



LIGHTHOUSE
SCHOOLS PARTNERSHIP



Progression in Skills and Knowledge

Acquiring and Developing Skills (A&D)

Selecting and applying skills, tactics and compositional ideas (S&A)

Evaluating and improving performance (E&I)

Knowledge and understanding of fitness and health (H&F)

Year EYFS SUBJECT Progression in Skills and Knowledge

Development Matters	PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
EYFS In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved) (E&I)	Move freely using suitable spaces and speed or direction to avoid obstacles. (S&A)	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving.	Catch a large ball. Demonstrate good control and coordination in large and small movements. Pass a ball:	Throw over and under arm in a general direction Catch a variety of sized balls when bounced or	Children will be taught how to use their bodies to: • Sprint 30m • Jump for height 5- 9cm • Jump for distance 30- 59cm	Understand the importance for good health of physical exercise, healthy diet and talk about different ways		



		Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance.	Complete simple sequences to different stimulus.	chest pass Kick a ball along the floor less than 10m with the correct technique. Dribble a ball at feet with control	thrown Strike a ball (selfbowled) in a general direction	<ul style="list-style-type: none"> • Leap hurdles 30m within 16-12secs • Overarm throw • Chest push • Run for longer distance Participate in Sports day	to keep healthy and safe. (H&F)		
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Year 1 SUBJECT Progression in Skills and Knowledge

National Curriculum	Key stage 1: 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 be taught to: 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							Pupils not securing learning	Pupils achieving depth in learning
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness		
Year 1 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)	Explore different ways using a ball (A&D) Explore ways to send a ball or other equipment Retrieve and stop	Learn a variety of basic gymnastic movements. Be still in different	Learn basic movements relating to feelings. Learn what makes a good start and	Focus on throwing a ball with control both over and underarm with	Focus on technique on striking a ball with control when shown. Focus on technique on fielding a ball	Children will be taught how to use their bodies to: • Sprint 30m within 9-6seconds •	Talk about what our bodies do during exercise e.g breathing (H&F)		



	<p>a ball using different parts of the body. (A&D) Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) Develop simple attacking and defending techniques (A&D) Pass and receive a ball in different ways with increased control. (S&A) (rugby, netball, football, basketball)</p>	<p>body shapes and balances and combine different ways of travelling. (A&D) Move between mats and small apparatus and change the speed of movement. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape,</p>	<p>finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps)</p>	<p>prompts. Focus on catching a ball from shorter and longer distances, on their own and in groups. Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3. Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton)</p>	<p>using under and over arm throwing. Able to play simple games in small groups, applying rules and skills that have been taught. (cricket, rounders, baseball, softball, kickball, golf)</p>	<p>Jump for height 10-14cm • Jump for distance 60 – 89cm • Leap hurdles 30m within 11-8 secs • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m within 1:45-1:31 Participate in Sports day</p>	<p>Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.</p>		
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		direction and size. (A&D)							
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Year 2 Progression in Skills and Knowledge

National Curriculum	Key stage 1: 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 be taught to: 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								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 2 In all areas children will be taught about how to give and receive feedback to their peers (E&I)	Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Recognise the best ways to score points and stop points being	Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start	Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. (S&A)	Choose, use and vary simple tactics. S&A Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy.	Take part in multiskills festivals. (competitions: class, houses, base, against other schools) Designed to develop the fundamental movement skills of balance,	Talk about what our bodies do during exercise e.g breathing ,start to find their pulse (H&F) Practice skills to make them warmer and		



