P.E. Progression of Skills and Knowledge

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

<u>Area of</u> Learning	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	Year 3	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Invasion		Mater basic movements	Mater basic movements	Use running, jumping,	Use running, jumping,	Use running, jumping,	Use running, jumping, throwing
games:		including running, jumping,	including running, jumping,	throwing and catching in	throwing and catching in	throwing and catching in	and catching in isolation and in
Striking		throwing and	throwing and	isolation and in	isolation and in	isolation and in	combination. Play
and fielding:		catching.	catching.	combination. Play competitive	combination. Play competitive	combination. Play competitive	competitive games.
neiding.		Social and emotional links	Social and emotional links	games.	games.	games.	Social and
Net &		Team work	Team work	Social and	Social and	Social and	emotional links
wall		Cooperation	Cooperation	emotiona <mark>l links</mark>	emotional links	emotional links	Team work
games:		Enjoyme <mark>nt</mark>	Enjoyment Perform a basic	Team work Cooper <mark>ation</mark> Enjoyment	Team work Cooperation Enjoyment	Team work Cooperation Enjoyment	Cooperation Enjoyment
Resources		Use basic underarm and	technique for catching and	Throw and catch	Change the pace,	Use a range of	Perform a range of skills (throwing,
related to sport and		rolling skills.	underarm	a ball with control	length and	sending, receiving	catching, kicking,
linked to		(Striking and fielding)	throwing, with consistency from	when under pressure.	direction, when throwing, striking	and travelling techniques in	and striking) with greater speed,
lesson plan		62	standing and	(Invasion games,	or kicking a ball to	games with	fluency and
		Hit and kick a ball	moving.	Striking and	outwit an	control.	accuracy during
		in a variety of ways	(Invasion games, Striking and	fielding)	opponent. (Invasion games,	(Invasion games, Striking and	invasion, striking and net games.
		, (Invasion games,	fielding)	Strike and kick a	striking and	fielding)	(Invasion games,
		Striking and		ball with control	fielding, net		striking and
		fielding, net &	Perform basic	while moving.	games)	Develop	fielding, net
		wall games)	skills of striking	(Invasion games)		techniques and	games)

	Intercept, stop and catch balls, as well as small equipment consistently. (Invasion games and Fielding)	and kicking a ball with control from standing. (Invasion games, striking and fielding, net games)		Choose and use a range of ball skills with consistent accuracy. (Invasion games, striking and fielding, net games) Appreciate that rules need to be consistent and fair.	skills, for attacking and defending, and using them consistently, accurately, confidently and with control. (Invasion games, striking and fielding, net games)	
Tactics Can be taught within games lessons.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Apply basic principles suitable for attacking and defending. Social and	Apply basic principles suitable for attacking and defending. Social and	Apply basic principles suitable for attacking and defending. Social and	Apply basic principles suitable for attacking and defending. Social and
	Social and emotional links Team work	Social and emotional links Team work	emotional links Team work Cooperation	emotional links Team work Cooperation	emotional links Team work Cooperation	emotional links Team work Cooperation
	Cooperation	Cooperation	Choose and use a range of simple	Use a variety of tactics to attack	Know and use basic strategic	Understand, use and apply a range
	Describe simple tactics.	Use simple tactics in a small sided game.	tactics for defending and challenging	and keep possession and score.	and tactical principles of various games	of tactics and strategies for defence and
	Show awareness of space and actions of others.	Show awareness of opponents and	opponents.	01-	and adapt them to different situations.	attack.

