



**PE**

YR-Y3 Progression grid

	Reception	Year 1	Year 2	Year 3
	<b>Multi Skills – Team Theme</b>			
<b>Skills</b>	<p>To know how to move safely and understand the space they are working within.</p> <p>To know how to focus on small tasks.</p> <p>To know how to come to the lesson sensibly.</p> <p>To know how to travel in different directions (side to side, up and down) with control and fluency.</p> <p>To know how to throw.</p> <p>To know how to show a static balance.</p> <p>To know how to change direction moving low and high.</p> <p>To know how to practise ABC (agility, balance and co- ordination) at circuit stations.</p> <p>To know how to use varied speeds when travelling.</p> <p>To know how to follow instructions.</p> <p>To know how to communicate how they feel before and after PE.</p> <p>To know how to take turns on stations.</p>	<p>To know how to move with control and care.</p> <p>To know how to concentrate on a challenge and repeat it.</p> <p>To know about safety.</p> <p>To know how to roll a variety of size balls.</p> <p>To know how to change speeds, direction of movement with control.</p> <p>To know how to explore jumping with change of direction and from 1 and 2 feet.</p> <p>To know how to throw at a target.</p> <p>To know how to challenge themselves with greater speeds, distances and times.</p> <p>To know how to sustain movement for a sustained period i.e. burpees 20 seconds.</p> <p>To know how to describe how their body feels before, during and after activity.</p> <p>To know how to work in small teams and independently.</p> <p>To know how to describe what they are learning and developing.</p>	<p>To know how to copy and build on actions.</p> <p>To know how to explain what their body needs to stay healthy.</p> <p>To know how to choose a partner to work with who is a similar ability.</p> <p>To know how to roll and throw a variety of size balls.</p> <p>To know that they can run short and long distances and show an understanding of pace keeping.</p> <p>To know how to explore jumping techniques.</p> <p>To know about stamina.</p> <p>To know and want to challenge themselves with greater speeds, distances and times.</p> <p>To know and can describe how their bodies feels before, during and after activity.</p> <p>To know and can work in small teams and independently by themselves.</p> <p>To know and can compete in small teams.</p>	<p>To know why we need to keep the ball under control when we are dribbling.</p> <p>To know how to pass the ball adopting the correct technique.</p> <p>To know how to receive (control) the ball adopting the correct technique.</p>
<b>Vocabulary</b>	Focus, Sensible, Space, Travel, Control, Fluency, Static balance, Agility, Balance, Co-ordination, Circuit station, Speed, Instructions, Heartbeat, Exercise.	Space, Safe, Stopping, Awareness, Pathway, Dodging, Control, Concentrate, Challenge, Direction, Rolling, Balance, Opposite foot, Forward, Aiming, Pace.	Space, Safe, Stopping, Awareness, Pathway, Dodging, Control, Concentrate, Challenge, Direction, Rolling, Balance, Opposite foot, Forward, Aiming, Pace, Agility, Co-ordination, Balance, Healthy, Stamina, Technique, Teams.	Control, Dribbling, Technique, Receiving.

