



| Progression of skills and knowledge | |
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| Early Years | <p>Throughout the Early Years Foundation Stage, children at Emmaus will:</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important and remembering rules without an adult needing to remind them. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (inc. targeted balanceability sessions). Revise and refine the fundamental movement skills they have acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Go up steps and stairs, or climb up apparatus, using alternate feet. Progressing towards a more fluent style of moving, with developing control and grace. • Skip, hop, stand on one leg and hold a pose • 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. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • 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. • 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. |

| | <ul style="list-style-type: none"> • Develop overall body strength, balance, coordination and agility. | | | | | |
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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Fundamental Games | <p>Use basic underarm, rolling and hitting skills.</p> <p>Sometimes use overarm skills e.g. throwing a bean bag.</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency.</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on The needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> | <p>Show awareness of opponents and team-mates when playing games.</p> <p>Perform basic skills of rolling, dribbling, tracking, striking and kicking with more confidence.</p> <p>Apply these skills in a variety of simple games.</p> <p>Be able to throw and catch a ball with a team member and throw towards a target.</p> <p>Make choices about appropriate targets, space and equipment.</p> <p>Begin to understand and use a variety of simple tactics.</p> <p>Describe how their bodies work and feel when playing games.</p> | | | | |

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| | <p>Decide where to stand to make it difficult for their opponent and to understand the term defend.</p> <p>Describe what they and others are doing.</p> <p>Describe how their body feels during games.</p> <p>Show and perform hopping and jumping movements.</p> <p>Show balance and coordination when static and moving.</p> <p>Begin running at different speeds changing direction with warning.</p> <p>Develop communication skills and communicate basic instructions.</p> <p>Follow simple instructions.</p> <p>Listen to the ideas of others.</p> | <p>Work well with a partner and in a small group to improve their skills.</p> <p>Be able to track and catch a moving ball.</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition.</p> <p>Begin to provide feedback using some key words.</p> <p>Begin to turn and jump on an individual skipping rope.</p> <p>Follow instructions carefully.</p> | | | | |
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| Gymnastics | Show basic control and coordination when travelling and when remaining still. | Plan and repeat simple sequences of actions; show contrasts in shape. | Use a greater number of their own ideas for movements in response to a task. | Perform actions, balances, body shapes and agilities with control. | Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed. | Make up longer, more complex sequences, including changes of direction, level and speed. |
| | Choose and link 'like' actions. | Perform a sequence that shows clear change of speed. | Choose and plan sequences of contrasting actions. | Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. | Choose actions, body shapes and balances from a wider range of themes and ideas. | Develop their own solutions to a task by choosing and applying a range of compositional principles. |
| | Remember and repeat these actions accurately and consistently. | Perform the basic gymnastic actions with coordination, control and variety. | Adapt sequences to suit different types of apparatus and their partner's ability. | Adapt their own movements to include a partner in a sequence. | Adapt their performance to the demands of a task, using their knowledge of composition; | Combine and perform gymnastic actions, shapes and balances. |
| | Find and use space safely, with an awareness of others. | Recognise and describe how they feel after exercise. | Explain how strength and suppleness affect performance. | Understand that strength and suppleness can be improved; | Use basic set criteria to make simple judgements about performances and suggest ways they could be improved | Show clarity, fluency, accuracy and consistency in their movements; |
| | Identify and copy the basic actions of gymnasts. | Describe what their bodies feel like during gymnastic activity; | Compare and contrast gymnastic sequences, commenting on Similarities and differences; | Recognise criteria that lead to improvement, <i>e.g. changing a level</i> ; watch, describe and suggest possible improvements to others' performances; | Be able to link and perform multiple sequential elements <i>e.g. up to 8</i> | Say, in simple terms, why activity is good for their health, fitness and wellbeing; |
| | Use words such as rolling, travelling, balancing and climbing. | Describe what they and others have done; | With help, recognise how performances could be improved; | | | |
| | Make their body tense, relaxed, stretched and curled. | Say why they think gymnastic actions are being performed well. | Be able to perform a sequence in time with a partner; | Suggest improvements to their own performance | understand the need for warming up and working on body | Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving |
| | Describe what they do in their movement phrases. | Be able to perform a sequence that flows. | | Be able to perform a sequence following a | | |
| | To be confident to perform to others. | Perform balances on different body parts | | | | |

