

Physical Development Foundation

Key vocabulary to be taught/ embedded

- Agility
- Balance
- Coordination
- Speed
- Space
- Awareness
- Control
- Equipment

Unit Objectives

This time children will...

- Move with increased agility, balance and coordination (ABC)
- Show awareness of space, themselves and others;
- Develop familiarity with a variety of small games equipment
- Recognise the importance of keeping healthy and some things that contribute to this
- Recognise some changes that happen to their bodies when they are active

Success Criteria

- Walk, run, jump and land safely
- Balance beanbags on my body
- Run when carrying a ball
- Aim and roll a ball to hit a cone
- Listen carefully to the teacher
- Play with different games equipment
- Move on my hands and feet at the same time
- Avoid bumping into children when moving
- Enjoy playing games with friends

KS1 National Curriculum links

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Gymnastics

Prior Learning (skills and knowledge)

In EYFS children should have learnt to:

- Move with increased agility, balance and coordination (ABC)
- Show awareness of space, themselves and others
- Develop familiarity with a variety of small games equipment
- Recognise the importance of keeping healthy and some things that contribute to this
- Recognise some changes that happen to their bodies when they are active

Unit Objectives

This time children will...

- develop a range of basic travelling skills, using hands and feet, jumping, rolling, hanging, swinging and climbing
- explore movement concepts such as shape, speed and direction
- explore, choose and link actions in short movement phrases on floor and apparatus
- develop safe use of space
- develop listening, co-operating and responding skills
- understand the importance of physical activity

Success criteria

- Move using my hands and feet
- Move fast and then slow down
- Move safely
- Jump in different ways
- Join movements together
- Roll in different ways
- Move in different ways
- Hold my body still and tight
- Move in different ways on apparatus
- Show different shapes with my body
- Explore themes and characters through movement
- Discuss why I like a performance

Key vocabulary

- **Travel**
- **Explore**
- **Apparatus**
- **Movement**
- **Sequence**
- **Stillness**
- **Balance**
- **Perform**

KS1 National Curriculum links

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Dance

Prior Learning (skills and knowledge)

In EYFS children should have learnt to:

- Move with increased agility, balance and coordination (ABC)
- Show awareness of space, themselves and others
- Develop familiarity with a variety of small games equipment
- Recognise the importance of keeping healthy and some things that contribute to this
- Recognise some changes that happen to their bodies when they are active

Unit Objectives

This time children will...

- explore movement ideas and respond imaginatively to a range of stimuli;
- move confidently and safely in their own and general space, using changes of speed, level and direction
- compose and link movement phrases to make simple dances with clear beginnings, middles and ends
- perform movement phrases using a range of body actions and body parts
- recognise how their body feels when still and when exercising
- talk about dance ideas inspired by different stimuli;
- copy, watch, and describe dance movement.

Success criteria

- Join 2 movements with different actions
- Copy my teachers movements
- Think of and use my own ideas for movement
- Copy others movements
- Choose movements to link together
- Create a dance that has a beginning, middle an end
- Use different movements in my dance
- Practise and repeat my movements with good control
- Understand words such as movement, phrase and gesture and use these when I talk about my dance

Key vocabulary

- **Movement**
- **Expression**
- **Explore**
- **Sequence**
- **Performance**
- **Control**
- **Position**
- **Direction**

KS1 National Curriculum links

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Gymnastics

Prior Learning (skills and knowledge)

In Year 1 children should have learnt to:

- develop a range of basic travelling skills, using hands and feet, jumping, rolling, hanging, swinging and climbing
- explore movement concepts such as shape, speed and direction
- explore, choose and link actions in short movement phrases on floor and apparatus
- develop safe use of space
- develop listening, co-operating and responding skills

Unit Objectives

This time children will...

- remember, repeat and link body shapes and balances with control and accuracy
- recognise and describe what their bodies feel when physically active
- lift, move and place equipment safely
- evaluate and improve their work.