		team mates during games.	1	1		
Gymnasti	To develop	To develop	To develop	To develop	To develop	To develop
-	balance, agility	balance, agility	flexibility,	flexibility,	flexibility,	flexibility,
CS	and co-	and co-	strength,	strength,	strength,	strength,
_	ordination.	ordination.	technique,	technique,	technique,	technique, control
<u>Resources</u>	100	10000	control and	control and	control and	and balance.
related to	Social and	Social and	balance.	balance.	balance.	
sport and	emotional links	emotional links	A			Social and
linked to	Enjoyment	Enjoyment	Social and	Social and	Social and	emotional links
lesson plan	Desire to improve	Desire to improve	emotional links	emotional links	emotional links	Enjoyment
	Confidence	Confidence	Enjoyment	Enjoyment	Enjoyment	Desire to improve
	Self-esteem	Self-esteem	Desire to improve	Desire to improve	Desire to improve	Confidence
	Physical well-	Physical well-	Confidence	Confidence	Confidence	Self-esteem
	being	being	Self-esteem	Self-esteem	Self-esteem	Physical well-
			Physical well-	Physical well-	Physical well-	being
	Use basic actions	Perform basic	being	being	being	
	using changes in	gymnastic actions		1.0		Combine and
	speed and	with control and	Perform	Perform a range	Perform	perform actions,
	directions,	co-ordination.	combinations of	of gymnastic	combinations of	shapes and
	including		gymnastic actions	actions with	gymnastic actions	balance with
	travelling, rolling,	Repeat a	using floor, mats	increased	with different	fluency and an
	jumping and	sequence of	and apparatus.	consistency and	levels, speeds and	increasingly
	climbing.	gymnastic actions		fluency.	direction.	difficult sequence.
	6	including	Adapt gymnastic			
	Show good	transitions and	techniques and	Combine actions	Perform actions,	Create and
	awareness of	moments of still.	transitions,	and show clarity	shapes and	perform a longer,
	space, apparatus		identifying when	of shape, control	balances with	fluent sequence,
	and the actions of	Create and	control and	and balance in	good body	using planned
	others.	perform a short	balance is	longer sequences	tension and	variation and
		sequence with a	needed.	alone or in a	extension.	contrasts in
		clear beginning,		partners.		

	Link and repeat	middle and end,	Adapt a		Repeat a longer,	actions and
	basic actions to	to include	gymnastic	Understand how	more difficult	speed.
	copy or create	apparatus or	sequence to	strength and	sequence	
	and perform a	partner.	include different	suppleness can	accurately,	
	movement		levels, speeds	improve	emphasising	
	phrases with a	Use appropriate	and/or direction.	gymnastic	extension, body	
	beginning, middle	language to	and the second s	performance.	shape and	
	and end.	accurately	Recognise that		changes in	
	100	describe a	strength and		direction, alone,	
	Know the	gymnastic	suppleness are		with a partner or	
	difference	sequence.	important parts		a small group.	
	between tension		of fitness.		~	
	and relaxation				Understand why	
	8 B	1000		1.1.1	warming-up and	
	2 10 mar			10000	cooling-down is	
	~				important for our	
				1.1.1.1.0	bodies.	
	n					
Athletics	To develop	To develop	To develop	To develop	To develop	To develop
Can also be	balance, agility	balance, agility	flexibility,	flexibility,	flexibility,	flexibility,
taught	and co-	and co-	strength,	strength,	strength,	strength,
during multi-	ordination.	ordination.	technique,	technique,	technique,	technique, control
skills lessons	2 10		control and	control and	control and	and balance.
	Social and	Social and	balance.	balance.	balance.	
Resources	emotional links	emotional links				Social and
related to	Enjoyment	Enjoyment	Social and	Social and	Social and	emotional links
sport and	Desire to improve	Desire to improve	emotional links	emotional links	emotional links	Enjoyment
linked to	Confidence	Confidence	Enjoyment	Enjoyment	Enjoyment	Desire to improve
lesson plan	Self-esteem	Self-esteem	Desire to improve	Desire to improve	Desire to improve	Confidence
	Physical well-	Physical well-	Confidence	Confidence	Confidence	Self-esteem
	being	being	Self-esteem	Self-esteem	Self-esteem	Physical well-
	Resilience	Resilience	Physical well-	Physical well-	Physical well-	being
			being	being	being	Resilience

