

Question:

What makes a good dance?

How are our movement affected when music is introduced?

National Curriculum Link

KS2 Dance Y3 & 4

Divali Dance

International Baccalaureate Learner Profile Link**Communicators**

- *Express ourselves confidently and creatively*
- *Collaborate Effectively*
- *Respecting your own valuable thoughts*

Open Minded

- *Grow and learn from a range of points of view*
- *Seek and evaluate*

Vocabulary Focus – highlighted in yellow

<u>Prior Skills – Y2</u>	<u>Current Skills - Y3</u>	<u>Future Skills – Y4</u>
<p>Copies and explores basic movements with clear control.</p> <ul style="list-style-type: none"> • Varies levels and speed in sequence • Can vary the size of their body shapes • Add change of direction to a sequence • Uses space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. <p>Demonstrating precision and some control in response to stimuli.</p> <ul style="list-style-type: none"> • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work.

Knowledge, Skills and Understanding

- To improvise on their own and with a partner.
- Create ideas from stimulus and translating into movement.
- Create motifs and link dance phrases.
- Use simple choreographic principles.
- Use of a set step.
- Perform with awareness of rhythmic, dynamic and expressive qualities individually and as part of a group.

Challenge

- Can they explain the difference between a phrase and a motif.
- Can they link their movement to changes in pitch and speed of music.
- Can the demonstrate their work individually and as part of a group.

Resources**Website/Apps**

<ul style="list-style-type: none"> • Music (LCP CD) • CD player • Story of Rama and Sita • Pictures of monkey army, Ravanna, Hanuman. • Video of festival of light. 	<p>Stimuli</p> <p>http://www.bbc.co.uk/learningzone/clips/topics/primary/religious_education/hinduism.shtml</p> <p>Dances around the world - Bollywood</p> <p>http://www.bbc.co.uk/learningzone/clips/bollywood-dancing/12325.html</p>
<p>Suggested Quality Texts</p>	<p>Extended Writing Opportunities</p>
	<p>Numeracy Skills</p> <p>Using body parts to measure spans</p> <p>Draw nets of pyramids and make 3D shapes</p> <p>WOW Experience</p> <p>Make movie of dance at end of term to be displayed on school website.</p>
<p>Cross Curricular Links</p> <p>Art – Make Divali decorations, e.g. tissue flower garlands, rangooli patterns. Design and make shadow puppets to tell the story of Rama and Sita.</p> <p>Geography – Where is India? A village in India</p> <p>ICT – Look up India on the Internet during enquiry time.</p> <p>Literacy – Make up a play about Rama</p> <p>RE – How do Hindu’s celebrate Divali? Find out about Hindu God’s and Goddesses.</p>	

Question:

How can I increase the accuracy and distance of my jumps?

How does Katarina Johnson Thompson jump in a long and a high jump?

National Curriculum Link

KS2 Athletics Y3

International Baccalaureate Learner Profile Link***Risk Takers***

- *Work independently and with others*
- *Be resilient in the face of challenge*
- *Trying something new*

Reflective

- *Understand our strengths and weaknesses to help us improve/get better*
- *Setting goals*
- *Assessing and evaluating your own and your peers skills*

Vocabulary Focus – highlighted in yellow**Prior Skills – Y2**

- Can **change speed** and direction whilst running.
- Can jump from a **standing** position with accuracy.
- Performs a variety of **throws** with control and co-ordination.
- *preparation for shot put and javelin*
- Can use equipment safely

Current Skills – Y3

- Beginning to run at speeds appropriate for the distance.
- e.g. **sprinting** and cross country
- Can perform a running **jump** with some accuracy
- Performs a variety of **throws** using a selection of equipment.
- Can use equipment safely and with good control.

Future Skills – Y4

- Beginning to build a variety of **running** techniques and use with confidence.
Can perform a running jump with more than one **component**.
- e.g. **hop skip jump (triple jump)**
- Demonstrates accuracy in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good **control**.

