



Pottery Primary School: Progression of Skills and Knowledge: PE

Strand	EYFS	KS1	LKS2	UKS2
Feel	<p>Can identify whether they have won or lost an activity</p> <p>Can listen to instructions during an activity</p> <p>Can identify that being active is fun</p> <p>Can take part in an activity without falling out with other children</p> <p>Can identify that being active is good for you</p> <p>Can confidently take part in a led activity</p>	<p>Y1: Can identify that trying to win is important</p> <p>Can identify how to handle equipment during an activity</p> <p>Can identify that being active can help to feel happy</p> <p>Can take turns without any problems during an activity</p> <p>Can identify the importance of being active</p> <p>Can confidently assist with scoring an activity</p> <p>Y2: Can identify that it is good to win, but trying your best is more important</p> <p>Can identify how to respect other children during an activity</p> <p>Can identify positive feelings when taking part in activity</p> <p>Can join teams without any problems during an activity</p> <p>Can describe one reason why it is important to be active</p> <p>Can confidently assist with scoring various activities</p>	<p>Y3: Can adopt a positive attitude to winning</p> <p>Can show care of towards equipment being used in an activity</p> <p>Can show behaviour that helps to make activity fun</p> <p>Can encourage other children</p> <p>Can identify the dangers of being</p> <p>Can confidently lead the scoring during an activity inactive of an activity</p> <p>Y4: Can adopt a positive attitude to</p> <p>Can share ideas and listen to other losing children's ideas during an activity</p> <p>Can show enthusiasm and a 'have a go' attitude to make activity fun during a competitive situation when losing</p> <p>Can encourage other children</p> <p>Can describe one danger of being</p> <p>Can confidently lead the scoring inactive of various activities</p>	<p>Y5: Can identify positive role models for winning and losing team either teams or individuals</p> <p>Can show respect for an opposing team or individual in a competitive activity</p> <p>Can celebrate the achievements of themselves and others within an activity</p> <p>Can congratulate the opposing team when defeated in an activity</p> <p>Can describe why it is important to be active</p> <p>Can confidently assist the leading of a warm-up activity</p> <p>Y6: Can Identify examples within an activity of positive reactions to both winning and losing</p> <p>Can show a respectful manner towards all people when taking part in an activity</p> <p>Can identify ways of including others in an activity</p> <p>Can take the lead for a team in a competitive situation</p> <p>Can describe dangers of being inactive</p> <p>Can confidently lead a warm-up activity</p>
Think	<p>Can understand rules within an activity</p> <p>Can identify the ABC's relating to movement</p> <p>Can identify an effect of exercise on the body</p>	<p>Y1: Can identify rules and scoring within an activity</p> <p>Can identify the ABC's relating to a sporting movement</p> <p>Can identify some effects of exercise on the body</p>	<p>Y3: Can assist with enforcing rules for an activity</p> <p>Can describe the ABC's relating to sporting movement</p> <p>Can describe what happens to our heart rate when exercising</p>	<p>Y5: Can enforce rules for an activity</p> <p>Can identify the correct technique for a sporting movement</p> <p>Can describe what happens to our heart rate when exercising and how this effects our pulse</p>