Success criteria

- Move along straight and curved pathways
- Control my body when I jump and land
- Find different ways of moving on apparatus
- Move forwards, backwards and sideways
- Perform controlled rolls and jumps
- Balance on different parts of my body
- Join my movements together
- Talk about my movement and some things that I need to do to improve it
- Join different movements on the floor and the apparatus

Key vocabulary

- **Travel**
- **Explore**
- **Apparatus**
- **Movement**
- **Sequence**
- **Stillness**
- **Balance**
- **Perform**

KS1 National Curriculum links

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Dance

Prior Learning (skills and knowledge)

In Year 1 children should have learnt to:

- explore movement ideas and respond imaginatively to a range of stimuli;
- move confidently and safely in their own and general space, using changes of speed, level and direction
- compose and link movement phrases to make simple dances with clear beginnings, middles and ends
- perform movement phrases using a range of body actions and body parts
- recognise how their body feels when still and when exercising

Success criteria

- Travel using different parts of my body
- Join my movements together smoothly
- Move in rhythm to a musical instrument
- Move with my partner
- Explore ideas for transition
- Move with my partner in different ways
- Use my ideas to help me move in different ways
- Show greater control, coordination and spatial awareness

Unit Objectives

This time children will...

- explore, remember, repeat and link a range of actions with coordination, control
- develop an awareness of the expressive qualities of the dance
- compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings;
- recognise and describe how different dance activities make them feel;
- understand the importance of warming up and cooling down
- watch and describe dance phrases and dances, and use what they learn to improve their own work
- talk about dance ideas inspired by different stimuli;

Key vocabulary

- **Movement**
- **Expression**
- **Explore**
- **Sequence**
- **Performance**
- **Control**
- **Position**
- **Direction**

KS1 National Curriculum links

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Dance

Prior Learning (skills and knowledge)

In Year 2 children should have learnt to:

- explore, remember, repeat and link a range of actions with coordination, control
- develop an awareness of the expressive qualities of the dance
- compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings;
- recognise and describe how different dance activities make them feel;
- understand the importance of warming up and cooling down
- watch and describe dance phrases and dances, and use what they learn to improve their own work
- talk about dance ideas inspired by different stimuli;

Unit Objectives

This time children will...

- improvise freely on their own and with a partner, translating ideas from a stimulus into movement;
- create and link dance phrases using a simple dance structure or motif
- perform dances with an awareness of rhythmic, dynamic and expressive qualities
- sustain activity over a period of time
- know that they need to warm up and cool down for dance
- describe some of the compositional features of dances performed and talk about how they might improve them.)

Success criteria

- Make up and repeat movements with my partner
- Express my ideas through movement
- Link my actions
- Move, linking travelling actions, jumps and gestures
- Move using light steps and gestures
- Explore and make up movements with my group
- Move using different speed, direction, levels and pathways
- Identify and discuss qualities of others' performance

Key vocabulary

- **Movement**
- **Expression - feelings and emotions**
- **Explore**
- **Sequence**
- **Performance**
- **Control**
- **Position**
- **Direction**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Hockey

Prior Learning (skills and knowledge)

In Year 2 children should have learnt to:

- explore, remember, repeat and link a range of actions with coordination, control
- develop an awareness of the expressive qualities of the dance
- compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings;
- recognise and describe how different dance activities make them feel;
- understand the importance of warming up and cooling down
- watch and describe dance phrases and dances, and use what they learn to improve their own work
- talk about dance ideas inspired by different stimuli;

Unit Objectives

This time children will...

- develop and use consistently, skills of passing, receiving and dribbling;
- make decisions about when to use different skills and tactics
- develop an understanding about when to attack and defend
- know how to use space in playing invasion games
- understand what is happening to their heart rate and breathing when playing energetic games;
- recognise and describe successful performance in invasion games.