Knowledge, Skills and Understanding

- Throw with increasing accuracy and coordination into targets set at different distances.
- Demonstrate a range of throwing actions.
- Use different techniques and effort to meet challenges set for throwing.
- Use different techniques, speeds and effort to meet challenges set for running and jumping.
- Demonstrate the five basic jumps on their own and in combination, showing control at take-off and landing.

Challenge

- Can they explain the recognise the different techniques between throwing for accuracy and throwing for distance?
- Can they choose the right jump for the correct event and explain the differences?
- Can they demonstrate their work individually and as part of a group.

Resources

- Cones
- Relay Batons
- Shot puts
- Foam javelins

Website/Apps

Micoach – ipad app

http://www.bbc.co.uk/learningzone/clips/topics/pri mary/physical_education/athletic_activities.shtml

<ul style="list-style-type: none"> • Beanbags • Mats • Hoops • Beanbags • Tennis balls • Stop Watch 	
Suggested Quality Texts	Extended Writing Opportunities
	Numeracy Skills Measuring distance, timing and recording data WOW Experience Whole year athletics competitions. Arranging inter-school competitions. Sports day.
Cross Curricular Links Science: Naming parts of the body – activity sheet Mathematics: Developing awareness of distance English: Using appropriate language for athletic activity, e.g. sprint, run, forwards, safely, space PSHE: Building on self-esteem and self-confidence by achieving simple athletic challenges	

Question:

Can I throw and catch accurately under pressure?

How do I perform skills in games accurately and consistently?

National Curriculum Link

KS2 Striking and fielding games

International Baccalaureate Learner Profile Link**Caring**

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

Balanced

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

Vocabulary Focus – highlighted in yellow

Prior Skills – Y2	Current Skills – Y3	Future Skills – Y4
<ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending 	<ul style="list-style-type: none"> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.

Knowledge, Skills and Understanding

- To throw and catch accurately.
- Know the demands that exercise makes on the body.
- Use throwing skills in tasks that involve hitting targets and scoring points.
- Know the importance of warming up.
- Use throwing and catching skills in fielding games.

- Work well as part of a group.
- Learn to strike the ball with a number of different implements.
- Intercept the ball with consistency occasionally with a catch.
- Strike and throw the ball with more accuracy.
- Choose where to stand as a fielder, working as a team making it harder for the batter.

Challenge

- Can they choose when to use the right throw for accuracy and distance?
- Can they understand the importance of fielding and why they must work as a team?
- Can they help people around them to understand how to improve their performances?

Resources <ul style="list-style-type: none"> • Beanbags • Cones • Hoops • Tennis rackets • Cricket stumps and bats • Rounders poles and bats • Tennis balls • Foam Tennis balls. 	Website/Apps http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/striking_and_fielding_game_activities.shtml www.ecb.co.uk › Development › Education Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Individual and team scoring
	WOW Experience Arrange for an external provider to attend school to increase extra curricular interest
Cross Curricular Links Literacy – Using technical language to convey information. Science – Investigating pulse rate and breathing. PSHE – Listening to others and working in a group. Assessing and improving performance. Giving and receiving feedback.	

Question:

Can I learn to strike the ball accurately?

How have Andy Murray and Serena Williams come to win Wimbledon?

National Curriculum Link

KS2 Net and wall games

International Baccalaureate Learner Profile Link**Caring**

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

Balanced

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

Vocabulary Focus – highlighted in yellow

Prior Skills – Y2	Current Skills – Y3	Future Skills – Y4
<ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending 	<ul style="list-style-type: none"> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.

Knowledge, Skills and Understanding

- Bounce the ball accurately and move in line to catch a ball.
- Getting into positions to receive and can explain why it is important.
- Try to move their opponent by playing their ball into different positions.
- Perform basic skills needed for net games with control and consistency.
- Play games using a racket, getting their bodies into good positions to play the ball correctly.

