

Mastering the Year 5 Curriculum

Teachers
to your home



Introduction

Welcome to our guide to the Year 5 curriculum

Many parents worry that they are unsure what their child should know in each year group. Are they behind? Are they ahead?

That's why we created these guides.

Each chapter covers a different subject taught in Year 5 and is then broken down into the different skills your child should have mastered by the end of the year.

You can print this guide out, or keep a digital copy and tick off each skill when your child feels they have mastered it.

We recommend you use this guide regularly to engage with your child about their education and you can even use it with a tutor to work through the curriculum.

Happy reading!

Teachers To Your Home

We are a leading UK tutoring company that specialises in connecting families with experienced and qualified teachers, either for lessons in your home or online.

We do this because we believe that the best tutor is a professional teacher, someone who is experienced teaching children and is up to date with the curriculum.

If you think your child could benefit from a tutor, visit our website: www.teacherstoyourhome.co.uk

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English

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Spoken Language

Your Year 5 child should be taught to:

- Listen and then respond appropriately to adults and their Year 5 classmates
- Ask relevant questions to build up their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Maintain their attention and also participate actively in collaborative conversations
- Participate in presentations, performances, role play, improvisations, discussions and debates
- Capture and then hold the interest of their audience
- Select and use formal or informal language speaking in formal and informal language, as appropriate

Reading

Your Year 5 child should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
- Maintain positive attitudes to reading and understanding of what they read by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - Reading books that are structured in different ways and reading for a range of purposes



English

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views

Writing

Your Year 5 child should be taught to:

Use further prefixes and suffixes and understand the guidance for adding them

Spell some words with 'silent' letters (for example, knight, psalm, solemn)

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

Use dictionaries to check the spelling and meaning of words



English

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Develop their understanding of the concepts by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for year 5



English

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently

Use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading

Spelling, Vocabulary, Grammar and Punctuation

Your Year 5 child should be taught:

How to convert nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify)

Verb prefixes (for example, dis-; de-; mis-; over-; re-)

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)

Use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)

Link ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before)

Use brackets, dashes or commas to indicate parenthesis

Use commas to clarify meaning or avoid ambiguity

Terminology for Year 5 pupils includes: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



English

Word List – Year 5

The word-lists for year 5 is statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

accommodate	correspond	hindrance	pronunciation
accompany	criticise (critic + ise)	identity	queue
according	curiosity	immediate(ly)	recognise
achieve	definite	individual	recommend
aggressive	desperate	interfere	relevant
amateur	determined	interrupt	restaurant
ancient	develop	language	rhyme
apparent	dictionary	leisure	rhythm
appreciate	disastrous	lightning	sacrifice
attached	embarrass	marvellous	secretary
available	environment	mischievous	shoulder
average	equipped	muscle	signature
awkward	equipment	necessary	sincere(ly)
bargain	especially	neighbour	soldier
bruise	exaggerate	nuisance	stomach
category	excellent	occupy	sufficient
cemetery	existence	occur	suggest
committee	explanation	opportunity	symbol
communicate	familiar	parliament	system
community	foreign	persuade	temperature
competition	forty	physical	thorough
conscience*	frequently	prejudice	twelfth
conscious*	government	privilege	variety
controversy	guarantee	profession	vegetable
convenience	harass	programme	vehicle

“The more that
you read,
the more things
you will know.
The more that you
learn, the more
places you’ll go.”

—
Dr. Seuss



Maths

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems.

It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Number

Your Year 5 child should be taught to:

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

Count forwards or backwards in steps of powers of 10 for any given number up to 1 million

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

Solve number problems and practical problems that involve all of the above

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Add and subtract numbers mentally with increasingly large numbers

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

Establish whether a number up to 100 is prime and recall prime numbers up to 19

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

Multiply and divide numbers mentally drawing upon known facts

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes



Maths

Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Compare and order fractions whose denominators are all multiples of the same number

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

Recognise mixed numbers and improper fractions and convert from one form to the other

Add and subtract fractions with the same denominator and denominators that are multiples of the same number

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Read and write decimal numbers as fractions

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

Round decimals with two decimal places to the nearest whole number and to one decimal place

Read, write, order and compare numbers with up to three decimal places

Solve problems involving number up to three decimal places

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

Measurement

Your Year 5 child should be taught to:

Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square metres and estimate the area of irregular shapes

Estimate volume and capacity

Solve problems involving converting between units of time

Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling



Maths

Geometry

Your Year 5 child should be taught to:

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

Draw given angles, and measure them in degrees

Identify: angles at a point and one whole turn; angles at a point on a straight line and a turn; other multiples of 90 degrees

Use the properties of rectangles to deduce related facts and find missing lengths and angles

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

Your Year 5 child should be taught to:

Solve comparison, sum and difference problems using information presented in a line graph

Complete, read and interpret information in tables, including timetables

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

—
Shakuntala Devi



Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They

should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Living Things and their Habitats

Your Year 5 child should be taught to:

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

Animals including Humans

Your Year 5 child should be taught to:

Describe the changes as humans develop to old age

Properties and Changes of Materials

Your Year 5 child should be taught to:

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Earth and Space

Your Year 5 child should be taught to:

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth



Science

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces

Your Year 5 child should be taught to:

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Living Things and their Habitats

Your Year 5 child should be taught to:

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics

“Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious.”