Success criteria

- Pass, catch and travel with a ball with more control
- Understand how to play invasion games
- Know why my heart beats faster after running around
- Look for and use spaces when playing invasion games
- Know about attacking and defending
- Control a ball when I send and receive it
- Understand that I need to plan how I am going to play
- Know what I do well and what I need to improve

Key vocabulary

- **Attacking and defending principles**
- **Control**
- **Weight of pass**
- **Decision making**
- **Spatial awareness**
- **Teamwork**
- **Dribble**
- **Pass/shoot**
- **Intercept**
- **Strategy**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Hockey

Prior Learning (skills and knowledge)

In Year 3 children should have learnt to:

- develop and use consistently, skills of passing, receiving and dribbling;
- make decisions about when to use different skills and tactics
- develop an understanding about when to attack and defend
- know how to use space in playing invasion games
- understand what is happening to their heart rate and breathing when playing energetic games;
- recognise and describe successful performance in invasion games.

Unit Objectives

This time children will...

- develop a range of techniques for passing a ball
- perform actions of travelling with, sending and receiving a ball, with greater speed and efficiency
- understand and apply rules in games
- modify and adapt rules to create and improve their games
- develop a better understanding of attack and defence in invasion games
- devise their own warm up activities
- develop and discuss their knowledge and understanding of common skills and tactics they use in invasion games
- evaluate their performance and describe what they should do to improve it.

Success criteria

- Send, receive and travel with a ball with more accuracy and control
- Transfer my skills to different invasion games
- Identify what I am doing well and what I need to improve
- Use space to keep possession of the ball and to move into attacking positions
- Make decisions and play with increased speed
- Find space in which to play away from defenders
- Make accurate passes to my teammates at the right time
- Identify how to improve games by making changes to the rules
- Explain and teach a game to my friends

Key vocabulary

- **Attacking and defending principles**
- **Control**
- **Weight of pass**
- **Decision making**
- **Spatial awareness**
- **Teamwork**
- **Dribble**
- **Pass/shoot**
- **Intercept**
- **Strategy**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Dance

Prior Learning (skills and knowledge)

In Year 3 children should have learnt to:

- improvise freely on their own and with a partner, translating ideas from a stimulus into movement;
- create and link dance phrases using a simple dance structure or motif
- perform dances with an awareness of rhythmic, dynamic and expressive qualities
- sustain activity over a period of time
- know that they need to warm up and cool down for dance
- describe some of the compositional features of dances performed and talk about how they might improve them.)

Unit Objectives

This time children will...

- explore and create characters and narratives in response to a range of stimuli
- use simple choreographic principles to create motifs and narrative
- perform more complex dance phrases and dances that communicate character and narrative
- know and describe what you need to do to warm up and cool down for dance
- describe, interpret and evaluate their own and others' dances, taking account of character and narrative

Success criteria

- Create dance movements with my partner
- Communicate my dance ideas through movement
- Compose, perform and repeat dance movements
- Explore dance actions with a group
- Say how a dance can be improved
- Remember, practise and combine dance phrases
- Perform using enlarged gestures
- Identify parts of a dance and how they are different from each other
- Use different compositional ideas to create dance phrases

Key vocabulary

- **Movement**
- **Expression - feelings and emotions**
- **Explore**
- **Sequence**
- **Performance**
- **Control**
- **Position**
- **Direction**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Hockey

Prior Learning (skills and knowledge)

In Year 4 children should have learnt to:

- develop a range of techniques for passing a ball
- perform actions of travelling with, sending and receiving a ball, with greater speed and efficiency
- understand and apply rules in games
- modify and adapt rules to create and improve their games
- develop a better understanding of attack and defence in invasion games
- devise their own warm up activities
- develop and discuss their knowledge and understanding of common skills and tactics they use in invasion games
- evaluate their performance and describe what they should do to improve it.

Unit Objectives

This time children will...

