

Physical Education in EYFS at Brookside Primary School

<p>The EYFS PE/ Physical Development curriculum at Brookside Primary school We want to teach children to... Develop their Agility, Balance and Coordination (ABC) and fundamental movement skills to be able to be able to apply their skills to game based situations and specific sports, further up the school. We want to develop children's physical literacy so children gain confidence and skills and be fluid in their movement. We want children to show a love for PE and have confidence in communicating this.</p>	<p>How we teach PE/ Physical Development in the EYFS at Brookside Primary School... Nursery and reception children take part in weekly PE lessons but physical development is a fundamental part of our daily curriculum. Children explore basic movements in the outside area and through planned opportunities daily. Children take part in "Squiggle While you Wiggle" which develops gross and fine motor control and "Dough Disco". We promote the importance of an active lifestyle and a healthy and balanced diet through daily activity and snack times.</p>	<p>Our rationale for our EYFS PE curriculum... We recognise the importance of physical literacy in the children's success at school, in developing the whole child. Children need increased focus on physical development. Children at Brookside Primary School need opportunity to regularly engage in physical activity and develop their fine and gross motor skills. We recognise that children may spend time on screens and engaging in more sedentary activities, outside of school.</p>
<p>We physically develop through....</p>		
<p>Personal, Social and Emotional Development 3 / 4 year olds: - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. Reception: - Manage their own needs.</p> <p>ELG: PSED: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Physical Development 3 / 4 year olds: - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p>	<p>Expressive Arts and Design 3 / 4 year olds: - Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Reception: - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses.</p>

<p>- Manage their own basic hygiene and personal needs, including dressing.</p> <p>ELG: PSED: Building Relationships - Work and play cooperatively and take turns with others.</p>	<ul style="list-style-type: none"> - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <p>Reception - Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.</p> <ul style="list-style-type: none"> - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility. - Know and talk about the different factors that support overall health and wellbeing: regular physical activity 	<p>- Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: EAD: Being Imaginative and Expressive: - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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	<p>ELG: PD: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none">- Demonstrate strength, balance and coordination when playing.- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
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By the end of the EYFS we would like children to.... have acquired the fundamental skills within their physical development. We want children leaving the EYFS to have a competent level of agility, balance and coordination skills to allow them to access the PE curriculum in Key Stage One and beyond. We want children to have developed physically and have developed their social, emotional and thinking skills to support their holistic development throughout school.

Brookside PE Curriculum Sequencing

National Curriculum Objectives	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Subject Content	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best
Swimming and Water Safety		<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] • perform safe self-rescue in different water-based situations 	

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Skills Progression	KS1		KS2			
	Year 1/Year 2		Year 3/Year 4		Year 5/Year 6	
	See Getset 4PE skills progression document Skills and Knowledge Progression Ladders (getset4education.co.uk)		See Getset 4PE skills progression document Skills and Knowledge Progression Ladders (getset4education.co.uk)		See Getset 4PE skills progression document Skills and Knowledge Progression Ladders (getset4education.co.uk)	
Athletics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy</p>	<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put</p>
Ball Skills	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p>	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move</p>			<p>Taught through Games units</p> <p>Sending: demonstrate clear technique when sending a ball under pressure.</p> <p>Catching: demonstrate good technique under pressure.</p> <p>Tracking: demonstrate a range of techniques when tracking and collecting a ball. Dribbling: dribble with some control under pressure.</p>	<p>Taught through Games Units</p> <p>Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure</p> <p>Dribbling: dribble consistently using a range of techniques with</p>

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						increasing control under pressure
Dance	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.</p>	<p>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>
Gymnastics	<p>Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.</p>	<p>Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations</p>	<p>Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p>	<p>Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>
Games	<p>Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore</p>	<p>Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from</p>	<p>Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team.</p>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link</p>	<p>Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking:</p>	<p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space:</p>

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	changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.	others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.	Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.	dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.	use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.
Net and Wall Games	Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball	Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.	Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.	Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.	Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.	Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.
Striking and Fielding	Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching	Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique	Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.	Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.	Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.
Swimming			If appropriate, take part in competitive swimming galas (intra- and inter-school).	If appropriate, take part in competitive swimming galas (intra- and inter-school).		