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| | <p>Recognise changes in my body when I do exercise.</p> <p>Say what I liked about someone else's performance.</p> <p>Use apparatus safely and wait for my turn.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge flexibility.</p> <p>Remember, repeat and link simple actions together.</p> | <p>with some control and balance.</p> <p>Take body weight on different body parts with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy and remember, repeat and plan linking simple actions with some control and technique.</p> | <p>Know and understand to teach a sequence to a partner;</p> <p>Suggest warm-up activities.</p> <p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p> | <p>pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>lead a partner through short warm-up routines</p> <p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p> | <p>strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities.</p> <p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> | <p>Be able to link at 3 different levels;</p> <p>Know and understand how to perform at different levels;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 10</p> <p>Be able to adapt an individual sequence to become a group sequence;</p> <p>Understand the importance of warming up and cooling down</p> <p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the</p> |
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| | | | | | | <p>complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p> |
| Dance | <p>Perform basic body actions.</p> <p>Use different parts of the body singly and in combination.</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Remember and repeat short dance phrases and simple dances.</p> <p>Move with control.</p> | <p>Perform body actions with control and coordination.</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.</p> <p>Link actions.</p> <p>Remember and repeat dance phrases.</p> <p>Perform short dances, showing an understanding of expressive qualities.</p> <p>Describe how dancing affects their body.</p> | <p>Improvise freely, translating ideas from a stimulus into movement.</p> <p>Create dance phrases that communicate ideas.</p> <p>Share and create dance phrases with a partner and in a small group.</p> <p>Repeat, remember and perform these phrases in a dance.</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control.</p> | <p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.</p> <p>Refine, repeat and remember dance phrases and dances.</p> <p>Perform dances clearly and fluently.</p> <p>Show sensitivity to the dance idea and the accompaniment.</p> <p>Show a clear understanding of how</p> | <p>Compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Organise their own warm-up and cool-down exercises.</p> <p>Show an understanding of safe exercising.</p> | <p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Perform dances fluently and with control.</p> <p>Warm up and cool down independently.</p> <p>Understand how dance helps to keep them healthy.</p> |

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| | <p>Vary the way they use space.</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p> | <p>Know why it is important to be active.</p> <p>Suggest ways they could improve their work.</p> <p>Be able to link and perform a series of movements based on imaginary characters.</p> | <p>Understand the importance of warming up and cooling down.</p> <p>Recognise and talk about the movements used and the Expressive qualities of dance.</p> <p>Suggest improvements to their own and other people's dances.</p> | <p>to warm up and cool down safely.</p> <p>Describe, interpret and evaluate dance.</p> <p>Using appropriate language.</p> | <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Suggest ways to improve their own and other people's work.</p> | <p>Use appropriate criteria to evaluate and refine their own and others' work.</p> <p>Talk about dance with understanding, using appropriate Language and terminology.</p> |
| Athletics | <p>Be able to evaluate a performance using time.</p> <p>Know and understand quicker and slower ways of travelling such as running at different speeds.</p> <p>Develop fundamental movement and throwing skills. E.g. Hopping, skipping, overarm throwing, aiming for a target.</p> <p>Begin to link basic running and jumping movements.</p> <p>Engage in competitive and cooperative physical activities in</p> | <p>Be able to attempt a variety of throwing techniques in order to improve accuracy and distance travelled.</p> <p>Know and understand how the position of the body affects throwing performance.</p> <p>Develop fundamental movement skills, becoming increasingly competent and confident.</p> <p>Access a broad range of activities to extend their agility, balance and coordination in different speeds and directions</p> | <p>Run at fast, medium and slow speeds, changing speed and direction;</p> <p>Be able to run, jump and throw using a variety of techniques.</p> <p>Know and understand how altering the movement of any parts of the body during performance affects end results.</p> <p>Develop an understanding of when an activity was successful and how to</p> | <p>Demonstrate and link running and jumping techniques with some fluency, control and consistency.</p> <p>Develop communicating skills when working on relay activities.</p> <p>Understand and demonstrate differences in sprinting and jogging techniques.</p> <p>Throw a variety of objects, changing their action for accuracy and distance towards a target area, throwing</p> | <p>Understand the concept of stamina and choose then apply different speeds when running over varying distances.</p> <p>Develop technique to enhance communication skills in relay changeovers.</p> <p>Know and demonstrate a range of throwing techniques with force for longer distances.</p> <p>Throw with greater accuracy, control and power into a target area.</p> | <p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</p> <p>Use a combination of different strategies to persevere towards achieving my personal bests.</p> <p>Show control at take-off in jumping activities for height.</p> <p>Show accuracy and good technique when throwing for distance.</p> |