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	<p>Can identify that food gives us energy</p> <p>Can identify that the body has different parts</p> <p>Can play to win</p>	<p>Can identify that the more energy we use the more we have to replace</p> <p>Can identify that the body has muscles/bones</p> <p>Can identify the difference between participating and competing</p> <p>Y2: Can assist with scoring an activity</p> <p>Can describe the ABC's relating to movement</p> <p>Can identify why our bodies sweat and how this effects our need for water to eat a balanced diet</p> <p>Can identify that it is important</p> <p>Can identify large muscles/bones and small muscles/bones</p> <p>Can identify different ways to improve the chances of winning in an activity</p>	<p>Can identify that different foods affect us in different ways</p> <p>Can identify the name of a muscle/bone in the body (e.g. rather than legs = quadriceps)</p> <p>Can identify with what a tactic is</p> <p>Y4: Can score an activity</p> <p>Can actively show an understanding of the ABC's</p> <p>Can identify the role of the heart when exercising</p> <p>Can identify that the more energy we consume, the more energy we have to use</p> <p>Can identify that muscles and bones are used to help us move</p> <p>Can identify a tactic for an individual activity</p>	<p>Can identify the dangers of over consumption of certain foods and drinks (energy drinks)</p> <p>Can identify the effect of exercise on muscles</p> <p>Can identify a tactic for a team</p> <p>Y6: Can lead the scoring and officiating for an activity at the same time</p> <p>Can prescribe another child with the correct technique for a sporting movement</p> <p>Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness</p> <p>Can identify the importance of certain foods to aid activity</p> <p>Can describe how muscles get stronger</p> <p>Can prescribe a tactic for an individual activity</p>
Athletics	<p>Identify children's understanding of the topic</p> <p>Demonstrate the difference between running and walking</p> <p>Demonstrate the difference between jumping, hopping and skipping</p> <p>Throw different sized objects for distance</p>	<p>Y1: Identify children's current understanding of the topic</p> <p>Demonstrate the difference between running, jogging and walking</p> <p>Jump for distance and height</p> <p>Throw different sized objects for distance and height</p>	<p>Y3: Identify children's current understanding of the topic</p> <p>Demonstrate effective running for a short race and long race, showing a difference between them</p> <p>Jog into an effective jump</p> <p>Throw an object for distance with accuracy</p> <p>Take turns quickly swapping an object in a team race</p> <p>Compete (trying to win) in various athletics events</p>	<p>Y5: Identify children's current understanding of the topic</p> <p>Run a race showing an understanding of pacing the run</p> <p>Run before hurdling over an object effectively</p> <p>Throw an object using the whole body</p> <p>Take turns in a relay race by receiving an object from behind whilst moving forwards</p> <p>Compete and succeed in an athletics event (degree of success, noted by positioning in</p>

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	<p>Start and finish in a team race</p> <p>Take part in an athletics event</p>	<p>Take turns quickly in a team race</p> <p>Take part effectively in an athletics event</p> <p>Y2: Identify children's current understanding of the topic</p> <p>Run demonstrating acceleration and deceleration</p> <p>Jump using arms and legs to give body swing</p> <p>Throw an object with accuracy</p> <p>Take turns swapping object in a team race</p> <p>Compete (trying to win) in an athletics event</p>	<p>Y4: Identify children's current understanding of the topic</p> <p>Run with a full stride to achieve maximum speed</p> <p>Jog before hurdling over an object effectively</p> <p>Throw an object for distance and height with accuracy</p> <p>Take turns in a relay race by receiving an object from behind</p> <p>Compete (trying to win) as part of a team</p>	<p>events against those of similar physical development)</p> <p>Y6: Identify children's current understanding of the topic</p> <p>Start and finish a race with technique</p> <p>Link hopping, skipping and jumping</p> <p>Throw an object demonstrating a follow through technique</p> <p>Take turns in a relay race by receiving an object from behind whilst running forwards</p> <p>Compete and succeed in various athletics events (degree of success, noted by positioning in events against those of similar physical development)</p>
Dance	<p>Introduction to basic movement to music</p> <p>Moving In time to happy and sad music</p> <p>Experiment with different ways of moving</p> <p>Experiment with actions at different levels</p> <p>Moving around as different characters to the music</p> <p>To perform the movements associated with a theme</p>	<p>Y1: Introduction to the shapes we can make using our bodies.</p> <p>Listen to the music and begin to move in time to it</p> <p>Perform basic dance movements</p> <p>Perform dance movements showing some levels</p> <p>Perform basic dance travelling movements eg: stepping, skipping, jumping</p> <p>To perform simple dance moves with some control</p> <p>Y2: Introduction to the ways basic movement can be created</p> <p>Move in time to the music showing some expression</p> <p>Perform dance movements with control</p>	<p>Y3: Introduction to creating basic movements exploring a theme</p> <p>Collaborate to make a dance warmup</p> <p>Use stimulus to create a dance</p> <p>Dance in unison with a partner</p> <p>Perform a canon with a group</p> <p>To perform using different levels and pathways</p> <p>Y4: Introduction to creating basic movements exploring a theme</p> <p>Cooperate to make a dance warmup and take on a leadership role</p> <p>Respond imaginatively to a stimulus</p> <p>Dance in unison with a group keeping in time with each other</p> <p>Perform a canon showing good timing</p> <p>To perform using a variety of levels and pathways</p>	<p>Y5: Introduction to developing a routine through basic action, space and dynamics. Cooperate and collaborate to create a warmup displaying a variety of movement patterns</p> <p>I can translate ideas from a stimulus showing control and fluency</p> <p>Dance in unison in a group performing a range of movement patterns</p> <p>Perform a canon showing a range of movement patterns</p> <p>To perform using a variety of levels and using the space</p> <p>Y6: Introduction to developing a routine through basic action, space and dynamics. Cooperate, communicate and collaborate with a group to make up a warmup with good rhythm and timing</p>

