



# PROGRESSION OF SKILLS DOCUMENT

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**Business Associate**  
of the Association for Physical Education  
2019 - 2020

## PRIMARY PHYSICAL EDUCATION – DEVELOPING THE WHOLE CHILD

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**OUR PROGRESSION OF SKILLS DOCUMENT IS ALIGNED TO THE NATIONAL CURRICULUM AIMED AT DEVELOPING THE WHOLE CHILD. OUR CURRICULUM DRIVES TWO KEY AREAS OF A CHILD'S DEVELOPMENT AND LEARNING JOURNEY.**



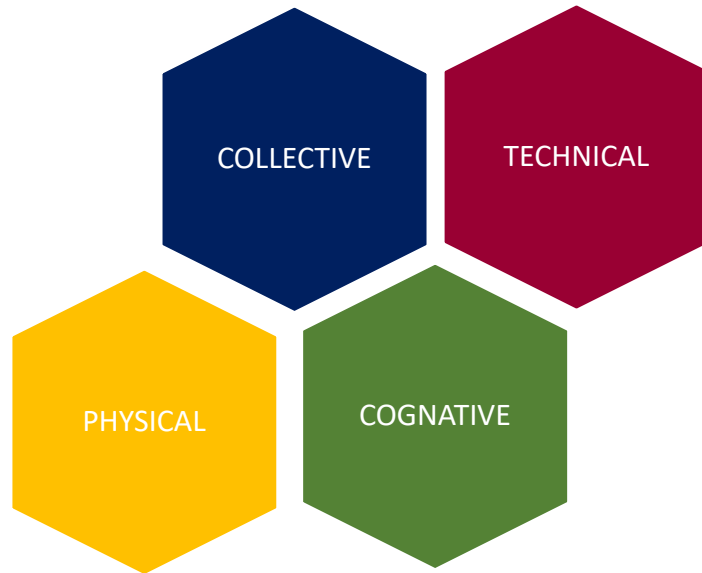
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. *DfE – National Curriculum Framework, Dec 2014*

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## Specific to PE, PA & School Sport



## Traditional SMSC based approach



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The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

*DfE – National Curriculum Framework, Dec 2014*

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## **Key stage 1 - DfE – National Curriculum Framework, Dec 2014**

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.

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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**

## Key stage 2 - DfE – National Curriculum Framework, Dec 2014

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.



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## SWIMMING AND WATER SAFETY

*DfE – National Curriculum Framework,  
Dec 2014*



All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.

# MULTI SKILLS - EYFS



## YEAR R

Using the Succeedin EYFS multi skill programme, pupils should be able to follow a progressive programme that develops the following; fundamental movements, changes of speed, the ability to play games using different size balls, use target games to develop throwing, use equipment to hit or strike a ball and apply exercises like sprinting, jumping and throwing in athletic based games.

We have added the progression of skills statements for EYFS into each area of the curriculum.

## END OF KS EXPECTATIONS

Scholars should be able to demonstrate different ways of moving with some control

Negotiates space successfully when playing invading or evading based games with other children, adjusting speed or changing direction

Show an understanding of the need for safety when tackling new challenges, and considers and manages some risks

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Shows understanding of how to transport and store equipment safely



# INVASION GAMES – KS1



## YEAR R

Send & receive a ball by rolling from hand & striking with foot

Aim & throw object underarm

Catch and bounce a variety of balls

Move and stop safely in a specific area

Play a passing & target game alone and with a partner

## YEAR 1

Throw underarm, bounce & catch a variety of balls by self & with partner

pass/stop a ball using both feet

Invade and evade using different movements such as Run straight and on a curve and sidestep with correct technique

Begin to follow some simple rules

## YEAR 2

Perform some dribbling skills with hands, feet and a stick using space

Pass a ball accurately (hands & feet) over longer distances to a team mate

Combine stopping, receiving, sending and passing in multiple forms to other players

Make simple decisions about when /where to move in game to receive a ball

## END OF KS EXPECTATIONS

To participate in skill related games and team games

Develop simple tactics within skill related games and small sided games applying attacking and defending

Begin to adapt and apply some technical and tactical knowledge within a variety of invasion based sports and activities such as netball, basketball, hockey, tag-rugby and football.

