bounces once.
 -Identify space to move into and show a clear target to receive a pass.
 -Mark another player and begin to attempt interceptions.
 -Know where positions are allowed on a court.

Netball (Use of High Five netball) over a whole netball court
 -Use all three passes (chest, shoulder & bounce) correctly.
 -Use a range of speeds within a game to support a team in scoring.
 -Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.
 -Lose a defender to receive a pass.
 -Defend a player and make some successful interceptions (snatch & catch) when playing as a team.

Netball (Use of High Five netball) over a whole netball court
 -Know which pass is best to use and when in a game.
 -Use a range of square & straight passes to change direction of the ball.
 -Use landing foot to change direction to lose a defender.
 -Draw defender away to create space for self or team.
 -Position body to defend effectively, making successful interceptions.

		<ul style="list-style-type: none"> -Kick/stop a ball using a confident foot while static - Move a ball in one direction -Run straight and on a curve and sidestep with correct technique - Begin to follow simple rules - To play games that support predicting another child's move. 	<ul style="list-style-type: none"> -Perform some dribbling skills with hands and feet using space with different types of balls - To only use feet to move a ball to a target. - Pass a ball to a partner at varying distances. - To be able to improve agility using hurdles and jumps etc. 	<p>Football-</p> <ul style="list-style-type: none"> -Begin to dribble a ball making small touches -Begin to send a football to someone on team. -Keep a ball under control. -Know where space is and try to move into it. -Mark another player and defend when needed. 	<p>Football-</p> <ul style="list-style-type: none"> -Dribble with small touches into space. -Send a football to someone on the team, using different parts of foot. -Keep a ball under control when receiving a range of passes from team. -Understand where the space is and can move into it. -Mark another player and begin to attempt interceptions. 	<p>Football-</p> <ul style="list-style-type: none"> -Dribble making small touches into space with speed. -Send a football to someone on the team, using different parts of foot accurately. -Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). -See space, and use it effectively. -Lose a defender to receive a pass. -Defend a player and make some successful interceptions for team. 	<p>Football-</p> <ul style="list-style-type: none"> -Dribble making small touches into space with speed, to beat defenders. -Make decisions regarding how and when to send a football to someone in team. -Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. -Know how space changes within a game and when and how to move into changing spaces. -Draw defender away to create space. -Position body to defend effectively, making successful interceptions
		<ul style="list-style-type: none"> -Begin to be able to pass different sized balls to a partner. -Develop knowledge of tag and to introduce simple rules. - To get different shaped balls to the target without 	<ul style="list-style-type: none"> -Using a rugby shaped ball children to play games to introduce simple tactics of getting the ball off others. - To pass a ball backwards without it dropping on the floor. 	<p>Tag Rugby-</p> <ul style="list-style-type: none"> -Move holding a rugby ball -Know where to score a try and how to position the ball to score a try 	<p>Tag Rugby-</p> <ul style="list-style-type: none"> -Move with speed (and change of) with the ball and without -Use speed and space to avoid defenders 	<p>Tag Rugby-</p> <ul style="list-style-type: none"> -Be able to evade and tag opponents. -Be able to pass and receive a pass at speed. -Be able to pass and receive a 	<p>Tag Rugby</p> <ul style="list-style-type: none"> -Be able to evade and tag opponents. -Running at speed, changing direction at speed.