	<p>scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. S&A Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. Participate in team games. Understand and develop tactics for attacking and defending. (rugby, netball, football,basketball)</p>	<p>floor and apparatus. Have a clear start, middle and end. S&A Have a clear focus when watching others perform. (E&I) Say when a movement or skill is performed well (aesthetic appreciation). (E&I) Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I) Develop balance, agility and coordination of travelling,</p>	<p>middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals. (E&I)</p>	<p>Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and coordination. (tennis, badminton)</p>	<p>Perform fielding techniques with increased control and co-ordination (cricket, rounders,baseball, softball, kickball,golf)</p>	<p>coordination and agility. Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m under 6 secs • Jump for height 15-19cm • Jump for distance 60 – 89cm • Leap hurdles 30m within 8 secs • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m under 1:30 <p>Participate in Sports day</p>	<p>cooler before and after exercises. (H&F) Discuss how the body changes during exercise.</p>		
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		stillness, jumping, timing, changing shape, size and direction.							
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Year 3 Progression in Skills and Knowledge

National Curriculum	Key stage 2: 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. Pupils should be taught to: 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								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 3 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)	Partner using a number of sending and receiving techniques. Improve	Develop and perform actions. Practice and concentrate on quality of	Improvise freely on their own and with a partner, translating ideas from a	Practise throwing and catching with a variety of different balls and using	Consolidate and develop the range and consistency of their skills in striking and	Choose skills and equipment to meet the challenges they are set.	Keep up an activity over a period of time and know what they need to warm		



<p>Take part in multiskills/competitive festivals. X3 during the school year, at least one to be against another school (s). (competitions: class, houses, base, against other schools)</p>	<p>accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. To help others know where they are going. Look when travelling and what happens after they have passed ball. A&D Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession.</p>	<p>movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another. Use actions on floor and over, through, across and along apparatus. A&D Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus. Perform easy combinations of contrasting actions.</p>	<p>stimulus to a movement. A&D Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps. Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. Learn a variety of travels, gestures, turns, jumps and balances with good composure and control</p>	<p>different types of throwing. Hit the ball with a racket. Use different shots. A&D Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how can they make it difficult for opponent to receive ball. Stand when receiving. Understand attack and defence tactics. Understand rules about the games. (tennis, badminton)</p>	<p>fielding games. A&D (rounders, golf, baseball, cricket)</p>	<p>E.g by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. S&A Children will be taught how to use their bodies to: • Sprint 50m within 17-14secs develop to 13-10secs • Jump for height 20-24cm • Jump for distance90 - 119cm • Leap hurdles 60m within 25-18 secs develop to 17-14 secs</p>	<p>up and cool down for dance. (H&F) Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p>		
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	<p>Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be. S&A (football, basketball, hockey, netball, rugby)</p>	<p>Choose combinations that work in their sequences.</p>				<ul style="list-style-type: none"> • Overarm throw 20-29m • Chest push 34-6m • Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01 			
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Year 4 Progression in Skills and Knowledge

National Curriculum	Key stage 2: 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,		
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<p>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. Pupils should be taught to: 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</p>									
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
<p>Year 4 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> <p>Take part in multiskills/competitive festivals. X3 during the school year, and at least 2 others to be against another school (s). (competitions: class, houses, base, against other schools)</p>	<p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. Work with a partner and small groups to create sequences. Adapt their sequences to</p>	<p>Explore and create characters and narratives in response to a range of stimuli. Compose short dances with clear start, middle and end on their own, partners and in groups. Developing basic actions and skills using: dynamics, space and</p>	<p>Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand attack and defence</p>	<p>Throw and catch a balls at different speeds, directions and heights. Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games. (rounders, golf, baseball, cricket)</p>	<p>Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance. Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 50m within 13-10secs 	<p>Learn some of the main muscles groups during warm up and cool down. Start to take their pulse before, during and after exercise and explain the effect. Know a warm routine involving dynamic stretches , led by an adult or child.</p>		



	<p>across invasion games. Know what rules are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey, netball, rugby)</p>	<p>include apparatus and to suit partner or small group. S&A Compare and contrast similar performances.</p>	<p>relationships, travels, gestures, turns, jumps and balances with good composure and control. Can remember and perform a longer dance routine to others (8-20steps)</p>	<p>tactics. Understand rules about the games. S&A (tennis, badminton)</p>		<p>develop to under 10secs</p> <ul style="list-style-type: none"> • Jump for height 25-29cm • Jump for distance 120-149cm • Leap hurdles 60m within 17-14 secs develop to under 14secs • Overarm throw 20-29m develop to 30- 34m • Chest push 4-6m develop to 6-8m • Run for longer distance 400m 2:30-2:01 develop to under 2mins <p>Participate in Sports day</p>			
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Year 5 Progression in Skills and Knowledge