—
Stephen Hawking



Art and Design

Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Your Year 5 child should be taught to:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

About great artists, architects and designers in history

“I found I could say things with color and shapes that I couldn’t say any other way – things I had no words for.”

—
Georgia O’Keeffe



Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Your Year 5 child should be taught to:

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Your Year 5 child should be taught to:

Know, understand and develop the skills needed to engage in an iterative process of designing and making through various practical and creative activities. They should work in multiple contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment)

Cook a range of different foods and understand the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will open the door to one of the great expressions of human creativity

A background image showing hands building with colorful LEGO bricks on a green baseplate. The image is slightly blurred and has a dark overlay.

“Design creates culture. Culture shapes values. Values determine the future.”

—
Robert L. Peters



Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Your Year 5 child should be taught to:

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Your Year 5 child should be taught about:

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

A local history study

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



Languages

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.

It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation.

Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Your Year 5 child should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Present ideas and information orally to a range of audiences

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English



Music

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Your Year 5 child should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music

“As a rock star, I have two instincts, I want to have fun, and I want to change the world. I have a chance to do both.”

—
Bono



Physical Education

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.

Your Year 5 child 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

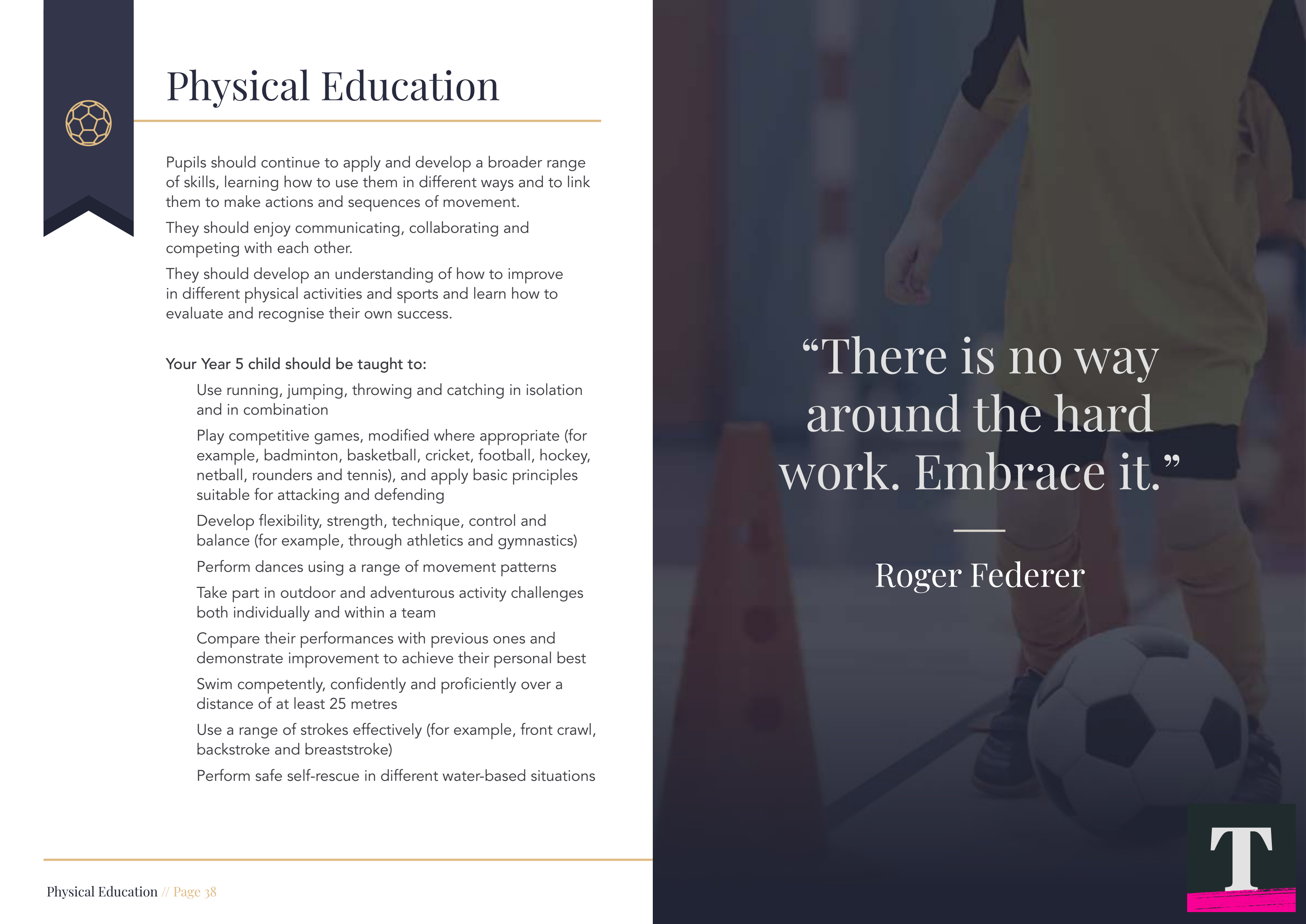
Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

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



“There is no way
around the hard
work. Embrace it.”

—
Roger Federer

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to find a qualified
teacher in your
area or online

Teachers
to your home