		dropping it with their hands.	<ul style="list-style-type: none"> - To understand that you travel forward but pass backwards to the side. 	<ul style="list-style-type: none"> -Move into spaces to avoid defenders -Make a backward pass to team mates, using the direction most comfortable -Know to tag team mates when to defend 	<ul style="list-style-type: none"> -Pass backwards and in both directions and sometimes on the move -Tag the person who has the ball, but can mark a player who doesn't have the ball -Begin to make a high pop pass to avoid a defender 	<ul style="list-style-type: none"> pass at speed in a game situation. -Refine attacking and defending skills. -Develop tactics as a team. -Apply learned skills in a game of tag rugby. 	<ul style="list-style-type: none"> -Play effectively in attack and defence -Score points against opposition -Support player with the ball
			<p>Hockey</p> <ul style="list-style-type: none"> -Begin to show how to hold a hockey stick and which side to use. -Use a simple push pass to another team mate. -Dribble the ball keeping it close to me using the correct side of stick. -Show some signs of an approaching a player to tackle and cause pressure. -Begin to attempt to score a goal from anywhere. 	<p>Hockey</p> <ul style="list-style-type: none"> -Sometimes change direction of travel by rotating and turning stick to support this. -Use a push pass to make a direct pass. -Begin to use a slap pass (bringing stick back and causing more power). -Use speed to dribble the ball into space. -Maintain defence and keep the pressure until possession is gained. -Attempt to score inside a designated scoring area. 	<p>Hockey</p> <ul style="list-style-type: none"> -Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders. -Choose between the two passes (push/slap) and explain simply why. -Make a direct pass while dribbling. -Begin to use stick to mark a player from the side line causing them difficulty. -Successfully score while in the scoring area. 	<p>Hockey</p> <ul style="list-style-type: none"> -Use speed, changing of direction and indian dribbling to advance towards team's goal. -Use a range of passes knowing which one depending on the distance of the pass. -Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). -Know when to defend and what defence skills could be used. -Seize an opportunity to score, sometimes quite quickly. 	

Component: Striking and fielding

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Aim & throw object underarm -Catch balloon/bean bag/scarf & sometimes a bouncing ball -Use hand to strike a bean bag or ball and move towards a scoring area -Begin to use a bat to hit a ball or bean bag</p>	<p>-Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) -Play as a fielder and get the ball back to a STOP ZONE Begin to follow some simple rules (carrying the bat, not over taking someone) • Practise different ways to learn basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game</p>	<p>-Send a ball off a tee using a bat or a racket Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops -Stop moving when the 'bowler' has the ball -Play as a fielder and pass the ball back to the bowler to make the runner stop (throwing in a circuit) -Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops) • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance.</p>	<p><u>Cricket –</u></p> <p>-Throw and catch under pressure. -Use fielding skills to stop the ball effectively. -Learn batting control. -Learn the role of backstop. -Play in a tournament and work as team, using tactics in order to beat another team. -Play in a tournament and work as team, using tactics in order to beat another team</p>	<p><u>Cricket-</u></p> <p>-To develop the range of Cricket skills they can apply in a competitive context -To choose and use a range of simple tactics in isolation and in a game context -To consolidate existing skills and apply with consistency</p>	<p><u>Cricket</u></p> <p>-To link together a range of skills and use in combination -To collaborate as a team to choose, use and adapt rules in games -To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</p>	<p><u>Cricket-</u></p> <p>-To apply with consistency standard cricket rules in a variety of different styles of games -To attempt a small range of recognised shots in isolation and in competitive scenarios -To use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>
			<p><u>Rounders-</u></p> <p>Be able to play simple rounders games Apply some rules to games Develop and use simple rounders skills</p>	<p><u>Rounders-</u></p> <p>Develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context Identify different positions in rounders and the roles of those positions</p>	<p><u>Rounders-</u></p> <p>Link together a range of skills and use in combination. Collaborate as a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance</p>	<p><u>Rounders-</u></p> <p>Apply consistently rounders rules in conditioned games Play small sided games using standard rounders pitch layout Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>

						<p>Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as team, using tactics in order to beat another team. Play in a tournament and work as team, using tactics in order to beat another team.</p>	
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Component: Athletics

