

Progression of Skills Document

3 Pillars of Physical Education		
Motor competence Accurate movements, movement patterns, movement techniques and sequences	Rules, strategies and tactics Conventions, regulations, strategies that are specific to participation in an activity/ sport	Healthy participation Safe practice, how to participate, short- and long – term impacts of participation
Declarative knowledge How well do pupils recall the key points for success in a movement/ movement patterns they have learned? Procedural knowledge How well do the pupils demonstrate accurate, safe and efficient movement patterns?	Declarative knowledge How well do pupils recall the rules, tactics and strategies for success they have learned? Procedural knowledge How well do pupils demonstrate rules, strategies and tactics in a specified context?	Declarative knowledge How well do pupils recall they key points for healthy participation they have learned? Procedural knowledge How well do pupils demonstrate safe practice of how to participate
Each of the 3 pillars is progressed in every aspect the curriculum.		

Fundamentals – The PE Assessments are carried out by the PE Service once a year. From the data collected the class teacher will identify 2 elements from each of Static Balance, Dynamic Balance and Floor Movement Patterns to focus on within the fundamental unit of work. These may be different or the same for each class and year group.

Gymnastics

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>						
Demonstrate strength, balance and coordination when playing;	Develop balance, agility and coordination, and begin to apply these in a range of activities		Develop flexibility, strength, technique, control and balance			
<u>Shapes</u>						
Use different shapes such as star, tall, wide, small	Use tuck, pike and straddle to create shapes on the floor with a partner. Use the shapes to create letters	Use tuck, pike and straddle on the floor and on apparatus. Use the shapes to create words	Demonstrate tuck, pike, straddle, arch and dish on the floor with control. Demonstrate mirroring when performing their shapes	Demonstrate tuck, straddle, pike, arch and dish on the floor and apparatus Demonstrate mirroring and matching when performing their shapes	Show tuck, pike, straddle, arch and dish in groups to create a sequence on the floor with control Move from shape to shape in unison Use of front support in routine.	Show with clarity tuck, pike, straddle, arch and dish in groups to create a sequence on the floor and on apparatus Pupils can move from shape to shape using canon. Use of back support in routine.

Balancing						
Begin to perform balances in different ways using static and dynamic balances.	Balance using the correct technique. Demonstrate balancing in different ways and on different body parts on the floor.	Balance with correct technique with control and poise. Show control when balancing on different body parts on apparatus.	Use small and large body parts to create balances on the floor Work with a partner to create matching balances	Demonstrate small and large body parts to create point of balance on the floor and apparatus. Work with a partner to create matching and mirroring balances.	Pupils work in larger group to create balances mirroring and matching both on the floor and on the apparatus linking together. Use Counter tension in group balances.	Pupils create balances with their group using formations Use counter balance in group balances. Link balances together with flowing movements.
Jumps						
Pupils can jump using a safe jump. Pupils can jump along on and off apparatus	Pupils explain how to jump correctly. Pupils can demonstrate a controlled jump with balance and gymnastic technique. Introduction of half turn, cat leap and jump from apparatus.	Jumps and leaps performed with control half turn, cat leap and apparatus. Variety of jumps added, tuck jump, split leap, scissor leap Pupils can create other ways of jumping eg 2-1.	Jumps performed with control and poise. Pupils to perform jump on, off, along and over apparatus. Introduction of new jumps pike jump, straddle jump.	Perform jumps in a group with focus of linking and travelling between the jumps. Jumps and landing showing control.	Perform jumps introducing jumping in different directions in unison with clear timing and control.	Jumps performed with their group in unison, canon, different directions with tension, extension.