	Improve their	Run with a good	Resilience	Resilience	Resilience	
	running	technique at	100			Choose the best
	technique and	different speeds.	Select running	Show some	Understand and	pace for a runnir
	run for long	Perform a two	techniques and	control when	demonstrate the	event, in order to
	distances	footed jump.	speeds	using a range of	difference	sustain running
			appropriate to an	basic running,	between	and improve the
	Complete a run	Show a good	activity.	jumping and	sprinting and	personal target.
	and jump	throwing	C. S. S. Inv.	throwing actions,	distance running.	
	sequence	technique and	Make up and	knowing when it's		Show control,
	5	extend accuracy	repeat a short	appropriate to	Show balance and	balance and
	Develop an under	and distance.	sequence of	change their	control in take-off	power in take-of
	arm and over arm	10 C C C C C C C C C C C C C C C C C C C	linked jumps.	technique.	activities.	and landing
	throwing action.	Compete in a				activities.
		range of team	Throw a variety of	Perform a range	Demonstrate a	
	Take part in a	events.	objects, changing	of jumps showing	range of throwing	Show accuracy
	variety of team		their action for	contrasting	actions using	and good
	races using a		accuracy and	techniques.	modified	technique when
	variety of		distance.		equipment with	throwing for
	equipment.		distance.	Throw with some	some accuracy	distance.
	equipment	1	Take part in relay	accuracy and	and control.	distance.
			activities,	power into a		Choose
			knowing when to	target area.	Organise and	appropriate
	(U)		run and what to	target area.	manage an event	techniques for
	G (33)		do.	Work in groups	well.	specific event.
	2		u0.	cooperatively, to	wen.	specific event.
	61	and the second second		use different		Organise and
	100	State of the second			11	
		10 C		techniques,		judge events and
				speeds and effort		challenges well.
				to meet		
				challenges.		
Dance	To perform	To perform	To perform	To perform	To perform	To perform
	dances using	dances using	dances using a	dances using a	dances using a	dances using a

<u>Resources</u>	simple movement	simple movement	range of	range of	range of	range of
related to	patterns.	patterns.	movement	<mark>mov</mark> ement	movement	movement
sport and			patterns.	patterns.	patterns.	patterns.
linked to	Social and	Social and	100			
lesson plan	emotional links	emotional links	Social and	Social and	Social and	Social and
	Enjoyment	Enjoyment	emotional links	emotional links	emotional links	emotional links
	Desire to improve	Desire to improve	Enjoyment	Enjoyment	Enjoyment	Enjoyment
	Confidence	Confidence	Desire to improve	Desire to improve	Desire to improve	Desire to improve
	Self-esteem	Self-esteem	Confidence	Confidence	Confidence	Confidence
	Physical well-	Physical well-	Self-esteem	Self-esteem	Self-esteem	Self-esteem
	being	being	Physical well-	Physical well-	Physical well-	Physical well-
	Emotional	Emotional	being	being	being	being
	wellbeing	wellbeing	Emotional	Emotional	Emotional	Emotional
	Cultural	Cultural	wellbeing	wellbeing	wellbeing	wellbeing
	understanding	understanding	Cultural	Cultural	Cultural	Cultural
			understanding	understanding	understanding	understanding
	Use basic actions	Perform basic				
	using changes in	actions with	Perform	movement	Perform	Combine and
	speed and	control and co-	combinations of	patterns with	movement	perform
	directions,	ordination.	movements to a	increased	patterns with	movement
	including		piece of music.	consistency and	different levels,	patterns with
	travelling, rolling,	Repeat a		fluency.	speeds and	control and
	jumping and	sequence of	Adapt a sequence		direction.	balance with
	climbing.	movements to	of movement	Combine actions		fluency and an
	100	music including	patterns to	and show clarity	Repeat longer,	increasingly
	Show good	transitions and	include different	of shape, control	more difficult	difficult sequence
	awareness of	moments of still.	levels, speeds	and balance in	movement	
	space and the	1 Cart 1	and/or direction.	longer sequences	patterns	Create and
	actions of others.	Create and		alone or in a	accurately,	perform a longer,
		perform a short	C	partners.	emphasising body	fluent movement
	Link and repeat	sequence with a	1 million 1	. 7	shape and	patterns, using
	basic actions with	clear beginning,	he		changes in	planned variation
		middle and end,			direction, alone,	and contrasts in