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| | <p>increasingly challenging situations.</p> <p>Be able to work with others and make safe choices.</p> <p>Be able to use different jumping techniques. E.g. a jump, a leap and a hop.</p> <p>To demonstrate honesty and playing to the rules.</p> <p>To recognise changes to the body when exercising.</p> | <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p>Begin to use different take off and landings when jumping (1:2, 2:2, 2:1 and 1:1 jumps) and land with control.</p> <p>Know and understand how different jumping techniques affect distance travelled.</p> <p>To describe changes to the body when exercising.</p> <p>Be able to link skills in different ways, developing control and balance.</p> | <p>improve in different physical activities</p> <p>Think about how to achieve greatest possible speed, height or distance and persevere for a personal best by changing actions.</p> <p>Continue to use different take off and landings when jumping (1:2, 2:2, 2:1 and 1:1 jumps).</p> <p>Work collaboratively in small groups sharing ideas.</p> <p>Begin to understand why it is important to warm up.</p> | <p>with power when needed.</p> <p>Recognise and explain when their heart rate, temperature and breathing rate have changed</p> <p>Demonstrate perseverance and determination to achieve my personal best.</p> <p>Support and encourage others to do their best.</p> <p>Identify their own and others successes and changes needed to improve in performances.</p> | <p>Perform a range of jumps, showing consistent technique for height and distance and sometimes using a short run-up.</p> <p>Play different roles in small groups.</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.</p> <p>Compare and contrast performances using appropriate language.</p> <p>Identifying strengths and areas to improve in athletic performances and explaining my opinion.</p> | <p>Organise and manage an athletic event well by working collaboratively and competing with fair play and honesty.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria.</p> <p>Understand there are different areas of fitness and how this helps in different athletic activities.</p> |
| Invasion Games | | | <p><u>Football</u></p> <p>Use a range of skills e.g. dribbling, striking, intercepting and stopping a ball with some control and accuracy.</p> | <p><u>Tag Rugby</u></p> <p>Play games with some fluency and accuracy, using a range of throwing and catching</p> | <p><u>Football</u></p> <p>Pass, dribble and shoot with control under pressure.</p> <p>Identify and use tactics to help their team keep the ball and take it</p> | <p><u>Hockey</u></p> <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games under pressure.</p> |

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| | | | <p>Continue to develop fundamental movement skills and become increasingly competent and confident.</p> <p>To be able to pass to a team mate and move within pairs.</p> <p>Begin to use some simple tactics.</p> <p>Begin to know the rules of the game and how they are used to play fairly.</p> <p>Set up and play in small games.</p> <p>Know and understand how hitting a ball further increases the chances of running further distances.</p> <p>Understand the benefits of exercise and suggest some warm up activities.</p> <p>Work within a group collaboratively and take on different roles.</p> <p>Be able to track an opponent.</p> | <p>techniques to receive and pass the ball.</p> <p>Pass and catch with control under pressure.</p> <p>Find ways of keeping possession and attacking successfully when using other skills.</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions for tries.</p> <p>Know the rules of the games and use them to play honestly and fairly.</p> <p>Understand that they need to defend as well as attack.</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games.</p> <p>Watch and describe others' performances, as well as their own and suggest practices</p> | <p>towards the opposition's goal.</p> <p>Begin to apply different skills in different situations.</p> <p>Identify tactics that present opportunities to score and know when to use them in different situations</p> <p>Track opponents and help each other in defence.</p> <p>Pick out things that could be improved in performances and suggest ideas to make them better.</p> <p>To develop their own game and to be able to agree on and teach the rules of it.</p> <p>Know how to make games safe.</p> <p>Be able to attempt to intercept in defence.</p> <p>Be able to participate in small sided game e.g. 5 a-side.</p> <p>Understand the need for warming up and working on body</p> | <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence and apply these quickly.</p> <p>Play effectively as part of a team by creating and using space.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Recognise their own and others' strengths and weaknesses in games.</p> <p>Suggest ideas that will improve performance.</p> <p>Be able to describe an attacking position and a defending position within a game situation.</p> <p>Use marking, tackling and interception to improve defence.</p> <p>Work in collaboration with others to create tactics with a team and</p> |
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| | | | | <p>that will help them and others to play better, by using key vocabulary in feedback.</p> <p>Be able to move in the correct position in order to attempt to score.</p> <p>Be able to use delay against an opponent and prevent another team scoring.</p> <p>Lead a partner through short warm-up routines, sharing ideas to manage an activity.</p> | <p>strength, tone and flexibility.</p> <p>Lead small groups in warm up activities.</p> | <p>evaluate the effectiveness of these.</p> <p>Know and understand positions that help attacking and defending positions within a game.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Understand how different areas of fitness help me.</p> |
| Net and Wall Games | <p>Able to send an object with increased confidence using hand or bat into the court area.</p> <p>Begin to move towards a moving ball to aim to return it with hand or bat.</p> <p>Scores points against opposition over a line/net.</p> | <p>Demonstrates basic sending skills in isolation and small games.</p> <p>Tracks the path of ball over a line/net and move towards it.</p> <p>Hits a ball using both hand and racquet with some consistency.</p> <p>Begin to return a ball coming towards them using hand or racquet.</p> | <p>Attempts to serve to begin a game. E.g. underarm.</p> <p>Plays a continuous game using: throwing and catching or some simple hitting.</p> <p>Keeps count/score of a game.</p> <p>Can play within boundaries;</p> <p>Uses a small range of basic racquet skills;</p> | <p>Explores shots on both sides of the body and attempt with confidence; introduction of forehand and backhand.</p> <p>Uses a small range of racket/hand skills.</p> <p>Works with a partner / small groups to return a served ball.</p> <p>Plays competitively with others and against</p> | <p>Plays a range of basic shots on both sides of the body, move feet to hit ball.</p> <p>Plays modified games with a partner sending and returning a ball.</p> <p>Plays with others with some flow to the game, keeping track of their own scores.</p> <p>Recognise where they should stand on the court when playing on</p> | <p>Uses forehand groundstroke, backhand groundstroke and overhead shots such as forehand volley and backhand volley with more confidence and control under pressure.</p> <p>Makes appropriate choices in games about the best shot to use and make this decision quickly.</p> |