<u>Rolls</u>						
Pencil roll Egg Roll	Pencil roll (controlled) Egg roll (controlled)	Pencil roll Egg roll Teddy bear roll	Teddy Bear roll Arch to dish roll Rocking on back to standing	Forward roll to sitting in tuck position	Forward roll to pike / straddle	Forward roll to standing
<u>Traveling</u>						
Travelling to the music and reacting to music or topic eg. Floating like leaves	Pupils can travel in different ways using movements such as animals.	Travel fluently using different ways of travelling as animals. Begin to travel along, over, and under apparatus.	Begin to use some basic travelling along the floor eg. Skipping, side stepping and making them appropriate for gymnastics eg. Introduction of the use of arms.	Travel with confidence using basic travelling movements. Travelling begins to include turns and leaps which are linked fluently.	Travel confidently in different ways using different gymnastic ways of travelling eg. chasse step	Confidently coordinate their travelling with their groups in different directions, along and over apparatus.
<u>Linking Movements</u>						
Travel in different ways	Movements are clearly placed one after another	Movements are linked by introducing travelling between movements.	Movements are linked with travelling and leaps between movements.	Movements are linked with travelling, leaps and turns to link the movements.	Movements are clearly linked from one to another using chasse steps and in unison with members of the group.	Movements are clearly linked from one movement to another in unison or in canon with other members of the group.

<u>Perform/ Routine</u>						
Perform individual elements	Perform a routine with a partner with 3 elements	Perform a routine with a partner with 5 elements which starts and end with a shape.	Perform and create a routine in a small group with 5 elements which contains 2 linking movements.	Perform and create a routine with a small group with 6 elements which has a beginning and an end and has a jump in different directions and 1 mirror balance.	Create and perform a routine with their group with a clear beginning middle and end (8 elements) which includes a counter tension balance as a group. 2 elements of mirror and matching balancing.	Create and perform a routine with their group with a clear beginning middle and end (8 elements) which includes 3 groups balances with counter tension and counter balance and 1 linking movement in canon.
<u>Evaluate</u>						
Say what they have done that lesson	Say what they have learnt that lesson	Say what they have learnt that lesson and what they would like to improve.	Explain what they have learnt and how they have used it.	Review what they have learnt and how they can make their routine look better and what they could add in.	Review their performance and see what they have done well and what they need to do to improve.	Review their performance and decide what they have done well and what they need to do to improve their routine and work as a group to make those changes.

<u>Collaboration</u>						
Pupils can work with the teacher and maybe some children	Pupils to work in pairs.	Work in pairs and discuss their routine.	Work in small groups and work together to create a routine	Work in small groups and communicate well to create a routine.	Work in groups and use good team work skills to create a routine.	Work in groups and communicate confidently to create and improve their own routine.
<u>Vocab</u>						
Wide, small, tall, big, jump, balance, travel	Tuck, pike, straddle, pencil roll, egg roll, balance, cat leap, jump	Tuck, pike straddle, egg roll, pencil roll, teddy bear roll, static balance, tuck jump, split leap, scissor leap, routine	Matching balances, perform, routine, travelling, leaps, teddy bear roll, arch, dish.	Mirroring and matching, large and small balances, control, linking, arch and dish roll, leaps, turns, perform, routine	Front support, counter tension, mirror and matching balances, forward roll, pike, straddle, perform, routine	Canon, unison, evaluate, rotations, linking, tension, extension, back support, counter tension, counter balance, perform, routine.

Dance

Dance						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>						
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Perform dances using simple movement patterns		Perform dances using a range of movement patterns			
<u>Statues</u>						
Pupils can use shapes such as wide, tall, ball, short, star	Use their imagination to create statues relating to their theme or topic.	Use their imagination to create statues relating to their theme or topic using extension. Whole class chooses the same statues Understand why we use extension within our dance.	Using communication skills with their small group they can create statues linking to their topic. Each group will create different statues linked to topic.	Within their group the pupils will create statues using different levels and directions linking to their topic or theme. Pupils will all use the same statues in their group.	Create a sequence of statues with the pupils performing different statues in their group linking to their topic or theme.	Create a sequence of statues with the pupils performing different statues in their group using canon and linking to their topic or theme.
<u>Traveling</u>						
Pupils can travel in different ways	Use their imagination to create different	Use their imagination to create different	Use their imagination to create different	Use their imagination to create different	Create a sequence of travels which are performed in	Create a sequence of travels which are performed in