	a beginning,	independently or			with a partner or	actions and
	middle and end.	with a partner.	1		a small group.	speed.
Feedback	Watch, describe	Begin to watch	Compare their	Compare their	Compare their	Compare their
Can be	and comment on	others and focus	performances	performances	performances	performances
taught	what they have	on specific	with previous	with previous	with previous	with previous
within	seen.	actions to	ones and	ones and	ones and	ones and
games,	100	improve their	demonstrate	demonstrate	demonstrate	demonstrate
athletics,	Know	own skills.	improvement to	improvement to	improvement to	improvement to
dance and	participating in	1000	achieve their	achieve their	achieve their	achieve their bes
gymnastic	different sports is	Describe the	best.	best.	best.	
lessons.	good for them	differences in the			- A.	Evaluate their
	and describe	way their body	Recognise good	Describe their	Watch, evaluate	own and others
	what it feels like.	works and feels	performances in	own and others'	and suggest	performances,
	- 10 miles	when trying	themselves and	work, identify	improvements	and explain how
	~	different sports.	others and use	good	and strengths in a	they can be
			what they have	performances	partner's	refined and
	101		learnt to improve	and suggest ideas	performance.	improved.
	141 01 141		their own work.	on how to		
	5 1000			improve.	Understand why	Know the
			Compare and	2.8	exercise is good	different types o
	10		comment on two	Understand how	for your health	fitness and how
	2	and the second sec	or more	different	and fitness and	difference
	20 10	Contraction of the second	performances.	activities affect	predict how it	activities can
				their health and	affects their heart	contribute to a
	0		Know and	fitness, and how	rate, breathing	healthy lifestyle
	10.1	1.	describe the	it affects their	and temperature.	
	0000	100 C	effects of	heart rate,		
			different	breathing and		
			activities on their	temperature.		
			body and how to			
			improve their			

		0	health and fitness.	1		
Yoga	To develop	To develop	To develop	To develop	To develop	To develop
	balance, agility	balance, agility	flexibility,	flexibility,	flexibility,	flexibility,
esources	and co-	and co-	strength,	strength,	strength,	strength,
elated to	ordination.	ordination.	technique,	technique,	technique,	technique, control
ort and			control and	control and	control and	and balance.
ked to	Social and	Social and	balance.	balance.	balance.	
on plan	emotional links	emotional links	0			Compare their
	Enjoyment	Enjoyment	Compare their	Compare their	Compare their	performances
	Emotional well-	Emotional well-	performances	performances	performances	with previous
	being	being	with previous	with previous	with previous	ones and
	Physical well-	Physical well-	ones and	ones and	ones and	demonstrate
	being	being	demonstrate	demonstrate	demonstrate	improvement to
	Spiritual, moral	Spiritual, moral	improvement to	improvement to	improvement to	achieve their best.
	and cultural	and cultural	achieve their	achieve their	achieve their	
	understanding	understanding	best.	best.	best.	Social and
	Confidence	Confidence				emotional links
	- CL - CL		Social and	Social and	Social and	Enjoyment
	Recognise the	Describe how	emotional links	emotional links	emotional links	Emotional well-
	changes in their	their body feels	Enjoyment	Enjoyment	Enjoyment	being
	body when they	during exercise.	Emotional well-	Emotional well-	Emotional well-	Physical well-
	exercise.		being	being	being	being
	20	Copy, repeat and	Physical well-	Physical well-	Physical well-	Spiritual, moral
	Copy and repeat	remember yoga	being	being	being	and cultural
	yoga poses.	poses and like	Spiritual, moral	Spiritual, moral	Spiritual, moral	understanding
	2	them together.	and cultural	and cultural	and cultural	Confidence
	Show awareness	and the second s	understanding	understanding	understanding	
	of space when	Can move from	Confidence	Confidence	Confidence	Describe how
	moving.	one pose to				exercise can help
		another thinking	Describe how	Describe how	Describe why we	us in different
	Can help others	about their	exercise benefits	exercise helps the	exercise and its	situations in life
	create poses.	breathing.		body and mind.	importance on	

	Identify the benefits of breathing techniques.	Can provide others with feedback using yoga words.	 the body and muscles. Create simple yoga routines including yoga poses. Clear shapes can be created using the body. Copy breathing techniques used to calm the body and mind. 	Create routines using yoga poses, linking them in different ways. Shapes created using the body and children can describe how the shape stretches their body. Copy and remember different breathing techniques which can calm the body and mind.	the body (mentally and physically.) Create routines using yoga poses ensuring they are linked and thought is considered around their breathing. Shapes can be created using the body, with identification of which muscles are being used. Remember and describe different breathing techniques which	 (e.g. when stressed) Create yoga routines linked to specific themes which the yoga poses are linked together and consideration is taken around their breathing. Select different shapes using the body, which appropriately stretch different muscle. Select which breathing techniques are best for them in
De C			10	breathing	techniques are	
Outdoor and Adventur	Social and emotional links Enjoyment Team work Cooperation	Social and emotional links Enjoyment Team work Cooperation	To take part in outdoor and adventurous activity challenges both	To take part in outdoor and adventurous activity challenges both	To take part in outdoor and adventurous activity challenges both	To take part in outdoor and adventurous activity challenges both individually