National Curriculum	Key stage 2: 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. Pupils should be taught to: 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								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
<p>Year 5 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> <p>Take part in competitive competitions. X3 during the school year, and at least 2 others to be against another school (s). (competitions:</p>	<p>Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways.</p>	<p>Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. A&D Explore and experiment imaginatively with a stimulus for a given</p>	<p>Hold and swing racket and where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at</p>	<p>Choose their favourite ways of running, jumping and throwing. Choose the best equipment for different activities. Knowhow to plan a run so they pace themselves evenly or unevenly.</p>	<p>Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Can start to lead their own warm up using dynamic stretches in small groups, know what</p>		



<p>class, houses, base, against other schools)</p>	<p>Mark an opponent. A&D Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more. Change pitch size to make games better. E&I (football, basketball, hockey,</p>	<p>apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). A&D Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve. E&I</p>	<p>audience. Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Can remember and perform a dance routine to any audience with 20+ steps.</p>	<p>accuracy. A&D Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court. E&I (tennis, badminton)</p>	<p>different distances S&A (rounders, golf, baseball, cricket)</p>	<p>Plan to cover distances as a team to get the best results possible. Mark a run up for jumping and throwing. Set themselves and others targets in different events. S&A Watch a partners athletic performance and identify the main strengths. Identify parts of the performance that need to be practised and refined, and suggest improvements.</p>	<p>muscles to warm up effectively for different exercises. Understand why exercise is good for their fitness, health and wellbeing</p>		
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	netball, rugby)								
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Year 6 Progression in Skills and Knowledge

National Curriculum	Key stage 2: 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. Pupils should be taught to: 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								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 6 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive competitions. X3 during the school	Understand that when team has ball they are attacking and when they haven't they are defending. Understand different ways of attacking and	Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own	Explore, improvise and combine movement ideas fluently and effectively. S&A Understand how a dance is formed and performed. To evaluate,	Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A Develop and adapt their striking,	Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances, e.g. sprint for	Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to		



<p>year, and at least 3 others to be against another school (s). (competitions: class, houses, base, against other schools)</p>	<p>encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. S&A Understand how to get ready for games. (football, basketball, hockey, netball, rugby)</p>	<p>rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) S&A Know how gymnastics promotes strength, power and</p>	<p>refine and develop their own and others' work. E&I Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships Can remember and perform a dance routine to any audience with 20+ steps.</p>	<p>Know where to stand when attacking and defending. S&A Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Understand how to change court to make easier. Understand practices to help with precision and consistency and speed about the court. E&I (tennis, badminton)</p>	<p>fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw. (rounders, golf, baseball, cricket)</p>	<p>seven seconds, run for one or two minutes. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take off and landing. A&D Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p>	<p>check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school. Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Value of exercise outside of school day. Understand why exercise is good or fitness, health and wellbeing.</p>		
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		<p>suppleness. Set out and do risk assessments on apparatus.</p>			<p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 75m within 20-16develop to 15-12secs • Jump for height 30 - 34cm • Jump for distance150 - 179cm • Leap hurdles 60m within 25 -18 secs develop to 17 - 14secs • Overarm throw 30 - 34m develop to 35+m • Chest push 6 - 8 m develop to 8+ • Run for longer distance 600m 5:00 -3:31 develop to 3:30 -2:31 			
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LIGHTHOUSE
SCHOOLS PARTNERSHIP



						Participate in Sports day			
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KS2 Progression in Skills and Knowledge- Swimming

	Pupils not securing learning	Pupils achieving depth in learning
Pupils are grouped according to their ability and are taught to - <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres 		
<ul style="list-style-type: none"> 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. 		