responding to the music and the topic	ways of traveling linked to their theme or topic	ways of travelling using flowing movements linked to their theme or topic.	ways of travelling in their group linked with their theme or topic.	ways of travelling in their group with different levels and directions linked with their theme or topic.	unison with all members of the group including travelling at different levels and direction linked with their theme or topic.	unison or canon with all members of the group including travelling at different levels and direction linked with their theme or topic.
<u>Dynamics</u>						
Pupils can react and use expressions and movements which link with the topic e.g. floating like a snowflake.	Movements performed with control and accuracy.	Movements performed with control and accuracy. Movements show the different expressions, moods ideas and feelings.	Movements performed with accuracy, control and fluency. Performers can react to different stimuli.	Perform movements at different speeds, levels, directions linking to the different stimuli. Pupils perform movements with consistency and control.	Exploring different ways the body can move to show expressive movements. Performing movements with confidence to the beat.	Pupils can perform different movements using expressive movements with confidence and clarity. Group can change the way they move linking with the stimuli from the music
<u>Linking Movements</u>						
Pupils can move from one movement to another	Movements are linked with different elements of dance, statues and travelling.	Movements are linked with confidence and clarity.	Elements of the dance are performed at the same time as group and maintaining good quality of performance.	Elements are linked with turns and movements in different directions.	Elements are linked with turns and movements in different directions with fluently and in unison with the rest of the group.	Using canon and unison to link the elements of dance together combing the movements fluently and with confidence.

<u>Perform/ Routine</u>						
Pupils can follow the teachers the instructions with the sequence of routines.	Perform a simple routine as a class repeating the movements with support from the teacher. (4 elements – 2 statues – 2 travels)	Perform a routine as a class repeating the movements with support from the teacher. (6 elements – 3 statues – 3 travels)	Perform a routine in a group of 4 with travels in different directions and statues at different heights.	Perform a routine in a group of 4 with statues and travels linked with turning.	Perform a routine in a group of 6 with travels, statues with the pupils performing different statues to each other.	Perform a routine with confidence in a group of 6 with travels and statues with movements that are linked. The routine will include unison and canon.
<u>Evaluate</u>						
Pupils can say what they have done that lesson	Pupils can say what they have learnt that lesson	Pupils can say what they have learnt that lesson and what they would like to improve.	Pupils can explain what they have learnt and how they have used it.	Pupils can review what they have learnt and how they can make their routine look better and what they could add in.	Pupils can review their performance and see what they have done well and what they need to do to improve.	Pupils can review their performance and decide what they have done well and what they need to do to improve their routine and work as a group to make those changes.
<u>Collaboration</u>						
Pupils can work with the teacher and maybe some children	Pupils to work in pairs.	Pupils to work in pairs and discuss their routine.	Pupils to work in small groups and work together to create a routine	Pupils to work in small groups and communicate well to create a routine.	Pupils to work in groups and use good team work skills to create a routine.	Pupils to work in groups and communicate confidently to create and improve their own routine.
<u>Cross curricular</u>						
Link with current topic area or book						

<u>Vocab</u>						
Shapes, dance, movement, routine, ball, wide, tall, short, star	Statue, travel, dance, performance, control, imagination	Routine, statue, travel, discuss, confidence, mood, extension	Communication, group, levels, expression, create, evaluate, accuracy.	Link, consistency, composition, sequence, motif, beat.	Unison, motif, fluently, effectively, expression,	Canon, unison, evaluate, review, stimuli,

Games

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>						
Negotiate space and obstacles safely, with consideration for themselves and others;	Participate in team games, developing simple tactics for attacking and defending		Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending			
<u>Invasion Games</u>						
Ball skills Explore a range of different ways to use the ball, patting, pushing, dribbling, stopping, starting. Introducing basic principles of controlling the ball Explore a different range of balls that could be used.	Basic sending skills, rolling, patting, throwing (underarm), pushing Confident moving in different ways and changing direction. Show control of a ball with basic actions. Describe why running and playing	Throw and catch a ball with increasing control and throw the ball in different ways. Direction, speed, type of throw. Show control when moving, changing speed, direction both with and without a ball. Perform a variety of skills while keeping the ball under control eg.	Moving with the ball keeping it under close control. Select passes that keep possession. Develop control and technique both movements and manipulation. Use a range of skills to keep possession of the ball.	Move the ball keeping it under control whilst changing direction. Develop speed, fitness and agility to support game. Pass the ball using different throwing techniques. Get in a good position to pass, receive, move and shoot the ball.	Know how to mark and defend your goal. Continue to improve the ways you pass the ball. Develop ball manipulation when moving in different directions. Keep possession of the ball when faced with opponents.	Combine skills to control, adapting them to meet the needs of the situation. Use different skills to keep possession of the ball. To pass, dribble and catch the ball when travelling at different speeds and directions.