# INVASION GAMES – KS2 NETBALL



## YEAR 3

Within a team game make a variety of passes to team mates moving towards the scoring area

Aim to use a variety using a chest pass, bounce pass and shoulder pass

Communicate verbally and non-verbally to indicate where you like to pass to go or receive a pass

Begin to understand and apply creating space for you and your team

Mark another player and defend when needed

## YEAR 4

Attempt to intercept the ball in skill related and game related environments

Use a chest pass, bounce pass and shoulder pass to support team in scoring

Make decisions regarding which is the best type of pass to use, opposed and unopposed

Identify space to move into and show a clear target (hands) to receive a pass

## YEAR 5

Defend against a player and make some successful interceptions when playing as a team

Use all three passes (chest, shoulder & bounce) applying them to game situations

Understand when to vary speed of pass

Disguise movement in an attempt to lose a defender and receive a pass

Defend a player and make some successful interceptions when playing as a team

## YEAR 6

Choose the correct pass within a game situation

Apply a range of passes that can lead to a scoring opportunity

Begin to understand and apply the principle of pivoting and landing

Position body to defend effectively, making successful interceptions

## END OF KS EXPECTATIONS

To apply tactical and technical aspects of netball within skill related and small sided games that are modified

Apply team work and principles suitable for attacking and defending in small sided games

# INVASION GAMES – KS2 FOOTBALL



## YEAR 3

Control the ball using both feet then begin to dribble a ball varying the speed of movement and direction

Apply passing, previously embedded to pass a football to someone on team

Keep a ball under control at different speeds

Begin to understand how to create space

defend another player and defend when needed

## YEAR 4

Stop the ball with control using both feet and dribble with control into space

Make a pass to someone on the team

Keep the ball under control when receiving a range of passes from team

Identify where space is then evaluate if you they need to create new space. Using knowledge from other invasion games if possible

Defend against a player and intercept

## YEAR 5

Dribble with both feet confidently varying speed whilst identifying space

Send a football to someone on the team, using different parts of foot accurately.

Use a range of ways to keep a ball under control (foot, thigh and chest)

See space, and use it effectively

Lose a defender to receive a pass

Defend a player and make some successful interceptions for team

## YEAR 6

Dribble into space with speed, to beat defenders

Make decisions regarding how and when to pass a football to someone in your team

Use a variety techniques to keep the ball under control building on previous knowledge

Know how space changes within a game and when and how to move

Position body to defend effectively, making successful interceptions

## END OF KS EXPECTATIONS

To apply tactical and technical aspects of football within skill related and small sided games that are modified

Apply team work and principles suitable for attacking and defending in small sided games

# INVASION GAMES – KS2

## TAG-RUGBY



### YEAR 3

Move & accelerate with speed holding a rugby ball

Know where to score a try and how to position the ball to score a try

Break past defenders into space to avoid being tagged

Understand the concept of tag-rugby that a pass does NOT need to be made until you have been tagged

Understand a backward pass needs to be applied when they have been tagged

### YEAR 4

Move & accelerate with speed, using a change of direction to evade being tagged. With or without a ball

Use speed and space to avoid defenders

Pass the ball backwards stationary and sometimes on the move

Tag the person who has the ball

### YEAR 5

Be able to evade and tag opponents

Be able to pass and receive a pass at speed

Be able to pass and receive a pass at speed in a game situation

Apply basic attacking and defending tactics such as defensive line to defend and arrow head to attack

Develop tactics as a team

Apply learnt skills in a game of tag rugby

### YEAR 6

Be able to evade and tag opponents within a game

Running at speed, changing direction at speed in and out of possession

Play effectively in attack and defence

Score points against opposition

Support player with the ball

### END OF KS EXPECTATIONS

To apply tactical and technical aspects of tag-rugby within skill related and small sided games that are modified