<b>Net and wall – Tennis – Team Theme</b>				
<b>Skills</b>	<p>To know how to demonstrate good control and co-ordination in large and small movements.</p> <p>To know how to follow basic instructions.</p> <p>To know how to concentrate on simple instructions.</p> <p>To know how to demonstrate increasing control over objects.</p> <p>To know how to hold a ball correctly.</p> <p>To know how to throw and catch a ball.</p> <p>To know how to bounce a ball.</p> <p>To know how to move confidently with the ball.</p> <p>To know how to travel along court lines with control.</p> <p>To know how to maintain intensity throughout lesson.</p> <p>To know how to use safety measures without direct supervision.</p> <p>To know how to take turns and share equipment.</p>	<p>To know how to play tennis.</p> <p>To know how to play 1V1, 1V2 and 1V3.</p> <p>To know why practicing skills can help you feel warmer and why it is good to play and get out of breath.</p> <p>To know how to hold the racket correctly and balance a ball on strings.</p> <p>To know how to play tennis hockey and use forearm and backhand.</p> <p>To know how to explore different bounces, ball sizes and throwing techniques.</p> <p>To know how to strike a ball with control using a variety of rackets.</p> <p>To know how exercise is important for a healthy lifestyle and mind.</p> <p>To know how to adapt to a large and small court.</p> <p>To know how to take turns and share equipment.</p> <p>To know how to challenge themselves.</p>	<p>To know and can play tennis.</p> <p>To know how to play 1V1, 1V2, 1V3.</p> <p>To know and can explain how practicing skills can help you feel warmer and why it is good to play and get out of breath.</p> <p>To know and can hold the racket correctly and balance a ball on strings whilst moving and performing simple instructions, high/low/turn etc.</p> <p>To know and can choose to apply simple tactics.</p> <p>To know can strike a ball with control using a variety of rackets.</p> <p>To know how and can show increased racket head speed with control.</p> <p>To know and can adapt to a large and small net.</p> <p>To know and can be agile to move across the court.</p> <p>To know and demonstrate how to take turns and play a small tournament.</p> <p>To know and demonstrate challenging themselves when the difficulty has increased in the session.</p>	<p>To know where to throw (hit) the ball on the court.</p> <p>To know why we need to throw (hit) the ball into space on the court.</p> <p>Why we need to control the ball when playing a shot.</p> <p>To know why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball.</p> <p>To know how and why we execute a basic forehand shot in a mini game.</p> <p>To understand the consequences of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court.</p>
<b>Vocabulary</b>	Control, Co-ordination, Movements, Instructions, Bounce, Travel, Court, Challenge.	Racket, Tennis ball, Court, Strings, Good body position, Balance, Control, Co-ordination, Scoring, Points, Aiming, Net, Forehand, Striking, bounce, backhand, Serve, Receiver.	Racket, Tennis ball, Court, Strings, Good body position, Balance, Control, Co-ordination, Scoring, Points, Aiming, Net, Forehand, Striking, bounce, backhand, Serve, Receiver, Challenge, Tournament, Tactics.	Court, Space, Control, Execute, Consequences, Double bounce.
<b>Gymnastics – Team Theme</b>				
<b>Skills</b>	<p>To know how to move with imagination, confidence and safely.</p>	<p>To know how to move with confidence and in creative patterns.</p> <p>To know how to follow and perform instructions on command.</p>	<p>To know how to lift, move and place equipment safely.</p> <p>To know and be able to follow and perform instructions on command.</p>	<p>To know what Symmetry and Asymmetry means.</p> <p>To know why it is essential to explore a variety of movements to ascertain the</p>

	<p>To know how to be able to carry out simple instructions.</p> <p>To know to watch other pupils perform.</p> <p>To know how to describe what they have been taught.</p> <p>To know how to exploring gymnastic shapes and actions.</p> <p>To know how to develop balancing on 1-4 body parts.</p> <p>To know how to explore ways to travel and how this makes them feel.</p> <p>To know how to explore movement patterns using different speeds.</p> <p>To know the changes in our bodies when we exercise.</p> <p>To know how to hold basic balances.</p> <p>To know how to copy commands and movements.</p> <p>To know how to demonstrate co-ordination when travelling.</p> <p>To know how to work in pairs or sharing basic equipment.</p> <p>To know how to demonstrate an understanding for linking skills from weeks prior.</p> <p>To know how to discuss, what worked well and how the pupil can improve.</p>	<p>To know how to work in pairs.</p> <p>To know how to explain their movements and patterns.</p> <p>To know about static Pike, Tuck and Straddle.</p> <p>To know how to develop and hold balances on 1-4 body parts and copy other pupils.</p> <p>To know and explore wats to travel across mats.</p> <p>To know how to use simple compositional ideas by creating a sequence.</p> <p>To know and understand the changes in our bodies when we exercise.</p> <p>To know how to hold balances and be in control.</p> <p>To know how to use their upper body strength to hold balances.</p> <p>To know how to hold Gymnastic shapes, Front support, Back Support, Dish and Doom.</p> <p>To know how to work in pairs or share ideas with the class.</p> <p>To know how to link patterns and movements from each lesson.</p> <p>To know how to discuss their work in small groups.</p> <p>To know how to recognise how their body feels when still and when exercising.</p>	<p>To know how to work in small groups.</p> <p>To know how to improve their work using information they have gained by watching, listening and investigating.</p> <p>To know how to Pike, Tuck and Straddle on the floor and small apparatus.</p> <p>To know how to repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>To know how to use gymnastics shapes when jumping from the floor.</p> <p>To know how to use speed in routines to execute precision in shapes, rolls and jumps.</p> <p>To know how to use upper body strength to hold balances.</p> <p>To know how to hold Gymnastic shapes, Front support, Back Support, Dish and Doom.</p> <p>To know how to work in pairs or share ideas with the class.</p> <p>To know how to constructively discuss other pupils work.</p> <p>To know and recognise good quality in performance.</p>	<p>best moves to allow for flow and interesting gymnastics for the sequence.</p> <p>To know how to execute balances and movements in both symmetrical and asymmetrical ways.</p> <p>To know why it is so important to create 'excellent' movements and balances.</p> <p>To know how to peer and self-assess, identifying strengths and weaknesses in our own and others' performances.</p>
<b>Vocabulary</b>	Balances, Body parts, Demonstrate, Perform, Movements, Patterns, Co-ordination, Improve.	Balances, Body parts, Demonstrate, Perform, Movements, Patterns, Co-ordination, Improve, Forwards, ackwards, Sideways, Roll, Slow, Shape, Jump, Travel, Stretch, Wide, Narrow.	Balances, Body parts, Demonstrate, Performance, Movements, Patterns, Co-ordination, Improve, Forwards, Backwards, Sideways, Roll, Slow, Shape, Jump, Travel, Stretch, Wide, Narrow.	Symmetry, Asymmetry, Variety of movements, Flow, Sequence, Execute balances, Peer, Self-assess, Performance.
<b>Invasion games – Basketball – Team Theme</b>				