Increase confidence in basic Fundamental movement skills.	games are good for you.	Dribbling, throwing and catching.			Find a way to get the ball towards your opponent's goal.	Change speed and direction to evade a defender.
Net and Wall						
	Throw the equipment underarm using the correct technique. Can control equipment using hands or a piece of equipment Use a variety of skills and movements, including aiming into space to win games.	Move fluently changing direction and speed with increasing confidence. Perform a range of actions including, catching/ gathering, throwing/ catch and sending/ passing Master basic throwing techniques.	Develop control of a piece of equipment with or without racket eg. Ball, shuttle Can hit the equipment in the air with varying height and direction. Send a ball into space to make it difficult for opponents.	Continue to control of the ball or shuttle with or without the racket including the different shots that can be performed. Can move around the area with purpose. Send the ball into space to make it difficult for the opponents.	Use the correct grip to hold the racket for different hitting positions. Improve constancy of shots leading to longer rallies. Direct the ball towards opponent's area. Use good footwork to that means the ball is hit in the right position.	Explore different skills using the racket. Improve consistency of shots helping to win the competition. Consistent use of the ready position.
Striking and Fielding						
	Move fluently, changing direction and speed	Becoming increasingly confident and competent with	Basic skills performed with control and accuracy.	Hitting ball with control and accurately in a specific direction.	Adapt games so everyone has a role to play.	Bowl with overarm technique with accuracy when aiming at a target.

	Basic control of the ball when throwing and rolling Receive the ball successfully and understanding getting in line with the ball.	moving and throwing the ball. Throw the ball in different ways – high, low, fast Perform actions with a range of control and accuracy including catching, rolling	Throw the ball using increasing distance using an appropriate throw. Hit a ball with the correct technique. Use of fielding and batting.	Fielding positions that are difficult for batting team. Communication skills required to compete in the game.	Hit the ball with purpose and varying techniques to change directions. Begin to include correct bowling techniques.	Stop the ball using the correct technique – long barrier.
Attacking and Defending						
Children can move away from a tagger in a game.	Understand and begin to apply basic attacking and defending principles to a small activity.	Successfully beat a defender. Can begin to direct the ball to win the points.	Applying basic principles of attacking and defending. Attacking – find space, defending – challenge a player in possession.	Explain and apply the basic attacking and defending techniques. Enhance set movements that can be used in attacking play.	Understanding the sport specific attacking and defensive principles. Know the difference between attacking and defending skills.	Using attacking and defending principles when using a formation in a game situation. Understand different ways to attack and defend as a team or individually.
Using Space						
Move into space and change direction to move into space. Move to avoid obstacles.	Can move into space and recognise where space is.	Show awareness of where others are when moving around the space either in game	Take up spaces and positions that make it difficult for opponents.	Move in different directions focusing on moving away from opponent.	Increased awareness of how to use space to create an attacking opportunity.	Good awareness of others in a game situation and where pupils should move to create space and

	Can throw into space and understand why we throw into space	situation or activity.		Can put the ball into space making it difficult for the opponent.		an advantageous position. Identify spaces and understand the tactic of hitting into gaps.
<u>Tactics</u>						
Recognise how to move and change direction.	Recognise space in the game and use it to your advantage.	Use simple tactics in a game situation. React to situations to make it difficult for opponents.	Select passes that keep possession of the ball.	Employ and explain simple tactics in a game situation.	Use a variety of tactics, like the use of space and positions to keep the ball.	Use a variety of tactics to keep possession of the ball applying principles of attacking.
<u>Rules</u>						
Take part in small games with basic rules.	Take part in a game with simple rules	Understand and follow the rules of the game.	To follow the rules of the game.	Know and support others with the rules of the game.	To understand sport specific rules of the game	To understand the rules of the game and participate in the full games.
<u>Compete</u>						
Take part in personal challenge activities and simple activities.	Use skills in different ways when playing games.	Participate in simple team games. Take part in competitive	To follow the rules of the game.	Take part in adapted games.	Take part in competitive games for a specific sport	Take part in competitive games using the attacking and defending principles.