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			Swimming lessons taught at leisure centre	Swimming lessons taught at leisure centre		
Health and Fitness	<ul style="list-style-type: none"> Describe how body feels during different activities, using parts of the body to describe the effects 		<ul style="list-style-type: none"> Give reasons why warming up before an activity is important. Give reasons why physical activity is good for health. 		<ul style="list-style-type: none"> Explain how different parts of body react during different types of exercise. Warm up and cool down in ways that suit the activity. Describe why regular, safe exercise is good for fitness and health 	

Where skills & objectives are taught.	KS1		KS2	
	Year 1/Year 2		Year 3/Year 4	Year 5/Year 6
Athletics	Year A athletics/ Year B Athletics <u>Skills</u> Running, jumping and throwing <ul style="list-style-type: none"> 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 		Year A Athletics/ Year B Athletics <u>Skills</u> Running jumping and throwing <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	Year A Athletics/ Year B Athletics <u>Skills</u> Running, Jumping and throwing <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination

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Ball Skills	<p>Year A Ball skills/ Year B Ball skills</p> <ul style="list-style-type: none"> • 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><u>All Ball skills taught through games units</u></p> <p>Year A: Netball, Basketball, Cricket</p> <p>Year B: Rugby, Hockey</p> <ul style="list-style-type: none"> • 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
Dance	<p>Year A Unit 1 Dance/ Year B Unit 2 Dance</p> <p><u>Skills</u></p> <p>Actions, Dynamic, Space, Improvement and Performance</p> <ul style="list-style-type: none"> • perform dances using simple movement patterns 	<p>Year A Dance/ Year B Dance</p> <p><u>Skills</u></p> <p>Actions, Dynamic, Space, Improvement and Performance</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Year A Dance/ Year B Dance</p> <p><u>Skills</u></p> <p>Actions, Dynamic, Space, Improvement and Performance</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best

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<p>Gymnastics</p>	<p>Year A Gymnastics/ Year B Gymnastics</p> <p><u>Skills</u></p> <p>Shapes, balances, rolls and jumps</p> <ul style="list-style-type: none"> • 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>Year A Gymnastics/ Year B Gymnastics</p> <p><u>Skills</u></p> <p>Shapes, balances, rolls, inverted movements and jumps</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Year A Gymnastics/ Year B Gymnastics</p> <p><u>Skills</u></p> <p>Shapes, balances, rolls, inverted movements and jumps</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
<p>Health and Fitness</p>	<p>Taught through all units</p> <ul style="list-style-type: none"> • Describe how body feels during different activities, using parts of the body to describe the effects 	<p>Taught through all units</p> <ul style="list-style-type: none"> • Give reasons why warming up before an activity is important. • Give reasons why physical activity is good for health. 	<p>Taught through all units</p> <p>Explain how different parts of body react during different types of exercise.</p> <ul style="list-style-type: none"> • Warm up and cool down in ways that suit the activity. • Describe why regular, safe exercise is good for fitness and health
<p>Invasion Games</p>	<p>Year A: Invasion Year B: Invasion</p> <p><u>Skills</u></p> <p>Sending & Receiving, Dribbling, Space Attacking & Defending</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	<p>Year A: Tag Rugby and Netball Year B: Tag Rugby and Hockey</p> <p><u>Skills</u></p> <p>Sending & Receiving, Dribbling, Space Attacking & Defending</p> <ul style="list-style-type: none"> • 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 	<p>Year A: Netball and Basketball Year B: Tag Rugby and Hockey</p> <p><u>Skills</u></p> <p>Sending & Receiving, Dribbling, Space Attacking & Defending</p> <ul style="list-style-type: none"> • 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

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<p>Net and Wall Games</p>	<p>Year A: Net and Wall Games</p> <p><u>Skills</u> Hitting, Feeding, Rallying and Footwork</p> <ul style="list-style-type: none"> • 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>Year A: Tennis</p> <p><u>Skills</u> Shots, Rallying, Footwork</p> <ul style="list-style-type: none"> • 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 	<p>Year A: Badminton Year B: Tennis</p> <p><u>Skills</u> Shots, Serving, Rallying, Footwork</p> <ul style="list-style-type: none"> • 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
<p>Striking and Fielding</p>	<p>Year B: Striking and Fielding</p> <p><u>Skills</u> Striking, Fielding, Throwing, Catching</p>	<p>Year B: Cricket</p> <p><u>Skills</u> Striking, Fielding, Throwing, Catching</p>	<p>Year A: Cricket Year B: Cricket</p> <p><u>Skills</u> Striking, Fielding, Throwing, Catching</p>
<p>OAA</p>			<p>Year A: Outdoor Residential Year B: Outdoor Residential</p> <p><u>Skills</u> Problem Solving, Navigation Skills, Communication</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team

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<p>Swimming</p>		<p>Year A: Swimming x 2 Year B: Swimming x 2</p> <p><u>Skills</u></p> <p>Strokes, Breathing, Water Safety</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• perform safe self-rescue in different water-based situations	
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