<b>Skills</b>	<p>To know how to show good control over their bodies when exploring different skills.</p> <p>To know how to move freely using suitable spaces and speed.</p> <p>To know how to understand their own needs hunger/toilet/personal hygiene.</p> <p>To know how to move confidently negotiating the space around them</p> <p>Effectively.</p> <p>To know how to hop on both feet.</p> <p>To know how to throw underarm.</p> <p>To know how to explore balances.</p> <p>To know how to start showing an ability to use their dominate hand to work with a partner in different activities.</p> <p>To know how to explore and use skills effectively for particular games.</p> <p>To know how to show intensity when working in teams.</p> <p>To know how to move freely using suitable spaces and speed.</p> <p>To know how to draw lines and circles.</p> <p>To know how to hold a pen correctly.</p> <p>To know how to dress with support.</p> <p>To know that equipment needs to be used safely.</p>	<p>Basketball - Unit 1 Learning basic handling principles and techniques.</p> <p>To know about what our bodies do during exercise e.g. breathing.</p> <p>To know how to work within a team and develop the concept of passing of a ball with either hands or feet.</p> <p>To begin to know the importance of warming up.</p> <p>To know how to discuss and apply.</p> <p>To know how to retrieve and stop a ball using different parts of the body.</p> <p>To know how to explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>To know how to explore kicking and throwing in different ways with increasing control.</p> <p>To know how to use equipment safely and can support in tidying equipment away.</p> <p>To know how to pass and receive a ball in different ways with increased control.</p> <p>To know how to choose the correct intensity of performance for skills in particular games.</p> <p>To know how to work in small groups and in pairs.</p> <p>To know how to understand basic scoring systems.</p> <p>To know and be confident at keeping themselves safe in the space in which an activity/game is being played.</p>	<p>Basketball - Unit 2 Developing and understanding the movements required.</p> <p>To know and can recognise the best ways to score points and stop points being scored.</p> <p>To know and can take part in games where there is an opposition.</p> <p>To know and understand the importance of warm up and cool down.</p> <p>To know and can discuss and apply.</p> <p>To know how to intercept a moving ball.</p> <p>To know how to catch and control a ball in movement working with a partner or in a small group.</p> <p>To know how to run with a ball in a game scenario.</p> <p>To know and able to pass and stop a ball.</p> <p>To know and improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.</p> <p>To know how to pass and receive a ball in different ways with increased control.</p> <p>To know and is able to reflect on and develop skills to improve.</p> <p>To know and can recognise their best work with their partner and can work with each pupil in the class.</p> <p>To know and understand the role of an attacker and defender.</p> <p>To know and can engage in competitive physical activities (both against self and against others).</p>	<p>To know when, where and why we should pass / dribble the ball.</p> <p>To know how to dribble the ball keeping possession to beat an opponent.</p> <p>To know how we can combine passing and dribbling to create space.</p> <p>To know how to change direction keeping control of the ball.</p> <p>To know how to apply the correct technique when dribbling.</p> <p>To know how to apply the correct technique (chest pass) when passing.</p>
<b>Vocabulary</b>	<p>Catch, Throw, Aim, Skills, Games, Underarm, Hop, Balance, Space.</p>	<p>Bounce, Dribble, Shoot, Control, Hoop, Backboard, Court, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Rebound.</p>	<p>Bounce, Dribble, Shoot, Control, Hoop, Backboard, Court, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Rebound.</p>	<p>Pass, Dribble, Possession, Opponent, Direction, Technique.</p>
<b>Athletics – Team Theme</b>				