- Develop throwing and catching skills for consistent feeding of the ball.
- Use and make simple rules and play games without disputes.

Challenge

- Can they recognise what position their bodies need to be in for each shot?
- Can they identify tactics or targets that make the game more difficult for their opponent?
- Can they demonstrate their work to other members of the group?

Resources <ul style="list-style-type: none"> • Beanbags • Cones • Hoops • Tennis rackets • Tennis balls • Foam Tennis balls • Badminton rackets/nets/shuttles • Table tennis tables/bats/balls • Volleyball equipment 	Website/Apps http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/net_and_wall_game_activities.shtml
Suggested Quality Texts	Extended Writing Opportunities
	Numeracy Skills Individual and team scoring WOW Experience Arrange inter-school competitions against other schools in the area to give children extra incentive to improve skills.
Cross Curricular Links Science – Investigating pulse rate and breathing. Investigating changes in the body during exercise. PSHE – Making up and agreeing rules. Assessing their own and others performance.	

Question:

How can we learn to develop teamwork and communication as a team?

National Curriculum Link

KS2 Invasion games

Dodgeball, Hockey & Handball

International Baccalaureate Learner Profile Link***Caring***

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

Balanced

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

Vocabulary Focus – highlighted in yellow

Prior Skills – Y2	Current Skills – Y3	Future Skills – Y4
<ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending 	<ul style="list-style-type: none"> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.

Knowledge, Skills and Understanding

- Throw and catch the ball with a partner
- Recognise good quality throwing and catching skills
- Use a range of skills that enable them to keep possession and control of the ball
- Pass and receive the ball, working with a team to complete tasks

- Pass, receive and move with the ball, keeping control and possession
- Work with a team in relay and invasion games
- Use a range of skills that enable them to keep possession and control of the ball and make progress towards a goal, on their own and with others
- Know how to use space in games

Challenge

- Recognise when to attack and when to defend in a game.
- Show consistency and control in games, play with greater speed and flow.
- Can they demonstrate their work individually and as part of a group.

Resources <ul style="list-style-type: none"> • Cones • Footballs • Bibs • Goals 	Website/Apps http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/invasion_game_activities.shtml Dodgeball – Dive into Dodgeball, Jumps Education.
Suggested Quality Texts	Extended Writing Opportunities
	Numeracy Skills Learning to count when scoring Awareness of space and shape WOW Experience Arrange a whole year invasion game competition or tournament in school. Arrange a fixture against another school in chosen invasion game.
Cross Curricular Links Literacy – Using specialist vocabulary. Writing and drawing to explain games. PSHE – Making up, adapting and agreeing rules. Working with others in a team. Science – Investigating heart rate and breathing.	

Question:

Experimenting with the difference between shape and balance
How do these factors affect my body tension during gymnastics?

National Curriculum Link

KS2 gymnastics Y3

International Baccalaureate Learner Profile Link**Inquirer**

- Learning how to do new things independently
- Try to solve problems by asking and answering questions

Principled

- Follow the rules, even when not being watched by others
- You are fair

Vocabulary Focus – highlighted in yellow**Prior Skills – Y2**

- Explores and creates different **pathways** and patterns.
Uses equipment in a variety of ways to create a **sequence**
- Link **movements** together to create a sequence

Current Skills – Y3

- Applies compositional ideas independently and with others to create a sequence.
- Copies, explores and remembers a variety of **movements** and uses these to create their own sequence.
- Describes their own work using simple gym vocabulary.
- Beginning to notice **similarities and differences** between sequences.
- Uses turns whilst travelling in a variety of ways.
- Beginning to show flexibility in movements
- Beginning to develop good technique when **travelling, balancing**, using equipment etc

Future Skills – Y3

- Explores and creates different **pathways** and patterns.
Uses equipment in a variety of ways to create a **sequence**
- Link **movements** together to create a sequence