Apply team work and principles suitable for attacking and defending in small sided games

# INVASION GAMES – KS2

## HOCKEY



### YEAR 3

Begin to show how to hold a hockey stick and which side to use whilst manipulating the ball (preferable tennis ball)

Begin to use a simple push pass to another team mate

Dribble the ball keeping it close, using the correct side of stick

Begin to approach a player to tackle and intercept under pressure

Apply the push pass to a scoring situation

### YEAR 4

Apply change direction of travel by rotating and turning stick to support this

Use a push pass to make a direct pass

Begin to use a slap pass within a skill based activity

Use speed to dribble the ball into space

Apply defensive knowledge from previous experiences adapted with a hockey stick

Attempt to score inside a designated scoring area

### YEAR 5

Change direction and use the correct side of stick

Begin to develop the Indian dribble within a skill based activity

Choose between the two passes (push/slap) and explain simply why

Make a direct pass while dribbling

Successfully score while in the scoring area

### YEAR 6

Use speed, changing of direction and Indian dribbling to find space or lead to a goal scoring opportunity

Apply a range of passes knowing which one depending on the distance of the pass

Know when to defend and what defence skills could be used

Attempt to score on intercepting the ball

### END OF KS EXPECTATIONS

To apply tactical and technical aspects of hockey within skill related and small sided games that are modified

Apply team work and principles suitable for attacking and defending in small sided games

# INVASION GAMES – KS2

## BASKETBALL



### YEAR 3

Pass and catch the ball in two different ways in a game situation with some success

Move with the ball in a variety of ways with some control

Find a useful space and get into it to support teammates

Use simple attacking and defending skills in a game

Understand and begin to apply the basic principles of invasion games

Compete against self and others in a controlled manner

### YEAR 4

Catch with increasing control and Accuracy

Move with the ball using a range of techniques showing control and fluency

Pass the ball with increasing speed, accuracy and success in a game situation

Make the best use of space to pass and receive the ball

Use a range of attacking and defending

Take part in a range of competitive games and activities

### YEAR 5

Consolidate different ways of throwing and catching, and know when each is appropriate in a game

Use ball skills in various ways, and begin to link together

Pass a ball with speed and accuracy using appropriate techniques in a game situation

Keep and win back possession of the ball effectively in a team game

Know when to pass and when to dribble in a game

Take part in competitive games with a strong understanding of tactics and composition

### YEAR 6

Throw and catch accurately and successfully under pressure in a game

Show confidence in using ball skills in various ways in a game situation, and link these together effectively

Keep and win back possession of the ball effectively and in a variety of ways in a team game

Apply knowledge of skills for attacking and defending

Work as a team to develop fielding strategies to prevent the opposition from scoring

Take part in competitive games with a strong understanding of tactics and composition

### END OF KS EXPECTATIONS

To apply tactical and technical aspects of basketball within skill related and small sided games that are modified

Apply team work and principles suitable for attacking and defending in small sided games

# GYMNASTICS – KS1



## YEAR R

Explain the importance of moving with control

Perform the basic actions of balancing, travelling, rolling, jumping and climbing

Understand the difference between stillness and movement

Show awareness of body parts, points and position when making still shapes

Link and repeat basic gymnastic actions

With support, understand how to carry and position equipment safely

## YEAR 1

Explain the importance of moving with control & Posture

Perform the basic actions of balancing, travelling, rolling, jumping and climbing

Change speed and direction when travelling

Show awareness of body parts, points and position when making still shapes

Link and repeat basic gymnastic actions

Know how to carry and position equipment safely

## YEAR 2

Explain the importance moving with control and awareness of space  
Move with some control and awareness of space

Create a sequence using 3 or more linked actions combined with basic and intermediate balances

Show contrasts on use of body and shape (such as small, tall, straight, curved)

Balance on different points of the body, holding a still position

Climb and travel safely on equipment

Jump in a range of different of ways, showing control and balance on landing

## END OF KS EXPECTATIONS

Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others

# GYMNASTICS – KS2



## YEAR 3

Explain the importance of smooth transitions between balances

Display smooth transitions between balances

Demonstrate control and coordination

Devise, repeat and perform a short sequence that shows changes in speed, level and direction

