

## Expected in PE

# Moving & Travelling

Year 3		Year 4	
Key Skills	Knowledge	Key Skills	Knowledge
<p>OAA</p> <ul style="list-style-type: none"> <li>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</li> <li>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</li> <li>Communication: follow and give instructions and accept other peoples' ideas.</li> </ul>	<p>OAA</p> <ul style="list-style-type: none"> <li>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</li> <li>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</li> <li>Communication: know to take turns when giving ideas and not to interrupt each other.</li> <li>Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe.</li> </ul>	<p>OAA</p> <ul style="list-style-type: none"> <li>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</li> <li>Navigational skills: identify key symbols on a map and follow a route.</li> <li>Communication: confidently communicate ideas and listen to others.</li> </ul>	<p>OAA</p> <ul style="list-style-type: none"> <li>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</li> <li>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</li> <li>Communication: understand that there are different types of communication and that I can communicate without talking.</li> <li>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity.</li> </ul>

<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: change direction. Show an increase and decrease in speed.</li> <li>• Balancing: demonstrate balance when performing other fundamental skills.</li> <li>• Jumping and hopping: link jumping and hopping actions.</li> <li>• Skipping: jump and turn a skipping rope.</li> </ul>	<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Understand how agility helps us with everyday tasks.</li> <li>• Balancing: understand how balance helps us with everyday tasks.</li> <li>• Jumping and hopping: know that if I jump and land in quickly it will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</li> </ul>	<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</li> <li>• Balancing: demonstrate good balance and control when performing other fundamental skills.</li> <li>• Jumping and hopping: link hopping and jumping actions with other fundamental skills.</li> <li>• Skipping: consistently skip in a rope.</li> </ul>	<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: know that keeping my elbows bent when changing direction will help me to stay balanced.</li> <li>• Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</li> <li>• Jumping and hopping: know that swinging my non-hopping foot helps to create momentum.</li> <li>• Skipping: understand that keeping my chest up helps me to stay balanced.</li> </ul>
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Year 5		Year 6	
Key Skills	Knowledge	Key Skills	Knowledge
<p>OAA:</p> <ul style="list-style-type: none"> <li>• Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</li> <li>• Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</li> <li>• Communication: explore a variety of communication methods with increasing success.</li> </ul>	<p>OAA:</p> <ul style="list-style-type: none"> <li>• Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</li> <li>• Navigational skills: use a key to identify objects and locations.</li> <li>• Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</li> <li>• Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</li> <li>• Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</li> </ul>	<p>OAA:</p> <ul style="list-style-type: none"> <li>• Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>• Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</li> <li>• Communication: inclusively communicate with others, share job roles and lead when necessary.</li> </ul>	<p>OAA:</p> <ul style="list-style-type: none"> <li>• Problem solving: understand that being able to solve problems is an important life skill.</li> <li>• Navigational skills: understand why having good navigational skills are important.</li> <li>• Communication: know that good communication skills are key to solving problems and working effectively as a team.</li> <li>• Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</li> <li>• Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</li> </ul>

<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</li> <li>• Balancing: consistently demonstrate good balance when performing other fundamental skills.</li> <li>• Jumping and hopping: demonstrate good technique and co-ordination when linking jumps.</li> <li>• Skipping: show a range of skills when skipping in a rope.</li> </ul>	<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: understand that to change direction, I push off my outside foot and turn my hips.</li> <li>• Balancing: understand that balance is a skill used in many different activities and everyday life.</li> <li>• Jumping and hopping: understand that there are different techniques for different situations.</li> <li>• Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.</li> </ul>	<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: change direction with a fluent action. Transition smoothly between varying speeds.</li> <li>• Balancing: show fluency and control when travelling, landing, stopping and changing direction.</li> <li>• Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</li> <li>• Skipping: consistently show a range of skills when skipping in a rope.</li> </ul>	<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and co-ordination.</li> <li>• Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations.</li> <li>• Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this.</li> <li>• Skipping: understand that skipping helps to develop co-ordination, stamina and balance.</li> </ul>
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