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		<p>Perform dance movements showing a variety of levels</p> <p>Perform dance movements showing travelling in different directions eg: sliding, turning, gesturing</p> <p>To perform and remember simple dance steps with control and in time with the music</p>		<p>I can translate ideas from a stimulus into movement showing expression, precision, control and fluency</p> <p>Dance in unison in a group showing good timing, energy and strength</p> <p>Perform a canon in a group showing good timing, energy and strength</p> <p>To perform using levels, travelling and space with timing and musicality</p>
Gymnastics	<p>Show different shapes including a straight, star and tuck. Demonstrate these jumping off apparatus and landing safely</p> <p>Demonstrate different methods of travelling on the floor and along apparatus</p> <p>Demonstrate solo balances and matching balances with a partner</p> <p>Demonstrate a log roll and a tuck roll</p> <p>Demonstrate basic jump and landing techniques</p> <p>Demonstrate a basic sequence using the rhythmic equipment</p>	<p>Y1: Show different shapes including a straight, star, tuck and straddle.</p> <p>Demonstrate these jumping off apparatus and landing safely</p> <p>Demonstrate different methods of travelling and put them into a short sequence on the floor and along apparatus</p> <p>Demonstrate solo balances.</p> <p>Can demonstrate matching and mirroring balances with a partner.</p> <p>Demonstrate a log roll, tuck roll and teddy bear roll</p> <p>Demonstrate basic jump and landing techniques on the floor and on apparatus</p> <p>Demonstrate a sequence which includes different shapes using the rhythmic equipment</p> <p>Y2: Show different shapes including a straight, star, tuck, straddle and pike.</p>	<p>Y3: Demonstrate 5 shapes and demonstrate them on different body parts.</p> <p>Demonstrate different ways of travelling on different levels and at different speeds.</p> <p>Demonstrate solo, matching and mirroring balances in a basic routine.</p> <p>Demonstrate basic rolls as well as a tuck roll to standing and an egg roll.</p> <p>Demonstrate and recognise the different jumping patterns.</p> <p>Demonstrate a sequence using rhythmic apparatus showing good control.</p> <p>Y4: Can link a series of shapes together in a sequence and demonstrate them to the group with confidence.</p> <p>Demonstrate a variety of different ways of travelling at different speeds, levels and body parts.</p> <p>Demonstrate solo, matching, mirroring and counter balances as part of a routine.</p> <p>Demonstrate a forward and an egg roll.</p> <p>Demonstrate the different jumping patterns and perform cat leap or scissor kick</p> <p>Demonstrate sequence using rhythmic apparatus in a pair or small group</p>	<p>Y5: Demonstrate linked shapes with a partner</p> <p>Demonstrate a variety of different ways of travelling at different speeds, levels and directions.</p> <p>Demonstrate solo, matching, mirroring and counter balances as part of a group</p> <p>Demonstrate a forward roll to seated tuck and an egg roll with different shapes in the middle.</p> <p>Demonstrate the different jumping patterns and perform shapes while shapes while elevated</p> <p>Demonstrate a structured sequence using rhythmic apparatus incorporating shapes, balances, rolls jumps and travel.</p> <p>Y6: Demonstrate linked shapes with a partner using different body parts</p> <p>Demonstrate variety of different ways of travelling at different speeds, levels, directions and pathways.</p> <p>Demonstrate solo, matching, mirroring, counter balances and counter tension balances as part of a group</p>

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		<p>Demonstrate these jumping off apparatus and landing safely</p> <p>Demonstrate different methods of travelling in a sequence including start and finishing positions.</p> <p>Use the different methods of travel along apparatus</p> <p>Demonstrate solo balances.</p> <p>Can demonstrate matching, mirroring and counter balances with a partner.</p> <p>Demonstrate a log roll, tuck roll, teddy bear roll and forward roll</p> <p>Demonstrate different ways of jumping while still maintaining the correct landing position on the floor and off apparatus</p> <p>Demonstrate a sequence which includes different shapes and ways of travelling while using the rhythmic equipment</p>		<p>Demonstrate a forward roll and egg roll from different starting positions</p> <p>Demonstrate the different jumping patterns and perform shapes while shapes while elevated using rotation</p> <p>Demonstrate a structured sequence using rhythmic apparatus incorporating shapes, balances, rolls jumps and travel with a partner or group</p>
Football	<p>Observe current understanding and introduce football</p> <p>Can roll a ball to another child to simulate a football pass (with Hands)</p> <p>Can control a moving ball from the ground to simulate receiving a football (with hands)</p> <p>Can travel with a ball (with hands or feet)</p>	<p>Y1: Observe current understanding and introduce football</p> <p>Can throw a ball to another child to simulate a football pass (with Hands)</p> <p>Can control a moving ball from the air to simulate receiving a football (with hands)</p> <p>Can travel in different directions with a ball (with hands or feet)</p> <p>Can react with their body</p>		