ous	Confidence	Confidence	individually and	individually and	individually and	and within a
activities	Resilience	Resilience	within a team.	within a team.	within a team.	team.
	Follow simple	Create simple	Social and	Social and	Social and	Social and
<u>Resources</u>	instructions to	instructions to	emotional links	emotional links	emotional links	emotional links
related to	move around an	move a partner	Enjoyment	Enjoyment	Enjoyment	Enjoyment
sport and	obstacle.	around an	Team work	Team work	Team work	Team work
linked to	A STATE	obstacle.	Cooperation	Cooperation	Cooperation	Cooperation
lesson plan	Understand key		Confidence	Confidence	Confidence	Confidence
	directions (right	Understand and	Resilience	Resilience	Resilience	Resilience
	left, forward	use key directions	1 . The second s		P. 1	
	backwards, turn)	(right, left,	Orientate	Orientate	Orientate	Orientate
	> 10	forward,	themselves with	themselves with	themselves with	themselves with
	Individually and	backwards, turn)	increasing	accuracy around	increasing	confidence
	in pairs solve		confidence and	a short trail.	confidence and	around an
	simple problems.	Individually and in	accuracy around		accuracy around	orienteering
	1 4 m 1	pairs solve simple	a short trail.	Create a short	an orienteering	course when
	101	problems in a set		trail for others	course.	under pressure.
	(0+ 0) F	period of time.	Identify and use	with a physical	1	
			effective	challenge.	Design and create	Design an
		Start to look at	communication		an orienteering	orienteering
	23	simple maps to	to begin to work	Communicate	course that can	course that is
	2 No. 1	move around a	as a team.	clearly with other	be followed and	clear to follow
	20	short course.		people in a team	offers some	and offers
	1		Identify symbols	and with other	challenge to	challenge to
	6	State of the second	used on a key.	teams.	other.	others.
	100		Begin to choose	Experience a	Begin to use	Use navigation
			equipment that is	range of roles	navigation	equipment to
			appropriate for	within a team.	equipment to	improve a trail.
			an activity.		orientate around	
			he	Try a range of	a trail.	Communicate
				equipment for		clearly and

	Begin to	creating and	Use clear	effectively with
	complete	completing an	communication	others when
	activities in a set	activity.	to effectively	under pressure.
	period of time.	u cu	complete a	
	1	Make an	particular role in	Demonstrate
	Watch, describe	informed decision	a team.	leadership skills
	and evaluate the	on the best		when necessary.
And a second sec	effectiveness of a	equipment to use	Complete	
	performance.	for an activity.	orienteering	Identify the
	A		activities as part	quickest route to
	Describe how	Begin to use a	of a team and	accurately
	their	map to complete	individually.	navigate an
	performance has	an orienteering		orienteering
	improved over	course.	Choose the best	course.
	time.	10000	equipment for an	
		Start to improve	outdoor activity.	Successfully use a
		trails to increase		map to complete
		the challenge of	Create an	an orienteering
		the course.	outdoor activity	activity.
			that challenges	
		Watch, describe	other.	Give detailed and
at the		and evaluate the		effective
		effectiveness of	Work effectively	evaluation of
		performances,	as part of a team.	performances and
		giving ideas for		activities with an
	and the second	improvements.	Complete an	aim of increasing
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	orienteering	challenge and
	10 - C - C - C	Modify their use	course on	improving
		of skills or	multiple	performance.
		techniques to	occasions, in a	
	and the second se	achieve better	quicker time due	Listen to feedback
	he	results.	to improved	and improve an
			techniques.	