- develop a broader range of techniques and skills for attacking and defending
- know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations
- choose and apply skills more consistently in activities
- know and understand the basic principles of warming up, and understand why it is important for a good-quality performance
- demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play
- choose and use information to evaluate their own and others' work

Success criteria

- Send, receive and travel with a ball skilfully
- Understand more about tactics in invasion games
- Demonstrate an understanding of the physical fitness requirements of plying invasion games
- Utilise the space when playing invasion games
- Adapt to the rules of the game
- Recognise aspects of my own and others' performances that are successful and make suggestions of how to improve it

Key vocabulary

- **Attacking and defending principles**
- **Control**
- **Weight of pass**
- **Decision making**
- **Spatial awareness**
- **Teamwork**
- **Dribble**
- **Pass/shoot**
- **Intercept**
- **Strategy/tactics**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Dance

Prior Learning (skills and knowledge)

In Year 4 children should have learnt to:

- explore and create characters and narratives in response to a range of stimuli
- use simple choreographic principles to create motifs and narrative
- perform more complex dance phrases and dances that communicate character and narrative
- know and describe what you need to do to warm up and cool down for dance
- describe, interpret and evaluate their own and others' dances, taking account of character and narrative

Unit Objectives

This time children will...

- explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group
- compose dances by using, adapting and developing steps, formations and patterning from different dance styles
- perform dances expressively, using a range of performance skills
- organise their own warm-up and cool-down activities
- show an understanding of why it is important to warm up and cool down
- describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and content

Success criteria

- Repeat dance sequences and steps with accuracy
- Compose, develop and adapt my dances to make them longer
- Dance in time to the music
- Perform dance sequences and steps with accuracy
- Explore and choose suitable movements and steps for my dance
- Suggest ways that I need to improve and develop my dance

Key vocabulary

- **Movement**
- **Expression - feelings and emotions**
- **Explore**
- **Sequence**
- **Performance**
- **Control**
- **Position**
- **Direction**
- **Adapt**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Gymnastics

Prior Learning (skills and knowledge)

In Year 5 children should have learnt to:

- perform actions, shapes and balances consistently and fluently
- understand and perform actions relating to symmetry, asymmetry, twisting, turning and rotation
- choose and apply basic compositional ideas to the sequences, and adapt them to new situations
- know and understand the basic principles of warming up and why it is important for good-quality performance
- understand why physical activity is good for their health
- choose and use information and criteria to evaluate their own and others' work

Unit Objectives

This time children will...

- combine and perform gymnastic actions, shapes and balances more fluently and effectively
- develop gymnastic sequences by understanding, choosing and applying a range of compositional principles
- understand why warming up and cooling down are important
- carry out warm ups safely and effectively
- understand why exercise is good for health, fitness and well-being
- evaluate their own and others' work
- suggest ways of making improvements.

Success criteria

- Know what to include in a gymnastic warm up
- Perform a set, 8 phrase gymnastic sequence
- Know which muscles are used when I hold a good balance with a straight body shape
- Create and perform a gymnastic sequence to music
- Observe others performing and identify things they need to improve
- Use feedback from others to improve my own performance
- Explore different skills on apparatus
- Work successfully as part of a team to create a performance

Key vocabulary

- **Movement**
- **Expression - feelings and emotions**
- **Explore**
- **Sequence**
- **Performance/feedback**
- **Control**
- **Position**
- **Direction**
- **Adapt**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Hockey

Prior Learning (skills and knowledge)

In Year 5 children should have learnt to:

- develop a broader range of techniques and skills for attacking and defending
- know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations
- choose and apply skills more consistently in activities
- know and understand the basic principles of warming up, and understand why it is important for a good-quality performance
- demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play
- choose and use information to evaluate their own and others' work

Unit Objectives

This time children will...

- choose, combine and perform skills more fluently and effectively
- understand, choose and apply a range of tactics and strategies for defence and attack
- use these tactics and strategies more consistently in similar games
- understand why exercise is good for their fitness, health and well-being
- understand the need to prepare properly for games
- develop their ability to evaluate their own and others' work, and to suggest ways to improve it

Success criteria

- Send, receive and travel with the ball with control
- Select and use different tactics when playing a game
- Be aware of space and other players
- Demonstrate an understanding of the physical fitness requirements of plying invasion games
- Evaluate my own performance and the performance of my team

Key vocabulary

- **Attacking and defending principles**
- **Control**
- **Weight of pass**
- **Decision making**
- **Spatial awareness**
- **Teamwork**
- **Dribble**
- **Pass/shoot**
- **Intercept**
- **Strategy/tactics**

KS2 National Curriculum links

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. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best