



Key Stage 1 Medium Term Plan - PE

In KS1, particular attention should be paid towards **Motor Competence and Fundamental Movement Skills (FMS)**.

FMS can be categorised as:

Locomotor Skills – such as running & jumping **Stability Skills** – such as twisting & balancing

Manipulation Skills – such as throwing & catching

National Curriculum Statutory Framework

Pupils should be taught to:

1a: 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.

1b: Participate in team games, developing simple tactics for attacking and defending.

1c: Perform dances using simple movement patterns.

All schools must provide swimming instruction either in key stage 1 or key stage 2.


Pupils should be taught to:



1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres.

1e: Use a range of strokes effectively.

1f: Perform safe self-rescue in different water-based situations

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Me and Myself	Movement and Development	Throwing and Catching	Ball Skills – sending and receiving	Fun and Games/Athletics	Working with others
KS1	Cycle A	Running and Jumping Fundamental Fitness	Throwing and Catching Fundamental Fitness	Sending and Receiving using the body (rugby)	Sending and receiving using equipment (tennis)	Sending and receiving using equipment (golf)	Games of up to 5V5 using the skills (Handball)
		Gymnastics	Dance	Gymnastics	Dance	Athletics	OAA
	Cycle B	Running and Jumping Fundamental Fitness	Throwing and Catching Fundamental Fitness	Sending and Receiving using the body (football)	Sending and Receiving using the body (netball)	Sending and receiving using equipment (hockey)	Cricket
		Gymnastics	Dance	Gymnastics	Dance	Athletics	OAA

	Life Skills – Declarative Knowledge							
	Heath and Fitness				Citizenship			
	Health Fitness and Well-being	Body Awareness	Warm up and Cool Down	Safety	Evaluation and Feedback	Peer and Reciprocal Coaching	Leadership and Team work	Measuring and Improving
KS1	<ul style="list-style-type: none"> Understand why being active and playing games is good for you Describe why running is good for you 	<ul style="list-style-type: none"> Understand and describe changes to your heartrate when playing a game Describe what it feels to breathe quickly during exercise 	<ul style="list-style-type: none"> Begin to understand the importance preparing safely and carefully for exercise of warming up and cooling down 	<ul style="list-style-type: none"> Understand how to play in a safe way Demonstrate an appreciation of safety when using apparatus and equipment 	<ul style="list-style-type: none"> Watch and describe a performance accurately. Recognise what is successful. Recognise successful and unsuccessful techniques. Describe what they have done or seen others doing. Use peer feedback to improve their own performance and recognise good quality in others. Recognise what is successful, listen to others, and copy actions and ideas to improve your skills. 	<ul style="list-style-type: none"> Describe to others how to hold and grip the racket on forehand shots. 	<ul style="list-style-type: none"> Work individually and with others. Show good teamwork and sportsmanship when taking part in competitive throwing. Work well in big groups, sharing, taking turns, and cooperating with others. Understand how communication can help to solve problems with others. 	<ul style="list-style-type: none"> Copy actions and ideas and use the information to improve their skills. Identify good technique and justify why it is good. Use actions and ideas they have seen to improve their own skills.

	Progression (ensure pupils progress and move forward throughout their primary school years)	Key Unit Objectives – Key components addressed to achieve success throughout the unit)	Prior Learning	Key Vocabulary	Resources and Equipment	Declarative Knowledge  (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.	Procedural Knowledge  (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.
Athletics	<ul style="list-style-type: none"> Explore and practice a variety of athletic movements and apply athletic skills and techniques in a variety of ways. Show understanding and a basic level of control, coordination and consistency when running. Experiment with different jumping techniques, showing control, coordination and consistency. Develop coordination and balance whilst exploring different running, jumping and throwing techniques. Develop an overarm, underarm and pull throw technique, throwing accurately towards a target. Develop the distance running technique, understanding the difference between sprinting and running over a longer distance. 	<ol style="list-style-type: none"> Move into space. To control your body and equipment when throwing, running and jumping. To land safely when jumping. To run and jump on the balls of your feet. To show a correct pull throw technique. To compete against yourself and others 	<ul style="list-style-type: none"> Travels with confidence and skill in a range of movements when using equipment. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Shows increasing control over an object pushing, posting, throwing, catching or kicking it. 	Throwing Running Jumping Personal best Speed Races Competition Distance Measuring	Bean bags Cones Balls	<ul style="list-style-type: none"> know that there is a difference in technique between sprinting and running over longer distance. know that there is control and coordination needed when running. 	<ul style="list-style-type: none"> know how to apply basic athletic skills and techniques to a variety of activities. know how to practise different jumping techniques, showing control, coordination, and consistency throughout. know how to run, jump, balance, hop, leap, and skip. I know how to throw overarm, underarm and pull throw towards a target. know how to run, jump, and throw with increasing control and coordination