		activities – personal challenge.				
<u>Evaluate</u>						
Pupils can say what they have learnt.	Identify what skills you need to practice Watch, copy and describe others play.	Recognise what is successful. Watch and describe a performance.	Recognise and explain what a good performance is. Identify what you do best and what you find difficult.	Learn to recognise own success. Identify and explain how to improve your game.	Explain why a performance is good. Identify strengths and weaknesses in your own performance and explain why.	Identify and evaluate parts of your own game and others providing feedback.
<u>Collaboration</u>						
Can talk to other children and adults.	Communicate using kind words and supporting each other	Support each other	Keep possession of the ball as part of a team.	Work with and support team mates to keep possession of the ball.	Communicating well as a team to support each other.	Show good communication and understand when working with a team.
<u>Vocab</u>						
Ball, space, moving, running, side step, skipping, large, small, push, pat, dribble, control	Invasion, striking and fielding, net and wall, throw, pass, underarm, dribble, watch, copy, attack, defend, push, pat	Speed, movement, dribbling, throwing, catching, gathering, sending, success, win,	Possession, team, chest pass, bounce pass, shoulder pass, distance, tennis, cricket, badminton, hockey, tag rugby etc .	Speed, agility, fitness, pass, receive, move, shoot, explain, identify, ball into space,	Communicating, performance, competition, strengths, weaknesses, awareness	Combine, linking movements, feedback, attacking and defending principles, advantageous position.

Athletics

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>						
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Master basic movements including running, jumping, throwing and catching		Use running, jumping, throwing and catching in isolation and in combination			
<u>Running</u>						
Pupils can move in different ways, different directions and different speeds.	Use the correct technique when running. Can run at different speeds. Can run on toes with arms moving backwards and forwards	Use control and coordination when running. Can run at different speeds appropriate to the distance.	Can be consistent when running at speed. Can sprint using the best position to start a race in. Introduce the movements of running and jumping over obstacles.	Understand how their body should feel when running a longer distance. Can maintain speed for an appropriate length of time. Demonstrate correct running technique with head up, high knees moving and fast feet.	Can explain how they sprint using the correct running technique. Small steps lengthening to longer steps. Can analyse an Olympic sprinter and begin to apply it to their running skills.	Understand why foot placement and stride length is important when sprinting and running over obstacles/ hurdles.

<u>Jumping</u>						
Jump safely and different ways	Perform jumps safely and perform a variety of jumps in different ways. Understand how we jump for distance and for height.	Use a range of jumping techniques to improve the distance and height of the jumps performed. Variety of jump both on 2 feet and 1 foot.	Show control when jumping in a variety of ways. Perform a sequence of jumps showing control and consistency between the jumps.	Combine basic jump actions together in a controlled technique. Pupils can confidently evaluate their performance	Link running and jumping together to jump for distance and height. Understand the correct technique for running and jumping in isolation and then how to link them.	Link jumps together to jump as far as possible. Analyse the triple jump technique and replicate.
<u>Throwing</u>						
Understand how to perform underarm throwing techniques.	Use the underarm throwing technique with increasing accuracy. Consistently use the correct underarm throwing technique.	Use the overarm throwing technique with the correct technique and increasing accuracy. Make the correct decisions with the correct throw to use depending upon throwing distance.	Learning how to throw overarm for distance and how this is achieved. Using different objects to throw overarm. Recognise the shape the ball should make through the air.	Use the push throw to develop a different way of throwing. Understand the importance of the use of legs when throwing.	Use the overarm throw using a javelin. Link running and throwing together to increase the distance of the throw.	Use the sling throw with the correct technique and for distance. Link movement and throwing to increase the distance of the throw.
<u>Perform/ Compete</u>						
Take part in small competitive activities.	Take part in competitive events linking to what has been learnt	Take part in competitive events linking to what has been learnt	Begin to run, jump and throw in isolation consistently	Successful run, jump and throw in isolation consistently	Begin to run jump and throw in combination consistently	Successful run, jump and throw in combination consistently