	Foundation Stage	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	<ul style="list-style-type: none"> -Use varying speeds when running. -Explore footwork patterns. -Explore arm mobility. -Explore different methods of throwing. -Practise short distance running. - Catching in isolation and in combination. 	<ul style="list-style-type: none"> -Run with agility and confidence -Learn the best jumping techniques for distance. -Throw different objects in a variety of ways. -Hurdle an obstacle and maintain effective running style. -Run for distance. -Complete an obstacle course with control and agility. -They should enjoy communicating, collaborating their own success. 	<ul style="list-style-type: none"> -Run in different directions and at different speeds, using a good technique. -Improve throwing technique. -Reinforce jumping techniques. -Understand the relay and passing the baton. -Choose and understand appropriate running techniques. 	<ul style="list-style-type: none"> -Select and maintain a running pace for different distances. -Practise throwing with power and accuracy. -Throw safely and with understanding -Demonstrate good running technique in a competitive situation. -Explore different footwork patterns 	<ul style="list-style-type: none"> -Use correct technique to run at speed. -Develop the ability to run for distance. -Throw with accuracy and power. -Identify and apply techniques of relay running. -Explore different footwork patterns. -Understand which technique is most effective when jumping for distance. 	<ul style="list-style-type: none"> -Investigate running styles and changes of speed. -Practise throwing with power and accuracy. -Throw safely and with understanding. -Demonstrate good running technique in a competitive situation. -Explore different footwork patterns. -Understand which technique

				-Compete in a mini-competition, recording scores.	-Understand which technique is most effective when jumping for distance. -Utilise all the skills learned in this unit in a competitive situation.	-Learn how to use skills to improve the distance of a pull throw. -Demonstrate good techniques in a competitive situation.	is most effective when jumping for distance. -Utilise all the skills learned in this unit in a competitive situation.
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Component: Net and Wall Games- Tennis

	Foundation Stage	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
		<p>-To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>-Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>-Show ability to work with a partner in throwing and catching games.</p> <p>-Hit a ball with control using an appropriate object.</p>	<p>-Improve the way they coordinate and control their bodies in various activities. –</p> <p>- Develop basic tactics in simple team games and use them appropriately.</p> <p>- Choose use and vary simple tactics.</p> <p>-Catch and control a ball in movement working with a partner or in a small group.</p> <p>-Begin to lead others in a simple team game.</p> <p>-To develop hand eye co-ordination to be able to receive and send balls using equipment</p>	<p>-Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)</p> <p>-Tap the ball back and forth to partner</p> <p>-Stand in a ready position holding racquet correctly</p> <p>-Change from a ready position before tapping the ball to a partner</p> <p>-Begin to know what it means by a forehand and backhand position</p> <p>-Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p>	<p>-Tap the ball back and forth to a partner over a small space</p> <p>-Begin to tap a ball over a net allowing for a bounce, hit technique</p> <p>-Move from a ready position into a forehand position/backhand position quickly</p> <p>-Bring racquet to meet the ball for a forehand and backhand hit</p> <p>-Know to use two hands for an effective backhand</p> <p>-Move racquet in a low to high swing for an effective tap</p> <p>-Serve the ball straight from hands to racquet making sure it</p>	<p>-Tap the ball using either a fore hand or back hand motion</p> <p>-Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is</p> <p>-Set racquet back in its ready position quickly upon recovery</p> <p>-Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit</p> <p>-Serve the ball correctly beginning to purposely aim for space to score</p>	<p>-Turn and run to the ball getting into a forehand or backhand position en route</p> <p>-Use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>-Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>-Use the correct swing technique and control with smooth swings keeping the path of the racquet the same</p> <p>-Serve the ball accurately making team mates have to move to send it back</p>

					lands 'in' on the other side		
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Component: Swimming	
Learn to Swim 1	<p>Developing basic safety awareness, the 'class' scenario, basic movement skills and water confidence skills. Swimmers may use flotation equipment, e.g. arm bands, floats, etc.</p> <p>Outcomes</p> <p>By completing this Award, with or without flotation equipment or support, learners will be able to:</p> <ol style="list-style-type: none"> 1. Enter the water safely. 2. Move forward for a distance of 5 metres, feet may be on or off the floor. 3. Move backwards for a distance of 5 metres, feet may be on or off the floor. 4. Move sideways for a distance of 5 metres, feet may be on or off the floor. 5. Scoop the water and wash the face. 6. Be comfortable with water showered from overhead. 7. Move from a flat floating position on the back and return to standing. 8. Move from a flat floating position on the front and return to standing. 9. Push and glide in a flat position on the front from a wall. 10. Push and glide in a flat position on the back from a wall. 11. Give examples of two pool rules. 12. Exit the water safely.
Learn to Swim 2	<p>Developing safe entries into the water, including jumping in, basic floating, rotation to regain an upright position without support. Travel must be without flotation equipment. Swimmers may use flotation equipment when not travelling.</p>