Knowledge, Skills and Understanding

- Explore different styles of body shape, e.g. wide, thin, round, small
- Make up a short sequence of shapes, on their own and with a partner
- Explore balances, using different numbers of body parts to balance on
- Make up short sequences of shapes and balances, moving in and out of positions of stillness
- Work well on their own and contribute to pair sequences
- Find different ways of travelling on low, medium and high levels
- Practise short sequences that include shapes, balances and travel
- Explore combinations of floor, mats and apparatus and find different ways of using shapes and balances on different levels
- Show control, accuracy and fluency of movement when performing actions individually or with a partner
- Create sequences on mats and apparatus, finding different ways of using a shape, balance or travel
- Practise short sequences of movements on apparatus and improve the quality of the actions and transitions

Challenge

- Can they create sequences individually or as part of a team?
- Can they link separate sequences into longer performances?
- Can they include different methods of travel into sequences?

Resources <ul style="list-style-type: none"> • Mats • Gym Tables • Benches • Safety mattresses • Apparatus • Soft play equipment 	Website/Apps Gym http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml ! Science http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Investigating shape and space
	WOW Experience Perform sequences and performances and film them to be displayed on school website.
Cross Curricular Links Literacy – Record their sequences and describing them. PSHE – Understand that other people’s feelings are important. Listening to and working with others. Science – Studying skeletons and muscles. Investigate the awareness of a pulse and breathing rates. Investigating balance.	

Question:

What is orienteering?

How did pirates find buried treasure?

National Curriculum Link

KS2 OOA Y3

International Baccalaureate Learner Profile Link***Thinkers***

- *Using your initiative*
- *Think creatively to solve problems*
- *Thinking and deciding a method*
- *Learning from Trial and error*

Knowledge

- *Explore a range of different ideas to help to understand new learning*
- *Learning about unfamiliar things*
- *Developing new skills*
- *Using learnt skills in different contexts and situations*

Vocabulary Focus – highlighted in yellow**Prior Skills – Y2**

N/A

Current Skills – Y3

- Develops listening skills.
Creates simple body shapes.
- Listens to instructions from a partner/ adult.
- Beginning to think activities through and problem solve.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe.

Future Skills – Y4

- Develops strong listening skills.
- Uses simple maps.
- Beginning to think activities through and problem solve.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe.

Knowledge, Skills and Understanding

- Recognise where they are on a plan of the classroom/hall
- Find the location of letters around the classroom/hall by following the plan
- Recognise where they are on a plan of the classroom/hall
- Recognise where they are on a plan of the playground
- Travel to objects located around the playground by following the plan
- Plan their actions so that they are successful, choosing simple approaches to solve the problems set

Challenge

- Can they create a course to follow, where multiple skills are being used e.g. problem solving as part of hunt task?
- Can they plan ahead to achieve success in tasks quicker?
- Can they include different rules into their tasks to simplify or make it harder?

Resources

- Sketch plan of environment
- Plan of environment on projector
- Pen/Pencils

Website/Apps

http://www.bbc.co.uk/learningzone/clips/topics/pri mary/physical_education/outdoor_and_adventurous_activities.shtml

<ul style="list-style-type: none"> • Compass • Evaluation Sheets • Control kites • Benches • Ropes • Hoops • Mats • Blindfolds • Chalk • Tyres 	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Drawing maps and plans to scale
	WOW Experience Treasure hunt at the end of term.
Cross Curricular Links Geography – Draw plans and maps. Using scale and symbols Language – Watching and talking about activities. Working in groups to discuss and evaluate. PSHE – Cooperating with others. Using strategies for problem solving. Planning and organising.	

Question:

What affect does exercise have on my body?
How can we identify different types of fitness?