Adapt a sequence to include apparatus

Adapt a sequence to work in a small group

To work in small groups offering peer support

## YEAR 4

Plan, perform and repeat gymnastic sequences, linking still shapes with travelling

Link a number of movements into a sequence

Show changes of direction, speed and level during a gymnastic sequence

Travel in a variety of ways, creating power in movements

Align body parts to create successful and stable balances

Make similar and contrasting shapes on the floor and apparatus, working with a partner

## YEAR 5

Discuss a range of gymnastics actions

Perform a range of gymnastic actions with consistency, fluency and clarity of movement

Show body tension and extension and good weight transference

When working in small groups, make similar and contrasting shapes on the floor and apparatus (symmetry / asymmetry)

Combine dynamics when making sequences using changes of speed, level and direction

## YEAR 6

Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements

When working in small groups, carefully link actions and balances together showing good timing

Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performance

Rehearse, refine and perfect gymnastic skills

To work in small groups offering peer support to allow the sequence to develop and progress

## END OF KS EXPECTATIONS

Pupils should be taught to develop flexibility, strength, technique, control and balance through the application of gymnastic based movements and skills



# DANCE – KS1



## YEAR R

Move to music

Copy dance moves

Perform some dance moves

Move around the space safely

## YEAR 1

Copy dance moves

Make up a short dance, after watching one.

Dance imaginatively

Change rhythm, speed, level and direction

## YEAR 2

Change rhythm, speed, level and direction with consistency

Dance with control and co-ordination

Make a sequence by linking sections together.

Link some movement to show a mood or feeling

## END OF KS EXPECTATIONS

Children should be taught to perform dances using simple movement patterns.

Use movement imaginatively, responding to stimuli, including music and performing basic skills  
Change rhythm, speed, level and direction of their movements

Create and perform dances using simple movement patterns, including those from different times and cultures

Express and communicate ideas and feelings

# DANCE – KS2



## YEAR 3

Perform pair/group dance involving canon & unison, meet & part

Respond to music in time & rhythm to show like/unlike actions

Respond to music to express a variety of moods & feelings

## YEAR 4

Respond imaginatively to stimuli related to character/music/story

Perform clear & fluent dances that show sensitivity to idea/stimuli

Make up dance within a small group

## YEAR 5

Show/fluency/control in chosen dances in response to stimuli

Perform fluent dances with characteristics of different styles/eras

Adapt & refine(in pair/group), dances that vary direction, space & rhythm

## YEAR 6

Create & perform dances in a variety of styles consistently

Be aware of & use musical structure, rhythm & mood & can dance accordingly

Use appropriate criteria & terminology to evaluate performances

## END OF KS EXPECTATIONS

Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures

Respond to a range of stimuli and accompaniment  
Through dance, develop flexibility, strength, technique, control and balance

Perform dances using a range of movement patterns

# STRIKE AND FIELD – KS1



## YEAR R

Aim & throw object underarm

Catch balloon/bean bag/scarf & sometimes a bouncing ball

Use hand to strike a bean bag or ball and move towards a scoring area

Begin to use a bat or racket to hit a ball

## YEAR 1

Show some different ways of hitting, throwing and striking a ball

Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)

Understand a as a fielder how to get the ball back to the designated area

Begin to follow some simple rules (carrying the bat, not over taking someone)

## YEAR 2

Send a ball off a tee using a bat

Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops

Stop moving when the 'bowler' has the ball

Play as a fielder and pass the ball back to the bowler to make the runner stop

Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

## END OF KS EXPECTATIONS

Pupils should be able to strike a ball off a tee

Throw using underarm or overarm

Field a ball and return to an area within a skill game

Follow rules of a game

# STRIKE AND FIELD – KS2



## YEAR 3

Use fielding skills to stop the ball effectively

Throw with some control and accuracy within a small skill or small sided activity