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	<p>Can effectively close another child down to steal a ball (with hands or feet)</p> <p>Can shoot the ball at a stationary object (with hands)</p>	<p>anticipating the direction of the ball in order to intercept/steal (with hands or feet)</p> <p>Can shoot the ball at a moving object (with hands)</p> <p>Y2: Observe current understanding and introduce football</p> <p>Can pass a ball to a non moving object or child (with feet)</p> <p>Can control a moving ball from the ground (with feet)</p> <p>Can dribble a ball at different speeds, whilst changing direction (with feet)</p> <p>Can forcefully within the rules steal the ball from another players feet (with feet)</p> <p>Can shoot the ball at a stationary object (with feet)</p>		
<p>Multi-Sport Skills: Invasion Games, Net and Wall Games, Striking and Fielding</p>	<p>Identify children's current understanding of the topic</p> <p>Dribble in different ways</p> <p>Pass in different ways</p> <p>Receive a ball in different ways against body</p> <p>Shoot in different ways</p> <p>Actively take part in an invasion game</p>	<p>Y1: Identify children's current understanding of the topic</p> <p>Dribble in different ways with control</p> <p>Pass in different ways with accuracy</p> <p>Receive a ball in different ways away from the body</p>		

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	<p>Can roll a ball underarm accurately to another child</p> <p>Can stop and return a ball accurately using hands along the floor to another child</p> <p>Can roll a ball underarm accurately to another child</p> <p>Play a net/wall match appropriate to the child's age</p> <p>Can intercept a moving ball from the floor with 2 hands whilst stationary</p> <p>Can perform a Controlled roll from a stationary position</p> <p>Can strike a stationary ball towards a target</p> <p>Can under arm bowl a ball from a stationary position</p> <p>Play a striking and fielding match appropriate to the children's ability</p>	<p>Shoot in different ways with accuracy</p> <p>Compete (trying to win) in an invasion game</p> <p>Can accurately throw a ball underarm with a bounce to another child</p> <p>Can catch a ball from a bounce and return it with a bounce accurately to another child</p> <p>Can accurately throw a ball underarm with a bounce to another child</p> <p>Play a net/wall match appropriate to the child's age</p> <p>Can intercept a moving ball from the floor with 2 hands whilst they are moving towards it</p> <p>Can perform a controlled roll from a moving position</p> <p>Can strike a rolling ball towards a target</p> <p>Can under arm bowl a ball towards a target</p> <p>Play a striking and fielding match appropriate to the children's ability</p> <p>Y2: Identify children's current understanding of the topic</p> <p>Dribble in different ways using left and right hands/feet</p> <p>Pass in different ways with speed and accuracy</p> <p>Receive a ball from different</p>		

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		<p>heights and distances</p> <p>Shoot in different ways over different distances</p> <p>Compete showing effective ball control without pressure in an invasion game</p> <p>Can hit a ball with hands accurately along the floor to another child</p> <p>Can return a ball accurately hitting with hands along the floor (without stopping the ball)</p> <p>Can accurately throw a ball overarm with a bounce to another child</p> <p>Play a net/wall match appropriate to the child's age</p> <p>Can intercept a moving ball from the floor with 1 hand whilst they are stationary</p> <p>Can perform a stationary under arm throw with accuracy</p> <p>Can strike a bouncing ball towards a target</p> <p>Can under arm bowl a ball with accuracy most of the time</p> <p>Play a striking and fielding match appropriate to the children's ability</p>		
Tag Rugby			<p>Y3: Introduce the game and observe current understanding</p> <p>Can hold a rugby ball effectively when passing</p>	<p>Y5: Introduce the game and observe current understanding</p> <p>Can hold a rugby ball effectively whilst passing accurately over a long distance</p>