Key Stage 1 Medium Term Plan - PE

Invasion Games	<p>Rugby</p> <ul style="list-style-type: none"> Develop control and accuracy when throwing and catching a rugby ball. Improve movement skills whilst moving with the ball in two hands, progressing to beating a defender. Learn how to tag and begin tagging players in game situations. Begin to understand and develop correct technique of passing the ball. Develop an understanding of tag rugby and participate in small games. Use simple tactics in game situations, such as deciding when to pass and when to run. Understand who the attackers and who are the defenders. 	<ol style="list-style-type: none"> To hold and move with a rugby ball. To pass the ball pointing the nose of the ball. To pass accurately to a partner. To run with the ball. To play tag games. To try score goals by getting past opponents. 	<ul style="list-style-type: none"> Shows increasing control when throwing and catching a large ball. Travels with confidence and skill in a range of movements when using equipment. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	<p>Tag rugby</p> <p>Belts</p> <p>Target</p> <p>Catch</p> <p>Space</p> <p>Attack</p> <p>Defend</p> <p>Try</p>	<p>Rugby balls</p> <p>Cones</p> <p>Marker spots</p> <p>Tag belts</p>	<ul style="list-style-type: none"> know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. know that showing good awareness of others when playing games helps keep everyone safe. understand some rules of the game. know that there are attackers and defenders in games, and I can identify them. know when to recognise space in games and use it to gain an advantage. know when and where to run, showing good awareness of others. know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. know when to use simple tactics in game situations, such as deciding when to pass and when to run. 	<ul style="list-style-type: none"> know how to move a ball in different ways. know how to show basic ball control when sending an object to a target, catching, gathering, and rolling. know how to play in a safe way – showing good awareness of others. know how to stop/ catch a ball. know how to control the ball using basic actions. know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. know how to shoot to a target or goal. know how to defend between ball and target. know how to run, jump, balance, hop, leap, and skip. know how to improve movement skills whilst moving with the ball in two hands, progressing to beating a defender (Tag Rugby) know how to tag and begin tagging players in game situations (tag rugby).
	<p>Football</p> <ul style="list-style-type: none"> Explore different ways to move with a ball, showing control of a ball with basic actions. Send/pass a ball successfully catch/stop a ball. Move fluently, changing speed and direction – with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space and use it to your advantage. Perform a variety of skills keeping the ball under control. Participate in team games – showing good awareness of others. 	<ol style="list-style-type: none"> To move into space. To move with a ball. To roll, kick and carry a ball. To stop a ball using your foot. To move towards a goal to defend it. To compete against others trying to score. 	<ul style="list-style-type: none"> Show an understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Shows increasing control when throwing and catching a large ball. 	<p>Football</p> <p>Goals</p> <p>Scoring</p> <p>Teamwork</p> <p>Shooting</p> <p>Passing</p> <p>Dribbling</p> <p>Control</p>	<p>Beanbags</p> <p>Small balls</p> <p>Footballs/softballs</p> <p>Balls</p> <p>Cones</p> <p>Bibs</p> <p>Hoops</p>		
	<p>Netball</p> <ul style="list-style-type: none"> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching and gathering, rolling and basic ball control. React to situations to make it difficult for opponents – using simple tactics e.g. move to defend a goal. Understand how to play in a safe way. Show good awareness of others when playing games. Perform a range of actions with the ball keeping it under control. 	<ol style="list-style-type: none"> To move with a ball. To roll a ball. To bounce a ball. To throw a ball. To play in games against others. To find ways to win games. 	<ul style="list-style-type: none"> Show increased control when catching a ball. Shows increased control over an object, pushing, posting, throwing, catching, or kicking it. Moves feely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. 	<p>Ball</p> <p>Control</p> <p>Balance</p> <p>Throw</p> <p>Catch</p> <p>Aim</p> <p>Accuracy</p> <p>Pass</p> <p>Roll</p> <p>Team</p> <p>Teamwork</p> <p>Get in line</p> <p>Space</p>	<p>Balls (variety of sizes)</p> <p>Bibs</p> <p>Marker spots</p> <p>Cones</p>		