<b>Skills</b>	<p>To know and understand different ways of travelling.</p> <p>To know how to keep their balance while running.</p> <p>To know how to co- operate as a team.</p> <p>To know and understand relay races.</p> <p>To know and be able to jump using different techniques and variations, safely and correctly.</p> <p>To know and be able to demonstrate various jumps.</p> <p>To know and be able to link step/jump combinations with balance and co-ordination.</p> <p>To know how to throw accurately and roll a ball accurately.</p> <p>To know and be able to throw using different techniques showing speed and agility.</p> <p>To know and be able to overarm throw accurately at a target. To know and be able to throw from different distances.</p> <p>To know how to increase Pupil's competence in all areas of athletics.</p>	<p>To know and understand different ways of travelling with good posture and balance.</p> <p>To know how to run at speed and change direction.</p> <p>To know how to execute different jumps.</p> <p>To know how to take off from different positions.</p> <p>To know how to demonstrate control in landing.</p> <p>To know how to demonstrate various jumps.</p> <p>To know how to link step/jump combinations with balance and co-ordination.</p> <p>To know how to underarm throw accurately at a target.</p> <p>To know how to underarm throw accurately at a target.</p> <p>To know how to overarm throw accurately at a target. To know how to throw from different distances.</p> <p>To know how to develop and increase Pupil's competence in all areas of athletics.</p>	<p>To know and understand different ways of travelling with good posture and balance.</p> <p>To know how to run at speed and change direction.</p> <p>To know how and be able to jump using different combinations to be able to differ distance with different jumping techniques.</p> <p>To know and be able to demonstrate various jumps.</p> <p>To know and be able to link step/jump combinations with balance and co-ordination.</p> <p>To know and be able to underarm throw accurately at a target.</p> <p>To know and be able to throw from different distances.</p> <p>To know and be able to overarm throw accurately at a target.</p> <p>To know and be able to throw from different distances.</p> <p>To know how to develop and increase Pupil's competence in all areas of athletics.</p>	<p>To know why we have to accelerate at the start of a race.</p> <p>To know how to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet.</p> <p>To know how to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton.</p> <p>To know how to throw for distance and why the correct technique is essential to send the object further.</p>
<b>Vocabulary</b>	Walk, Jog, Throw, Target, Jump, Run, Hop, Skip, Fast, Pass, In pairs.	Travelling, Balance, Posture, Take-off, Landing, Throwing, Underarm, Overarm, Aim, Safely, Step, Bounce, Jump, Leap, Hop, Repeat, Target, Accelerate, Baton, Relay, Push, Evaluate, Improve.	Travelling, Balance, Posture, Take-off, Landing, Throwing, Underarm, Overarm, Aim, Safely, Step, Bounce, Jump, Leap, Hop, Repeat, Target, Accelerate, Baton, Relay, Push, Evaluate, Improve.	Acceleration, Pumping action, Speed, Relay, Baton, Technique.
<b>Striking &amp; Fielding - Hockey</b>				
<b>Skills</b>	To know and understand comparative language i.e. faster, longer, and be able to physically demonstrate.	To know how to hold a hockey stick correctly and to use the correct side of the hockey stick when dribbling.	To know how to hold a hockey stick correctly and to use the correct side of the hockey stick when dribbling.	How to dribble the ball. How to hold a hockey stick safely.* *Our left hand is at the top of the stick, our right

	<p>To know how to copy simple pushing movements with the stick.</p> <p>To know how equipment is used correctly.</p> <p>To know how to move and stop, recognising both commands and acting upon them immediately.</p> <p>To know how to throw a ball underarm.</p> <p>To know how to push a ball at a target.</p> <p>To know how to move confidently throughout activities.</p> <p>To know how to travel freely using suitable spaces and speed.</p> <p>To know how to maintain intensity throughout lesson.</p> <p>ways to keep healthy and safe.</p> <p>To know that equipment needs to be used safely.</p>	<p>To know how to dribble and focus on basic passing techniques.</p> <p>To know how to pass a ball using the stick.</p> <p>To know how to improve accuracy in passing.</p> <p>To play in a game situation and using passing skills learnt.</p>	<p>To know how to dribble and focus on basic passing techniques.</p> <p>To know how to pass the ball with accuracy using the stick.</p> <p>To know how to tackle safely in order to gain position of the ball.</p> <p>To know how to play in a game situation and using passing and tackling skills learnt.</p> <p>To know how to play in game situations and use passing and tackling techniques in a competitive environment.</p>	<p>hand is lower down, knees bent and back straight.</p> <p>Why we need to keep the ball under control when we are dribbling.</p> <p>Why we need to keep the ball under control when we are dribbling.</p> <p>How to pass the ball adopting the correct technique.</p> <p>We hold the stick with our left hand at the top and our right hand lower down, our knees should be bent and back straight, pushing/hitting the ball towards our target.</p> <p>How to receive (control) the ball adopting the correct technique.</p> <p>We hold the stick with our left hand at the top and our right hand lower down, keeping our back straight. We need to lower the stick parallel to the ground to create a barrier to control the ball.</p>
<b>Vocabulary</b>	Stick, Pushing, Focus, Sensible, Space, Travel, Control, Fluency, Static balance, Agility, Balance, Co-ordination, Circuit station, Speed, Instructions, Heartbeat, Exercise.	Stick, Stopping, Passing, Change direction, Pushing, Control, Ball.	Stick, Stopping, Passing, Change direction, Pushing, Control, Ball, Attackers, Defenders, Techniques, Game situations.	Dribbling, technique, pushing/hitting, control, receiving, parallel.
<b>Fitness – Get Set 4 PE</b>				
<b>Skills</b>		<p>To develop knowledge of how exercise can make you feel.</p> <p>To develop knowledge about how exercise can make you strong and healthy.</p> <p>To develop knowledge about how exercise relates to breathing.</p>	<p>To understand how to run for longer periods of time without stopping.</p> <p>To develop co-ordination and timing when jumping in a long rope.</p> <p>To develop individual skipping.</p> <p>To take part in a circuit to develop stamina and agility.</p>	