	Pupils aim to beat their own personal best. Pupils will take part in healthy competition.	Pupils are part of a team and they aim to beat another team. Pupils will take part in healthy competition while supporting other members of the class.	Take part in appropriate competitive events Pupils can have healthy competition with other members of the class while supporting them.	Take part in appropriate competitive events Pupils support their team members cheering them on and giving them support.	Take part in appropriate competitive events Pupils enjoy competing with each other.	Take part in appropriate competitive events Pupils achieving personal bests and know how to improve this with the knowledge they have.
<u>Evaluate</u>						
Pupils can say what they have done in the lesson.	Pupils can say what they have learnt in the lesson.	Begin to evaluate own performance through feeling.	Recognise what they do well and what they find difficult and how to improve it,	Learn how to evaluate and recognise own progress and success.	Pupils can evaluate an elite athlete's performance and copy their performances.	Pupils can evaluate their performance and discuss with a partner how they could improve their performance linked with what they have been learning.
<u>Collaboration</u>						
Pupils can cheer on their team	Pupils can cheer and recognise other pupil's success.	Pupils can support others by giving help.	Pupils can work together during events such as relays using clear communication.	Pupils can work with other to improve their performances.	Pupils can recognise pupil's success and improvements that they have made.	Pupils can help and support each other to improve their performance.

<u>Vocab</u>						
Athletics, run, jump throw, team	Athletics, run, sprint, throw, underarm, jump, safely, competition	Distance, speed, overarm, height, support, performance, accuracy	Isolation, communication, relay, competition, distance, sequence, hurdles	Isolation, improve, evaluate, support, push throw, support, technique, long jump	Combination, success, improvements, elite, competing, consistently	Combination, performance, linked, evaluate, personal best, triple jump,

OAA

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>			
Take part in outdoor and adventurous activity challenges both individually and within a team			
<u>Teamwork</u>			
Work independently and also as part of a small group. Use clear communication, respect and listen to others when talking. Communicate with others and work with others to solve problems.	Work as a team to plan and decide how to solve problems. Support all members of the team and recognise that others have strengths in different areas.	Working with a team building on trust and valuing others input. Develop communication skills and how to use these skills to develop success.	Teammates have confidence in each other. Plan strategies to complete tasks.
<u>Map Orientation</u>			
Confident in using a compass and directions – North, South, East, West. Understand basic map symbols and putting them into own map. Orientating a map to match what is around.	Recognise where you are on a map. Develop basic understanding of map reading skills and how to apply these skills.	Understand how to navigate to and from to control points. Make a map using symbols and begin to understand scales and distances.	Develop map ready and map building skills. Use a map to confidently orientate yourself/ group around.
<u>Trails</u>			
Follow rules or instructions to follow a trail as a group.	Use basic movement skills to take part in following maps and trails.	Take part in trail events with team members with competition where appropriate.	Take part in a variety of orienteering activities using pictures and instructions.

<u>Perform</u>			
Take part in a simple orienteering activity.	Take part in map orienteering activities in small groups	Take part in orienteering activities in groups with confidence.	Take part in a variety of orienteering activities using pictures and instructions.
<u>Evaluate</u>			
Identify anything they could do better.	Explain how to improve performance.	Identify what pupils have done well and how they will build on that for future activities.	Identify what has been done well and adapt plans for future challenges.
<u>Vocab</u>			
Outdoor Adventurous Activity, teamwork, communication, orienteering, trail, map, symbols,	Map reading, explain, improve, group, skills, support, strengths, solve, problems	Identify, confidence, scales, distances, value, communication,	Challenges, adapt, instructions, confidence, strategies, orientate skills