	<p>Outcomes</p> <p>By completing this Award, with or without floatation equipment or support, learners will be able to:</p> <ol style="list-style-type: none"> 1. Jump in from poolside safely. 2. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. 3. Move from a flat floating position on the back and return to standing without support. 4. Move from a flat floating position on the front and return to standing without support. 5. Push from a wall and glide on the back - arms can be by the side or above the head. 6. Push from a wall and glide on the front with arms extended. 7. Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment. 8. Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. 9. Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing. 10. Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing. 11. Perform a log roll from the back to the front. 12. Perform a log roll from the front to the back. 13. Exit the water without support.
Learn to swim 3	<p>Developing safe entries into the water, including submersion, travelling up to 10 metres on the front and back, progressing rotation skills and water safety knowledge.</p> <p>Outcomes</p> <p>By completing this Award, without floatation equipment or support, learners will be able to:</p> <ol style="list-style-type: none"> 1. Jump in from poolside and submerge. 2. Sink, push away from wall and maintain a streamlined position. 3. Push and glide on the front with arms extended and log roll onto the back. 4. Push and glide on the back with arms extended and log roll onto the front. 5. Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back 6. Fully submerge to pick up an object. 7. Correctly identify three of the four key water safety messages. 8. Push and glide and travel 10 metres on the back. 9. Push and glide and travel 10 metres on the front. 10. Perform a tuck float and hold for three seconds. 11. Exit the water without using steps.

<p>Learn to swim 4</p>	<p>Developing the understanding of buoyancy through a range of skills, refining kicking technique for all strokes, and swimming 10 metres to a given standard as directed by Swim England (Swim England Expected Standards).</p> <p>Outcomes</p> <p>By completing this Award, without floatation equipment or support, learners will be able to:</p> <ol style="list-style-type: none"> 1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. 2. Push and glide from the wall towards the pool floor. 3. Kick 10 metres backstroke (one item of equipment optional). 4. Kick 10 metres front crawl (one item of equipment optional). 5. Kick 10 metres butterfly on the front or on the back. 6. Kick 10 metres breaststroke on the front (one item of equipment optional). 7. Perform a head first sculling action for 5 metres in a flat position on the back. 8. Travel on back and log roll in one continuous movement onto front. 9. Travel on front and log roll in one continuous movement onto back. 10. Push and glide and swim 10 metres, choice of stroke is optional.
<p>Learn to swim 5</p>	<p>Developing technique through sculling and treading water skills, completing rotation and also performing all strokes to the Swim England Expected Standards.</p> <p>Outcomes</p> <p>By completing this Award, learners will be able to:</p> <ol style="list-style-type: none"> 1. Perform a flat stationary scull on the back. 2. Perform a feet first sculling action for 5 metres in a flat position on the back. 3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. 4. Tread water for 30 seconds. 5. Perform three different shaped jumps into deep water. 6. Push and glide and swim 10 metres backstroke (performed to Swim England expected standards). 7. Push and glide and swim 10 metres front crawl (performed to Swim England expected standards). 8. Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards). 9. Push and glide and swim 10 metres butterfly (performed to Swim England expected standards). 10. Perform a handstand and hold for a minimum of three seconds. 11. Perform a forward somersault. 12. Demonstrate an action for getting help.