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			<p>Can receive a rugby ball effectively (able to catch)</p> <p>Can perform a side step to evade an object</p> <p>Can touch tag another player</p> <p>Can play a tag rugby match appropriate to children's ability</p> <p>Y4: Introduce the game and observe current understanding</p> <p>Can hold a rugby ball effectively whilst passing accurately</p> <p>Can receive a rugby ball effectively showing control (able to catch ready for the next move)</p> <p>Can perform a side step to evade a moving defender</p> <p>Can steal another players tag effectively</p> <p>Can play a tag rugby match appropriate to children's ability</p>	<p>Can receive the ball effectively showing control over different distances</p> <p>Can show agility to evade more than one defender</p> <p>Can steal another players tag effectively in a game situation</p> <p>Can play a tag rugby match appropriate to children's ability</p> <p>Y6: Introduce the game and observe current understanding</p> <p>Can hold a rugby ball effectively whilst passing accurately on the move</p> <p>Can receive the ball effectively with control over different distances whilst moving</p> <p>Can show agility to evade more than one defender whilst changing speed and direction</p> <p>Can effectively defend as part of a team</p> <p>Can play a tag rugby match appropriate to children's ability</p>
Tennis			<p>Y3: Identify children's current understanding of the topic</p> <p>Can hit a ball with a racket accurately along the floor to another child</p> <p>Can return a ball with a racket accurately along the floor to another child</p> <p>Can serve a ball with a racket accurately along the floor to another child</p> <p>Play a net/wall match appropriate to the child's age</p> <p>Y4: Identify children's current understanding of the topic</p> <p>Can hit a ball with a racket accurately with a bounce to another child</p>	<p>Y5: Identify children's current understanding of the topic</p> <p>Can hit a ball accurately with a racket over a net to another child</p> <p>Can return a ball with a racket accurately over a net to another child</p> <p>Can serve a ball underarm accurately with a racket over a net to another child</p> <p>Play a tennis match appropriate to the child's age</p> <p>Y6: Identify children's current understanding of the topic</p> <p>Can hit a ball accurately with a racket over a net to score in a match</p>

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			<p>Can return a ball with a racket from a bounce accurately to another child with a bounce</p> <p>Can serve a ball underarm with a racket accurately with a bounce to another child</p> <p>Play a tennis match appropriate to the child's age</p>	<p>Can return a ball accurately over a net to score in a match</p> <p>Can serve a ball underarm accurately with a racket over a net to score in a match</p> <p>Play a tennis match appropriate to the child's age</p>
Cricket			<p>Y3: Observe current understanding and introduce a cricket game</p> <p>Can intercept a moving ball from the floor with 2 hands whilst they are moving in different directions towards the ball</p> <p>Can perform a moving pick up into a underarm throw</p> <p>Can strike a ball that has been drop fed towards a target</p> <p>Can over arm bowl a ball from a stationary position</p> <p>Play a cricket match appropriate to the children's ability</p> <p>Y4: Observe current understanding and introduce a cricket game</p> <p>Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball</p> <p>Can perform a stationary overarm throw with accuracy</p> <p>Can strike a ball that has been bowled</p> <p>Can over arm bowl a ball from a stationary position towards a target</p> <p>Play a cricket match appropriate to the children's ability</p>	<p>Y5: Observe current understanding and introduce a cricket game</p> <p>Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball</p> <p>Can perform a moving pick up into an overarm throw</p> <p>Can strike a ball that has been bowled towards a target</p> <p>Can over arm bowl a ball with a short approach</p> <p>Play a cricket match appropriate to the children's ability</p> <p>Y6: Observe current understanding and introduce a cricket game</p> <p>Can intercept an aerial ball with 2 hands whilst stationary</p> <p>Can select the appropriate method of returning the ball (overarm/underarm/rolling)</p> <p>Can strike a ball that has been bowled in different directions</p> <p>Can over arm bowl a ball with a short approach with accuracy</p> <p>Play a cricket match appropriate to the children's ability</p>

