

Langford Primary School

CURRICULUM PLANNING – YEAR 6

En6/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En6/1a listen and respond appropriately to adults and their peers
- En6/1b ask relevant questions to extend their understanding and knowledge
- En6/1c use relevant strategies to build their vocabulary
- En6/1d articulate and justify answers, arguments and opinions
- En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En6/1h speak audibly and fluently with an increasing command of Standard English
- En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En6/1j gain, maintain and monitor the interest of the listener(s)
- En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En6/1l select and use appropriate registers for effective communication

Reading

(The objectives for Reading are common across Years 5 and 6)

En6/2.1 Word Reading

En6/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English [Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

En6/2.2 Comprehension

En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:

- i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. 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
- iv. recommending books that they have read to their peers, giving reasons for their choices

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- v. identifying and discussing themes and conventions in and across a wide range of writing
- vi. making comparisons within and across books
- vii. learning a wider range of poetry by heart
- viii. 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

En6/2.2b understand what they read by

- i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ii. asking questions to improve their understanding
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- vi. identifying how language, structure and presentation contribute to meaning

En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

En6/2.2d distinguish between statements of fact and opinion

En6/2.2e retrieve, record and present information from non-fiction

En6/2.2f 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

En6/2.2g 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

En6/2.2h provide reasoned justifications for their views.

Writing

(The objectives for Writing are common across Years 5 and 6)

En6/3.1 Spelling

En6/3.1a use further prefixes and suffixes and understand the guidance for adding them

En6/3.1b spell some words with 'silent' letters

En6/3.1c continue to distinguish between homophones and other words which are often confused

En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [Appendix 1](#)

En6/3.1e use dictionaries to check the spelling and meaning of words

En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

En6/3.1g use a thesaurus

En6/3.2 Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

En6/3.2b choosing the writing implement that is best suited for a task

En6/3.3 Composition

En6/3.3a Plan their writing by:

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

En6/3.3b Draft and write by:

- i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- iii. précisising longer passages
- iv. using a wide range of devices to build cohesion within and across paragraphs
- v. [using further organisational and presentational devices to structure text and to guide the reader](#)

En6/3.3c Evaluate and edit by:

- i. assessing the effectiveness of their own and others' writing
- ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- iii. ensuring the consistent and correct use of tense throughout a piece of writing
- iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

En6/3.3d proofread for spelling and punctuation errors

En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

En6/3.4 Vocabulary, grammar & punctuation

En6/3.4a develop their understanding of the concepts set out in [Appendix 2](#) by:

- i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ii. using passive verbs to affect the presentation of information in a sentence
- iii. using the perfect form of verbs to mark relationships of time and cause
- iv. using expanded noun phrases to convey complicated information concisely
- v. using modal verbs or adverbs to indicate degrees of possibility

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- vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- vii. learning the grammar for years 5 and 6 in [Appendix 2](#)

En6/3.4b indicate grammatical and other features by:

- i. using commas to clarify meaning or avoid ambiguity in writing
- ii. using hyphens to avoid ambiguity
- iii. using brackets, dashes or commas to indicate parenthesis
- iv. using semicolons, colons or dashes to mark boundaries between independent clauses
- v. using a colon to introduce a list
- vi. punctuating bullet points consistently

En6/3.4c use and understand the grammatical terminology in [Appendix 2](#) accurately and appropriately in discussing their writing and reading.

Ma6/2.1 Number & Place Value

Ma6/2.1a read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

Ma6/2.1b round any whole number to a required degree of accuracy

Ma6/2.1c use negative numbers in context, and calculate intervals across 0

Ma6/2.1d solve number and practical problems that involve all of the above.

Ma6/2.2 Addition, Subtraction, Multiplication & Division

Ma6/2.2a multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

Ma6/2.2b divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Ma6/2.2c divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

Ma6/2.2d perform mental calculations, including with mixed operations and large numbers.

Ma6/2.2e identify common factors, common multiples and prime numbers

Ma6/2.2f use their knowledge of the order of operations to carry out calculations involving the 4 operations

Ma6/2.2g solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Ma6/2.2h solve problems involving addition, subtraction, multiplication and division

Ma6/2.2i use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

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Ma6/2.3 Fractions (decimals & percentages)

- Ma6/2.3a use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Ma6/2.3b compare and order fractions, including fractions >1
- Ma6/2.3c add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Ma6/2.3d multiply simple pairs of proper fractions, writing the answer in its simplest form
- Ma6/2.3e divide proper fractions by whole numbers
- Ma6/2.3f associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- Ma6/2.3g identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places
- Ma6/2.3h multiply one-digit numbers with up to 2 decimal places by whole numbers
- Ma6/2.3i use written division methods in cases where the answer has up to 2 decimal places
- Ma6/2.3j solve problems which require answers to be rounded to specified degrees of accuracy
- Ma6/2.3k recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ma6/2.4 Ratio & Proportion

- Ma6/2.4a solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Ma6/2.4b solve problems involving the calculation of percentages and the use of percentages for comparison
- Ma6/2.4c solve problems involving similar shapes where the scale factor is known or can be found
- Ma6/2.4d solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Ma6/2.5 Algebra

- Ma6/2.5a use simple formulae
- Ma6/2.5b generate and describe linear number sequences
- Ma6/2.5c express missing number problems algebraically
- Ma6/2.5d find pairs of numbers that satisfy an equation with two unknowns
- Ma6/2.5e enumerate possibilities of combinations of 2 variables.