		<	6			orienteering course from it.			
wimmin	All schools must p	rovide swimming ins	truction either in key	stage 1 or key stage	2.				
g									
ъ	Social and emotio	nal links							
	Enjoyment								
	Desire to improve								
	Confidence								
	Self-esteem								
	Physical well-being	5							
	Resilience								
	Cardina and	and a start of the start	and an finite state		+ 25 m et				
		 Swim competently, confidently and proficiently over a distance of at least 25 metres. 							
		 Use a range of strokes effectively. Perform safe-rescue in different water-based situation. 							
	Perform sa	ate-rescue in differer	it water-based situati	on.					
	Key Vocabulary:								
	Competently								
	Confidently								
	Proficiently								
	Strokes								
	Effectively								
	Front crawl								
	Backstroke								
	<mark>Breaststroke</mark>								
	Safe-rescue			- C -		1			
Кеу	Invasion Games:	Invasion Games:	Invasion Games:	Invasion Games:	Invasion Games:	Invasion Games			
ocabulary	Roll	Accuracy	Under pressure	Pace	Sending	Fluency			
	Underarm	Striking	Overarm throw	Tactics	Receiving				
	Hit	Inside foot	Attacking	Outwit	Technique	Tactics:			
	Kick Catch	Tactics:	Defending/Defen sive	Rules Fair play	Cooperation Consistent	Game awarenes			
				Larnav	L Concictont				

Stop	Team Mates	Teamwork			Strengths of
Intercept	Feedback	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Tactics:	Tactics:	others
	Opponents	Tactics:	Possession	Adapt	
Tactics:		Defendin	Awareness	Cooperation	Gymnastics:
Tactics	Gymnastics:	g		Positivity	Fluency
Space	control	Attacking	Gymnastics:	Strategic	Variation
Actions	Coordination	Teamwor	Consistency	Tactical	Contrasting
100	sequence	k	Fluency		
Gymnastics:	transition	Challenging	Shape	Gymnastics:	Athletics:
Travel	perform		Independently	Tension	Pace
Roll		Gymnastics:	Performance	Extension	Event
Jump	Athletics:	Combination	Confidence	Warm-up	Sustain
Climb	Technique	Floor	5 A 10	Cool down	Targets
Apparatus	Speed	Mat	Athletics:		Judge
Сору	Accuracy	Balance	Contrast	Athletics:	
Repeat	Team work	Adapt	Power	Sprinting	Dance:
Tension	Resilience	Strength	Cooperation	Balance	Challenge
Relaxation		Suppleness	Effort	Control	Cultural
	Dance:	Physical well-	Desire	Modify	understanding
Athletics:	Control	being	Deone	Organise	anderstanding
Running	Coordination	Senio -	Dance:	organise	Feedback:
Technique	Sequence	Athletics:	Consistency	Dance:	Refine
Distance	Transition	Adapt	Fluency	Repeat	Improve
Jump	Perform	Accuracy	Combine	accuracy	Healthy Lifestyl
Under arm	renom	Relay	Shape	accuracy	
Over arm	Feedback:	Tactics	Balance	Feedback:	OAA:
Teams	Actions	Self-Esteem	Dalance	Evaluate	Pressure
Teams	Specific	Jen-Esteenn	Feedback:	Strengths	leadership
Dance:	Improve	Dance:	Peer-feedback	Predict	Orienteering
Speed	Differences	Combination	Positivity	FIEUICI	Evaluation
Direction	Differences	Beat/rhythm	Heart-rate	Voga	
Travel	Voga			Yoga:	
Roll	Yoga:	Adapt	Breathing	Mentally	
κυιι	Exercises	Levels	Temperature	Physically	

Jump	Movement	-		Muscles
Climb	Sequence	Feedback:	Yoga:	
space	Feedback	Compare	Link	OAA:
Repeat		Performance	Stretches	Accuracy
	OAA:	Health	Shape	Design
Feedback:	Period of time	Fitness	Breathing	Challenge
Comment	Maps	and the second s	techniques	Navigate
Describe	Teamwork	1. 5 2210		Improve
		Yoga:	OAA:	techniques
Yoga:	Part and a second	Muscles	Physical challenge	
Сору	12.23	Benefits	roles	A
repeat		Routine	decision	~
space	1 1 1 1 1	Shape	modify	
Movement	1000	Calm		1000
Poses			and and a l	
Breathing		OAA:		
		Orientate		
OAA:		Communication	1000	
Instructions		Keys	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Obstacle		Equipment		
Directions		Effectiveness	2.4	
Left		Improve		1.
Right			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Forwards				-
Backwards			121/ m	
Problems				
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	