Key Stage 1 Medium Term Plan - PE

	<p>Hockey</p> <ul style="list-style-type: none"> Understand and follow the rules of the game Pass/send and catch/stop a ball with control and increasing accuracy and consistency. Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing speed and direction – with and without a ball. Explore ways to use and move with a ball. Perform a range of skills with control of the ball. Choose and use simple tactics to suit different situations of small sided games. React to situations in ways that make it difficult for an opponent. Use skills in different ways when playing games. <p>Recognise space in games and use it to your advantage.</p>	<ol style="list-style-type: none"> To negotiate space To use equipment safely and correctly. To use a hockey stick with two hands. To move a ball using a hockey stick. To stop a ball using a hockey stick. To compete in games with others trying to win. 	<ul style="list-style-type: none"> Showing increased control when catching a ball. Shows increasing control over an object, pushing, posting, throwing, catching or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions, showing a good understanding of safety when using equipment and tools. 	<p>Hockey Scoring Teamwork Shooting Passing Dribbling Push pass Roll Hockey stick Goal</p>	<p>Beanbags Small balls Hockey sticks (unihoc) Cones Bibs Goals</p>		
	<p>Handball</p> <ul style="list-style-type: none"> To move fluently, changing speed and direction easily and avoiding collisions Begin to understand the rules of the game. Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession and throwing in different ways (fast, slow, high, low). Can shoot successfully into a goal or target. Recognise space in games using it to your advantage and playing in a safe way. Have simple plans that you know you can make work e.g. where to stand to make it difficult for an opponent. Know how to defend between ball and target. Decide when and where to run, showing good awareness of others. 	<ol style="list-style-type: none"> To move into space with a ball. To bounce, roll and carry a ball. To throw and catch a ball with others. To shoot accurately at a target. To move towards a goal to defend it. To compete against others while trying to score. 	<ul style="list-style-type: none"> Showing increased control when catching a ball Shows increased control over an object, pushing posing, throwing, catching or kicking it. Move freely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. 	<p>Handball Goals Scoring Teamwork Catch Shooting Passing Dribbling Bounce</p>	<p>Beanbags Small balls Handballs/softballs Cones Bibs Hoops</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sending using equipment – Target Games</p>	<p>Golf</p> <ul style="list-style-type: none"> Explore different ways of moving with and without a ball, developing movement and coordination. Explore different ways of moving a golf ball and/or other size ball. Push/roll and putt a ball towards a target with control Perform basic skills needed for games with accuracy and control. Develop technique when using the golf putter, becoming increasingly accurate. Use skills learnt to participate and compete in rolling and putting games. 	<ol style="list-style-type: none"> To move without a ball. To move with a ball. To control a ball. To hold/grip a golf club. To control a ball with a racket/golf club. To move a ball towards a target. 	<ul style="list-style-type: none"> Show an understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Shows increasing control when throwing and catching a large ball. 	<p>Bunker Rough Fairway Forfeit Head up Quickly Explore Repeat Successfully Tick-tock Improve Technique</p>	<p>Tall cones Cones Tennis rackets Golf balls Hoops Marker spots Quoits Bibs Putters Beanbags</p>	<ul style="list-style-type: none"> know that the ball moves in different ways. know that control and accuracy is needed when aiming for a target. choose skills needed when competing in games. know when to throw the ball to a partner or opponent. 	<ul style="list-style-type: none"> know how to catch a large ball. know how to move a ball in different ways. know how to pass, send, and roll a ball in different ways. know how to run, jump, balance, hop, leap, and skip. know how to send a ball towards a target. know how to safely and correctly use a golf putter (golf).