National Curriculum Link

KS2 Y3-6

International Baccalaureate Learner Profile Link***Reflective***

- *Understand physical needs of the body*
- *Understanding your strengths and limitations*
- *Use your own experiences to learn further*
- *Taking considerations to keep healthy and fit.*

Vocabulary Focus – highlighted in yellow**Prior Skills – Y1 & 2**

- Can describe the effect exercise has on the body
- Can explain the importance of exercise and a healthy lifestyle.

Current Skills – Y3 & 4

- Can describe the effect exercise has on the body
- Can explain the importance of exercise and a healthy lifestyle.
- Understands the need to warm up and cool down.

Future Skills – Y4 & 6

- Can describe the effect exercise has on the body
- Can explain the importance of exercise and a healthy lifestyle.
- Understands the need to warm up and cool down.

Knowledge, Skills and Understanding

- Concentrate on control and accuracy during aerobic activities.
- Concentrate on speed and power during aerobic activities.
- Use basic skills in a variety of fitness building scenarios.
- Focus on good quality movement during light resistance activities.
- Work in groups for safety and performance review.
- Improve their ability to choose and use simple techniques.

Challenge

- Can they recognise what position their bodies need to be during different techniques?
- Can they identify the benefits of attaining an all round fitness level?
- Can they recognise the benefits of leading a healthy lifestyle?
- Can they demonstrate their work to other members of the group?

Resources

- Beanbags
- Cones
- Hoops
- Balance boards
- Steps
- Skipping ropes
- Outdoor fitness equipment
- Fitness trail
- Resistance bands/bars
- Medicine ball
- Mats

Website/Apps

www.change4life.co.uk
www.brainiac.co.uk

Extended Writing Opportunities**Suggested Quality Texts****Numeracy Skills**

Counting repetitions and sets
Learning about space and shape

WOW Experience

	Arrange for a fitness professional to take final lesson in module. (Aerobics etc).
Cross Curricular Links Science – Investigating pulse rate and breathing. PSHE – Assessing their own and others performance. Literacy – Using specialist vocabulary	

Swimming & Water Rescue		
National Curriculum Link		
KS2 Y3-6 Pupils should be taught to: 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.		
Vocabulary Focus – highlighted in yellow		
<u>Working Towards Expected Standard</u>	<u>At Expected Standard</u>	<u>Above Expected Standard</u>
<ul style="list-style-type: none"> Beginning to be able to tread water. Can move in the water using basic strokes and leg actions. Can float in the water using swimming aids. Beginning to copy new actions more accurately. Works with developing confidence in the water. Can give some reasons why swimming is a beneficial form of exercise. Beginning to evaluate own performance, and that of others, sometimes suggesting improvements. Developing understanding of how to keep safe in the water. Working towards 25 metre award. Swims 25 metres with swimming aids. Can swim over 25 metres using swimming aids. Beginning to tread water. Beginning to pace during longer swims. 	<ul style="list-style-type: none"> Swims with growing confidence, competence and proficiency, over a distance of at least 25 metres. Swims with growing confidence, competence and proficiency. Is able to dive into the water safely. Can tread water. Paces during longer swims. Knows how to keep safe in the water. Can swim a specific distance in a set time. Uses a range of strokes. Performs safe self-rescue in water-based situations. Can describe the effects swimming has on your body. Can confidently evaluate own performance, and that of others, suggesting improvements. Can move in the water in different ways, using basic stroke and leg actions. Applies learned skills to different situations 	<ul style="list-style-type: none"> Swims with confidence, competence and proficiency, over a distance of at least 25 metres. Swims with confidence, competence and proficiency, over a distance of at least 500 metres. Swims with confidence, competence and proficiency, over a distance of at least 1000 metres. Swims with confidence, competence and proficiency. Able to dive into the water safely and confidently. Paces during long swims. Uses a wide range of different strokes. Can describe several beneficial effects that swimming has on your body. Swim with coordination and control Tread water for increasingly longer periods. Confidently demonstrates different strokes Can give several reasons why swimming is a beneficial form of exercise Can confidently evaluate own performance, and that of others, suggesting improvements