<p>Learn to swim 6</p>	<p>Developing effective swimming skills including coordinated breathing, understanding of water safety and preparation for exercise.</p> <p>Outcomes</p> <p>By completing this Award, learners will be able to:</p> <ol style="list-style-type: none"> 1. Give two examples of how to prepare for exercise and understand why it is important. 2. Sink, push off on side from the wall, glide, kick and rotate into backstroke. 3. Sink, push off on side from the wall, glide, kick and rotate into front crawl. 4. Swim 10 metres wearing clothes. 5. Push and glide and swim front crawl to include at least six rhythmical breaths. 6. Push and glide and swim breaststroke to include at least six rhythmical breaths. 7. Push and glide and swim butterfly to include at least three rhythmical breaths. 8. Push and glide and swim backstroke to include at least six regular breaths. 9. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards). 10. Perform a 'shout and signal' rescue. 11. Perform a surface dive. 	
<p>Learn to swim 7</p>	<p>Developing quality stroke technique up to 100 metres, incorporating skills learnt and combining them to develop a linked routine and complete successfully an obstacle course that combines a variety of skills learned throughout Stages 1-7.</p> <p>Outcomes</p> <p>By completing this Award, learners will be able to:</p> <ol style="list-style-type: none"> 1. Push and glide and swim 25 metres backstroke (performed to Swim England expected standards). 2. Push and glide and swim 25 metres front crawl (performed to Swim England expected standards). 3. Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards). 4. Push and glide and swim 25 metres butterfly (performed to Swim England expected standards). 5. Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first Rotation: forward or backward somersault, log roll. Floating: star on the front or on the back, tuck float, create own. Eggbeater: Moving, lifting one or both arms out of the water. 6. Perform a sitting dive or dive. 7. Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards). 8. Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards). 9. Tread water using eggbeater action for 30 seconds. 10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout. 	

<p>Learn to Swim Stage 8 – synchronised swimming</p>	<p>Outcomes</p> <p>By completing this Award, swimmers should be able to:</p> <ol style="list-style-type: none">1. Demonstrate two stationary floating positions, one with good body extension and one tightly tucked into a mushroom float.2. Perform a handstand with hands on the bottom of the pool, legs together and feet pointed.3. Demonstrate stationary eggbeater – floatation equipment may be used.4. Swim 5 metres using synchro backstroke (or variation), into 5 metres synchro breaststroke (or variation).5. Perform a back layout scull continuously for 3 metres head first, followed by a rapid back tuck somersault.6. Perform the figure tub.7. Perform a sequence individually, in pairs or in a group using a variety of skills (minimum of three) learnt previously and in this Stage.
<p>Learn to Swim Stage 9 – synchronised swimming</p>	<p>Outcomes</p> <p>By completing this Award, swimmers should be able to:</p> <ol style="list-style-type: none">1. Perform a handstand with hands on the bottom of the pool and back against the wall of the pool demonstrating a vertical line.2. Perform a back layout into a bent knee position and back to back layout – floatation equipment may be used (bottles).3. Scull continuously in a back layout position for 3 metres feet first, followed by a 180 degrees tub and a rapid back tuck somersault.4. Perform the figure oyster.5. Perform 3 metres synchro breaststroke (or variation) with a smooth transition into eggbeater travelling sideways for 3 metres.6. Perform an entry from the poolside, surface on the back, perform 3 metres using synchro backstroke.

Learn to swim 10
– Synchronized
swimming

Outcomes

By completing this Award, swimmers should be able to:

1. Perform a stationary handstand/vertical holding the side of the pool, back against the wall with good extension.
2. Perform the figure ballet leg with floatation equipment or use of pool side to support horizontal leg.
3. Perform the figure back tuck somersault.
4. Swim 5 metres using straight arm back stroke synchronised with a partner. Music may be used.
5. Demonstrate support scull standing on the bottom of the pool.
6. Perform a stationary back layout for 5 seconds, into sculling head first moving into bent knee, followed by a rapid ballet leg into a rapid back tuck somersault.
7. Perform a sequence individually, in pairs or in a group starting with an entry from poolside using a variety of skills (minimum of eight) from this Stage or from Learn to Swim Stages 8 or 9 Synchro. Include at least two strokes, travelling sculling, eggbeater, a fast figure and a controlled figure.

Note: Care must be taken and suitable pool depth used when performing these skills.