Bat with some control, strike a moving ball

Work in a team when fielding and applying tactics

## YEAR 4

Throw and catch under pressure

To develop the range of Cricket skills they can apply in a competitive context

To consolidate existing skills and apply with consistency

To choose and use a range of simple tactics in independently and in a game context

## YEAR 5

To link together a range of skills and use in combination when fielding and bowling

To bat with control and accuracy within small games

To collaborate as a team to choose, use and adapt rules in games

## YEAR 6

To apply with consistency standard cricket rules in a variety of different styles of games

To attempt a small range of recognised shots in within a skill related activity and in competitive

To use a range of tactics for attacking and defending in role of bowler, batter and fielder

## END OF KS EXPECTATIONS

Pupils should be able to bat, bowl and field with confidence both in skill related activities and small games

# NET AND WALL – KS1



## YEAR R

To use hands and rackets to manipulate the ball with some control and experiment how a ball moves

Catch balloon and different types of balls independently and with a partner

Use hand to strike a ball, progressing to a racket

Begin to use a racket and ball with some control, balancing, self rally and dribbling

## YEAR 1

Show different ways of manipulating the ball with hands and a racket

To use a variety of different sized balls to play some rally based games

Begin to follow some simple rules to rally using a variety of equipment such as cones, rackets, and balls

## YEAR 2

Manipulate a racket and ball with some control developing an understanding of hitting the ball off the racket

Play a variety of games to score

Start to apply basic tactics

To begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis

Follow rules for a game

## END OF KS EXPECTATIONS

Pupils should participate in individual based skills, working in pairs whilst rallying

Developing simple tactics for rallying against a partner

# NET AND WALL – KS2



## YEAR 3

Apply rallying independently, using a variety of techniques and challenges

Rally with a partner using throwing or tapping the ball with a racket

Stand in a ready position holding racket correctly

Change from a ready position before playing a shot and returning the ball to a partner

## YEAR 4

Tap/send the ball back and forth to a partner over a small space

Begin to tap a ball over a net allowing it to bounce, before returning

Move from a ready position into a forehand position

Play a forehand shot by bringing racket from low to high position to meet the ball for a forehand shot

## YEAR 5

Begin to apply a backhand stroke to return a ball

Move towards the ball from 'ready' position choosing either forehand

Set racket back in its ready position after each shot

Begin to develop the correct swing technique when hitting the ball over a net

Underarm serve the ball correctly beginning to purposely aim for space to score

## YEAR 6

Turn and run to the ball getting into a forehand or backhand position

Use the correct swing technique and control with smooth swings keeping the path of the racket the same

Underarm serve the ball accurately making opposition have to move to send it back

## END OF KS EXPECTATIONS

Pupils should be taught to play competitive games, modified where appropriate, such as tennis and dodgeball, applying basic principles suitable for match play within rallies or purposely aiming for areas or a court

# ATHLETICS – KS1



## YEAR R

To begin to develop an understanding of Fundamental Movement Skills FMS

To Develop running, jumping and throwing related to athletics

Begin to understand how to change speed, jump for distance and throw for distance

## YEAR 1

Use varying speeds when running

Understand the importance of a controlled landing when developing skipping, hopping and two footed landings

To begin to link overarm throwing action with athletics based throwing events

Begin to travel at speed through obstacles (high and low)

## YEAR 2

Apply different types of movements linked to running to ensure it is embedded

Jump with control both 1 footed and two footed

Throw different objects in a variety of ways

Complete an obstacle course with control and agility

## END OF KS EXPECTATIONS

To demonstrate running, jumping, throwing and catching in isolation and in combination