		To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise.	To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.	
<b>Vocabulary</b>		Running, Co-ordination, Stamina, Strength, Agility, Balance, Co-operation, Support, Honesty, Independence, Creativity, Problem solving	Agility, Balance, Co-ordination, Speed, Stamina, Skipping, Taking turns, Encouraging and supporting others, Determination, Perseverance, Challenging myself, Identifying strengths and areas for improvement, Observing and providing feedback	
<b>Fundamentals – Get Set 4 PE</b>				
<b>Vocabulary</b>	To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.	To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope.	To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.	
<b>Skills</b>	Hopping, Galloping, Skipping, Sliding, Jumping, changing direction, Balancing, Running, working with others, Challenging yourself.	Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping, Taking turns, Supporting and encouraging others, Working safely, Challenging myself, Perseverance, Honesty, Selecting and applying, Identifying strengths, Listening and following instructions	Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping, Taking turns, Supporting and encouraging others, Respect, Challenging myself, Perseverance, Honesty, Selecting and applying, Identifying strengths	
<b>Yoga – Get Set 4 PE</b>				
<b>Skills</b>		To explore yoga and mindfulness. To be able to copy and remember poses.	To copy and repeat yoga poses.	



		To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner.	To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow.	
<b>Vocabulary</b>		Yoga, Calm, Peaceful, Poses, Positions, Flexibility, Balance, Flow.	Yoga, Calm, Peaceful, Poses, Positions, Flexibility, Balance, Flow, Breathing, Strength, Working safely, Sharing ideas, Creating poses, Focus.	
<b>Dance – Get Set 4 PE</b>				
<b>Skills</b>	To use counting to help to stay in time with the music when copying and creating actions. To be able to move safely with confidence and imagination, communicating ideas through movement. To explore movement using a prop with control and co-ordination. To move with control and coordination, expressing ideas through movement. To move with control and coordination, copying, linking and repeating actions. To remember and repeat actions, exploring pathways and shapes.	To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling. To copy, repeat and choose actions that represent the theme. To show changes in expression, level and shape.	To repeat, link and choose actions. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison creating shapes with a partner. To be able to mirror a partner and create ideas. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed.	To know how to create and develop a character in order to tell a story through movements. To know why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance. To know how to develop characterisation, exploring characters that are opposites. To know why it is so important to perform like an 'excellent dancer'. To peer and self-assess, identifying strengths and weaknesses in our own and others' performances.
<b>Vocabulary</b>	Dance, Travelling, Movement, Control, Copying and performing actions, Balance, co-ordination, Imagination, Respect, Co-operating with others, Working Independently, Confidence.	Dance, Travelling, Movement, Control, Copying and performing actions, Balance, Co-ordination, Imagination, Respect, Co-operating with others, Working independently, Confidence.	Dance, Travelling, Movement, Control, Copying and performing actions, Balance, Co-ordination, Imagination, Respect, Co-operating with others, Working independently, Confidence, Repeat actions, Unison, Stimulus, Dynamics, Changes of speed.	Character, Characterisation, Tell a story, Movements, Improve, Performance, Exploring, Self-Assess.

Team building – Get Set 4 PE			
<b>Skills</b>		To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.	To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map.
<b>Vocabulary</b>		Co-operate, Communicate, Solve challenges, Teamwork, Partner.	Instructions, Co-operate, Solve challenges, Communicate effectively, Trust.