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Basketball			<p>Y3: Identify children's current understanding of the topic Dribble in different ways changing speed Pass in different ways over different distances with accuracy Receive a ball at different speeds Shoot in different ways at different speeds Compete showing effective ball control under pressure in an invasion game Y4: Take notes on current general ability of children to aid planning Dribble in different ways changing speed and direction with control Pass in different ways whilst moving Receive a ball whilst moving Shoot whilst moving Compete making correct decisions in the invasion game</p>	<p>Y5: Take notes on current general ability of children to aid planning Dribble in different ways linking with passing and moving Pass in the best way linking with dribbling and moving Receive a ball linking with passing and moving Shoot linking with moving and passing or dribbling Compete and succeed individually in an invasion game (degree of success, noted by movements noticed within the invasion game environment) Y6: Take notes on current general ability of children to aid planning Dribble in different ways with control under pressure Pass in the best way with speed and accuracy under pressure Receive a ball under pressure linking with other skills Shoot in different ways under pressure linking with other skills Compete and succeed individually and as a team player in an invasion game (degree of success, noted by moments noticed within the invasion game environment)</p>
Dodgeball		<p>Y1: Understand the rules and game format specific to age group Can run at full speed from a stationary position</p>	<p>Y3: Understand the rules and game format specific to age group Can run at full speed to obtain the ball at the start of a game of dodgeball Can show strength to use a good shield to defend the ball</p>	<p>Y5: Understand the rules and game format specific to age group endurance Can demonstrate speed Can show strength to throw a fast straight ball over a short distance</p>

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		<p>Can show strength to keep their bodies from losing balance when picking up a ball</p> <p>Can run showing endurance in a game of dodgeball</p> <p>Can show agility in a crowded environment</p> <p>Play an inter class competition to age specific games of dodgeball</p> <p>Y2: Understand the rules and game format specific to age group</p> <p>Can run at full speed from a moving position</p> <p>Can show strength to keep their bodies from losing balance when dodging a ball</p> <p>Can show repeated efforts of endurance</p> <p>Can show agility to retrieve a ball</p> <p>Play an inter class competition to age specific games of dodgeball</p>	<p>Can show aerobic endurance to keep retrieving a ball</p> <p>Can show agility to dodge a ball</p> <p>Play an inter class competition to age specific games of dodgeball</p> <p>Y4: Understand the rules and game format specific to age group</p> <p>Can show different speeds in a game of dodgeball</p> <p>Can show strength to pull a ball away from another player (grip and rip)</p> <p>Can show aerobic endurance to keep playing in a game of dodgeball</p> <p>Can show agility to link dodging and throwing a ball</p> <p>Play an inter class competition to age specific games of dodgeball</p>	<p>Can play a game of dodgeball with no stoppages</p> <p>Can show agility to link dodging with retrieving a ball</p> <p>Play an inter class competition to age specific games of dodgeball</p> <p>Y6: Understand the rules and game format specific to age group</p> <p>Can show speed endurance in a game of dodgeball</p> <p>Can show strength to throw a fast straight ball over a long distance</p> <p>Can show aerobic endurance by playing multiple games of dodgeball in a lesson</p> <p>Can show agility to link dodging with retrieving and throwing a ball</p> <p>Play an inter class competition to age specific games of dodgeball</p>
Adventurous Outdoor Activity			<p>Y3: To work effectively with others to complete a task.</p> <p>To communicate effectively.</p> <p>To follow multi-step instructions.</p> <p>To solve a range of problems when working with others.</p> <p>To follow a set of directions correctly.</p>	<p>Y5: To work as part of a team to complete a range of challenges.</p> <p>To demonstrate agility and endurance in a range of situations.</p> <p>To know what a compass is and how to use it.</p> <p>To know the eight directions on a compass.</p> <p>To read, follow and understand maps.</p>

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			<p>To give clear and precise directions for someone else to follow.</p> <p>To follow simple maps</p> <p>To know what orienteering is.</p> <p>To know and understand a range of map symbols</p> <p>Y4: To work together with others on different scavenger hunt activities.</p> <p>To work with others, developing problem-solving skills</p> <p>To communicate effectively with others to complete blindfolded challenges.</p> <p>To read, follow and understand maps.</p> <p>To take part in an orienteering exercise.</p> <p>To demonstrate different sporting values and qualities.</p> <p>To set up a simple orienteering course for others to follow.</p> <p>To navigate around space with growing confidence.</p>	<p>To take part in an orienteering exercise.</p> <p>To work collaboratively to plan and prepare an orienteering course.</p> <p>To work collaboratively to complete a timed orienteering course.</p> <p>Y6: To work systematically and as part of a team to solve a range of problems.</p> <p>To demonstrate positivity, perseverance and effective teamwork when completing a range of challenges.</p> <p>To use a range of communication methods effectively during problem solving activities and challenges.</p> <p>To demonstrate effective leadership skills.</p> <p>To work together effectively to achieve a common goal.</p> <p>To work effectively with others to complete a range of challenges.</p> <p>To work effectively with others to plan and carry out a game plan (strategy).</p> <p>To compete in a timed orienteering team relay event.</p> <p>To work as part of a team to design a themed orienteering course.</p>