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Ma6/3.1 Measurement

Ma6/3.1a solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate

Ma6/3.1b use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places

Ma6/3.1c convert between miles and kilometres

Ma6/3.1d recognise that shapes with the same areas can have different perimeters and vice versa

Ma6/3.1e recognise when it is possible to use formulae for area and volume of shapes

Ma6/3.1f calculate the area of parallelograms and triangles

Ma6/3.1g calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to [other units](#)

Ma6/3.2 Properties of Shape

Ma6/3.2a draw 2-D shapes using given dimensions and angles

Ma6/3.2b recognise, describe and build simple 3-D shapes, including making nets

Ma6/3.2c compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

Ma6/3.2d illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

Ma6/3.2e recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Ma6/3.3 Position & Direction

Ma6/3.3a describe positions on the full coordinate grid (all 4 quadrants)

Ma6/3.3b draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Ma6/4.1 Statistics

Ma6/4.1a interpret and construct pie charts and line graphs and use these to solve problems

Ma6/4.1b calculate and interpret the mean as an average.

Sc6/1 Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Sc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision

Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

Sc6/1.4 using test results to make predictions to set up further comparative and fair tests

Sc6/1.5 using simple models to describe scientific ideas

Sc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations

Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments.

Sc6/2.1 Living Things and their habitats

Sc6/2.1a 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

Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.

Sc6/2.2 Animals including humans

Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.

Sc6/2.3 Evolution

Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Sc6/4.1 Light

Sc6/4.1a recognise that light appears to travel in straight lines

Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Sc6/4.2 Electricity

Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Sc6/4.2b compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.

Art and Design

Pupils should be taught:

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

Computing

Pupils should be taught to:

Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output

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Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Co2/1.4 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

Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Co2/1.6 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.

Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

D&T

DT2/1.1 Design

DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT2/1.2 Make

DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately

DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT2/1.3 Evaluate

DT2/1.3a investigate and analyse a range of existing products

DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

DT2/1.3c understand how key events and individuals in design and technology have helped shape the world

DT2/1.4 Technological Knowledge

DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures

DT2/1.4b understand and use mechanical systems in their products

DT2/1.4c understand and use electrical systems in their products

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DT2/1.4d apply their understanding of computing to programme, monitor and control their products.

DT2/2.1 Cooking & Nutrition

DT2/2.1a understand and apply the principles of a healthy and varied diet

DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients

Geography

Ge2/1.1 Locational Knowledge

Ge2/1.1a 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

Ge2/1.1b 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

Ge2/1.1c 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)

Ge2/1.2 Place Knowledge

Ge2/1.2a 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 in North or South America

Ge2/1.3 Human and Physical Geography

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Ge2/1.3b describe and understand key aspects of 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

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Ge2/1.4 Geographical Skills and Fieldwork

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Ge2/1.4b use the 8 points of a compass, 4 and 6-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

Ge2/1.4c 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

Hi2/1.1 Pre-Roman Britain

Pupil should be taught about changes in Britain from the Stone Age to the Iron Age

This could include:

- a. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
- b. *Bronze Age religion, technology and travel, for example, Stonehenge*
- c. *Iron Age hill forts: tribal kingdoms, farming, art and culture*

Hi2/1.2 Roman Britain

Pupil should be taught about the Roman empire and its impact on Britain

This could include:

- a. *Julius Caesar's attempted invasion in 55-54 BC*
- b. *the Roman Empire by AD 42 and the power of its army*
- c. *successful invasion by Claudius and conquest, including Hadrian's Wall*
- d. *British resistance, for example, Boudica*
- e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

Hi2/1.3 Anglo-Saxons & Scots

Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots

This could include:

- a. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*

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- b. *Scots invasions from Ireland to north Britain (now Scotland)*
- c. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- d. *Anglo-Saxon art and culture*
- e. *Christian conversion – Canterbury, Iona and Lindisfarne*

Hi2/1.4 Anglo-Saxons & Vikings

Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- a. *Viking raids and invasion*
- b. *resistance by Alfred the Great and Athelstan, first king of England*
- c. *further Viking invasions and Danegeld*
- d. *Anglo-Saxon laws and justice*
- e. *Edward the Confessor and his death in 1066*

Hi2/2.1 Local History

Pupils should be taught about an aspect of local history

For example:

- a. *a depth study linked to one of the British areas of study listed above*
- b. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
- c. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

Hi2/2.2 Extended chronological study

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- a. *the changing power of monarchs using case studies such as John, Anne and Victoria*
- b. *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
- c. *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
- d. *a significant turning point in British history, for example, the first railways or the Battle of Britain*

Hi2/2.3 Ancient Civilizations

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Pupils should be taught about 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:

- a. Ancient Sumer;
- b. The Indus Valley;
- c. Ancient Egypt; or
- d. The Shang Dynasty of Ancient China

Hi2/2.4 Ancient Greece

Pupils should be taught a study of Greek life and achievements and their influence on the western world

Hi2/2.5 Non-European Study

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

- a. early Islamic civilization, including a study of Baghdad c. AD 900;
- b. Mayan civilization c. AD 900; or
- c. Benin (West Africa) c. AD 900-1300

Languages

Note that the curriculum aims state that: Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

FL2/1.1 Listening & Comprehension

FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding

FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

FL2/1.2 Speaking

FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures

FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

FL2/1.2d present ideas and information orally to a range of audiences*

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FL2/1.3 Reading & Comprehension

FL2/1.3a read carefully and show understanding of words, phrases and simple writing

FL2/1.3b appreciate stories, songs, poems and rhymes in the language

FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

FL2/1.4 Writing

FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly

FL2/1.4b describe people, places, things and actions orally* and in writing

FL2/1.4c 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:

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music

Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.6 develop an understanding of the history of music.

PE

PE2/1.1 Sport & Games

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- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- PE2/1.2 Swimming and water safety
All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:
- PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
- PE2/1.2b use a range of strokes effectively
- PE2/1.2c perform safe self-rescue in different water-based situations.