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| | <p>Begin to select and apply skills to win points.</p> <p>Tracks, Chases, stops and controls balls and other objects such as beanbags and hoops towards them.</p> <p>Identifies space to send a ball/object.</p> <p>Be able to send an object in isolation.</p> <p>To throw a ball to land over the net and into the court area.</p> <p>To use a ready position to move to the ball and defend a space.</p> <p>Show honesty and fair play when playing against an opponent.</p> | <p>Plays in a modified game send and returning the ball over a line/barrier.</p> <p>Be able to send a ball in small games with increased confidence over the net and into the court area.</p> <p>Tracks the path of a ball over a line/net and moves towards it by using the ready position.</p> <p>Know how to score points in a game and play fairly against opponents.</p> <p>Be able to demonstrate sending skills in isolation and basic games.</p> | <p>Moves towards a ball to return over a net.</p> <p>Plays over a net.</p> <p>Suggest warm-up activities.</p> | <p>others in modified games.</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court.</p> <p>Chooses ways to send the ball to make it difficult for opponent to return.</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities.</p> <p>Enjoy communicating, collaborating and competing with each other.</p> <p>Lead a partner through short warm-up routines.</p> | <p>their own and with others.</p> <p>Develop a wider range of skills and begin to use these under some pressure.</p> <p>Applies some control when returning the ball including foot placement, shot selection and aim.</p> <p>Understand the need for warming up and working on body strength, tone and flexibility.</p> <p>Lead small groups in warm-up activities.</p> | <p>Starts games with the appropriate serve.</p> <p>Begins to use full scoring systems.</p> <p>Applies tactics in games effectively.</p> <p>Understand the importance of warming up and cooling down and how the different areas of fitness can help.</p> |
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| Outdoor and Adventurous Activities | | | <p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting each other's ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them improve.</p> | <p>Identify where they are by using simple plans and diagrams of familiar environments.</p> <p>Accurately follow and give instructions by communicating ideas and listening to others.</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another with a key and map symbols.</p> <p>Respond to a challenge or problem they are set and reflect on when this has been successful.</p> <p>Begin to work and behave safely and confidently.</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems.</p> <p>Recognise that different tasks make</p> | <p>Use maps and diagrams to orientate themselves and to travel around a simple course.</p> <p>Start to plan sensible responses to physical challenges or problems, talking and working with others in their group.</p> <p>Recognise some of the physical demands that activities make on them and how they can improve stamina.</p> <p>Identify parts of the work that were successful and approach tasks with critical thinking skills.</p> <p>Respond to feedback on how to go about their work differently when working on a team strategy.</p> <p>Work on some tasks independently and begin to orientate a</p> | <p>Choose and perform skills and strategies effectively.</p> <p>Find solutions to problems and challenges by using critical thinking skills.</p> <p>Respond when the task or environment changes and the challenge increases.</p> <p>Plan, implement and refine the strategies they use, adapting the strategies as necessary.</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood.</p> <p>Pool ideas in a group and select the best method to solve a problem.</p> <p>Prepare physically and organisationally for challenges they are set,</p> |
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| | | | | <p>their body work in different ways.</p> <p>Comment on how they went about tackling tasks.</p> | <p>map independently with some confidence.</p> <p>Complete activities that include planning and decision making with increasing confidence.</p> | <p>taking into account the group's safety.</p> <p>Identify what they do well, as individuals and as a group.</p> <p>Suggest ways to improve individuals and as a group.</p> <p>Complete activities with confidence and competence.</p> |
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