To move with control, agility and confidence

# ATHLETICS – KS2



## YEAR 3

Run in different directions and at different speeds, using a good technique

Begin to improve throwing technique and distance of throws

Consolidate jumping Techniques, using multiple footwork patterns

Compete in a mini competition, recording scores

## YEAR 4

Maintain a running pace for over longer distances

Apply throwing with power and accuracy

Demonstrate good running technique in a competitive Situation

Apply the correct technique when jumping for distance

## YEAR 5

Develop an understanding of how to run for distance

Throw with accuracy and power

Understand baton transition in relay based events

Explore different footwork Patterns to develop technique

Understand which technique is most effective when jumping for distance

Demonstrate good techniques in a competitive situation

## YEAR 6

Apply throwing with power and accuracy within a competitive environment

Demonstrate good running technique in a competitive Situation

Understand which technique is most effective when jumping for Distance

Apply skills embedded in sprinting, throwing, running, jumping and relay to a competitive environment

## END OF KS EXPECTATIONS

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 competition

Embed running, jumping, throwing and catching in isolation and in combination



# OAA AND TEAM BUILDING – KS1



## YEAR R

Describe different types of movement to travel (Walking, jogging, sprinting)

Apply basic movements in a range of outdoor activities

Developing improved physical capacity

Apply fundamental movement skills in a range of activities

Develop simple tactics

## YEAR 1

Describe with some detail the best techniques to use in running, jumping and throwing

Make and apply decisions in a range of contexts

Participate in competitive and cooperative physical activities

Develop and master fundamental movement skills

## YEAR 2

Explain how they can make informed choices about healthy, active lifestyles both in school and beyond

Participate in competitive and cooperative physical activities

Apply tactics and creative ideas to tasks

Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve

## END OF KS EXPECTATIONS

Work collaboratively with others

To warm up and prepare appropriately for different OAA activities

Develop some Orienteering techniques

# OAA AND TEAM BUILDING – KS2



## YEAR 3

Describe how to use simple maps within a lesson

Developing map work and orientation of the school site

Work in collaboration to solve tasks and problems

To warm up and prepare appropriately for different OAA activities

## YEAR 4

Describe how we can work in small groups to support plans

Embed map work and orientation of the school site

Use and create routes for each other using simple plans

Support and assist in group problem solving tasks

Consolidation of map work and orientation

## YEAR 5

Describe how collaboration is required during OAA

Consolidate map work and orientation

Setting up courses for others to navigate

To work in small groups with minimal support from teacher

## YEAR 6

Describe how to create a course/map

Set up courses for others

To warm up and prepare appropriately for different OAA activities

Can recognise hazards

Develop more advanced Orienteering techniques

## END OF KS EXPECTATIONS

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different situations, working collaboratively and in teams is key within an OAA environment.

They should enjoy communicating, collaborating and competing with each other and evaluate their own success

# FITNESS FOR CHILDREN – KS1



## YEAR R

Observe the effects of activity on their bodies

Recognises when they want to rest

Shows some understanding that good practices with regard to exercise can contribute to good health

Children know the importance for good health of physical exercise

## YEAR 1

Recognise how their body feels when still and when exercising

Describe the effects of activity on their body

Begin to understand how to manage their breathing and how to recover from physical activity

## YEAR 2

Recognise and describe what their bodies feel like during different types of activity related to running and walking

Begin to understand how the body feels during short and longer distancing jogging.

## END OF KS EXPECTATIONS

Recognise and describe the benefits of physical activity

Understand how their bodies feel when taking part in physical challenges and games

# FITNESS FOR CHILDREN – KS2



## YEAR 3

Recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength

Understanding how to regulate their breathing

Begin to pace themselves when set running distances or challenges

## YEAR 4

Describe how the body reacts during different types of activity and how this affects the way they Perform

To challenge themselves when running for distance or time

Understand the importance of personal targets and goals within running

## YEAR 5

Know and understand the basic principles of warming up and why it is important for good quality Performance

Understand why physical activity is good for their Health

Understand how to manage and set personal goals within running

Begin to enjoy physical activity in a running form as part of a social group

## YEAR 6

Understand why warming up and cooling down are important

Understand why exercise is good for health, fitness and wellbeing

how to become healthier themselves

By eating the right food, hydration and recovery

To embed an understanding of personal goals to individual competition

## END OF KS EXPECTATIONS

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different situations

To understand the importance of a healthy lifestyle through structured physical activity, healthy eating, hydration and recovery