Key Stage 1 Medium Term Plan - PE

	<p>Dodgeball</p> <ul style="list-style-type: none"> Develop catching and striking skills Move a ball in different ways Pass, send and roll a ball with some accuracy. Develop ball handling skills Develop fundamental movement skills. Develop decision making strategies. Enjoy simple tactics in competitive games. 	<ol style="list-style-type: none"> To move in different ways, changing speed and direction. To practise throwing using underarm technique. To practise throwing using overarm technique. To send a ball at different speed. To catch a ball. To participate in basic games. (dodgeball) 	<ul style="list-style-type: none"> Travels with confidence and skill in a range of movements when using equipment. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Shows increasing control over an object pushing, posting, throwing, catching or kicking it. 	<p>Dodgeball</p> <p>Throw Catch Bounce Teamwork React Pass Dodge Roll Target Speeds Reaction time Control Aim</p>	<p>Soft balls Tennis balls Large balls Cones Benches Hoops Marker spots</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sending and receiving using equipment - Tennis</p>	<ul style="list-style-type: none"> Engage in cooperative and competitive physical activities (against self and others) Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball (The add a tennis racket) Perform a range of actions including catching/gathering skills and sending/passing with control and throw/hit in different ways e.g. high, low, fast, slow. Understand the concept of moving to get in line with the ball to retrieve it. Choose and use skills and simple tactics to suit different situations. Understand and follow simple rules of the game. Move fluently, changing direction and speed – showing good awareness of others. Use correct skills and basic tactics in games to meet the challenges of the game, or in response to your opponent’s actions 	<ol style="list-style-type: none"> To throw a ball to a target. To hit a ball to a target. To hold a racket with correct grip. To receive a ball and return it. To move confidently in different ways. Play games. 	<ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Showing increased control when catching a ball. Shows increased control over an object, pushing, posting, throwing, catching, or kicking it. Moves feely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. 	<p>Tennis racket</p> <p>Low High Bounce Ball control Racket Score Positioning Movement Aiming Accuracy Rolling Send Throw Bounce Catch Underarm Ready position Bounce feed Receive Cooperate</p>	<p>Tennis balls Tennis rackets Hoops Nets</p>	<ul style="list-style-type: none"> know what a rally is. know that there are rules of the game to follow. know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent. know when to move to get in line with the ball to receive it. 	<ul style="list-style-type: none"> know how to engage in competitive and cooperative activities (both against self and against others). know how to move and use the ball in different way. know how to show basic ball control with simple actions. know how to send a ball to a partner (throwing, pushing, rolling). know how to perform a range action including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow. know how to hold a racket correctly. show good awareness of others during games and activities. know how to move fluently, changing direction and speed – showing good awareness of others. know how to watch, track, and catch a shuttle successfully (badminton). I know how to control the shuttles movements, with and without a racket (badminton). know how to hit the shuttle, when it’s in the air, varying height, speed, and direction into space and to a partner (badminton). know how to rally. I know how the ball can move in different ways.



Key Stage 1 Medium Term Plan - PE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dance</p>	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes of level, speed and direction. Perform movement phases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling with beginnings, middles and ends. Compose short dances and express and communicate mood, ideas and feelings, varying simple compositional ideas. Explore, remember and repeat short dance phrases, showing greater control and spatial awareness. Describe phrases and expressive qualities. 	<ol style="list-style-type: none"> To move in different ways. To move with control. To work individually and with others. To move to music showing expressive qualities of dance. To be creative and compose short dances. To participate in a performance. 	<ul style="list-style-type: none"> Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics and music. 	<p>Canon Teamwork Smart Neat Performance Movement Express Phrase</p>	<p>Hoops Ribbons Balls Mats Music players/music</p>	<ul style="list-style-type: none"> know that dance phrases are small sections of a dance that make a complete routine. know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas. know when practising and using a stimulus I can remember and repeat short dance phrases. 	<ul style="list-style-type: none"> know how to respond imaginatively to a range of stimuli. know how to move confidently and safely in general space, using changes of speed, level, and direction. know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy. know how to compose short dances. know how to move with control to music. know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gymnastics</p>	<ul style="list-style-type: none"> Perform basic gymnastic actions, including travelling, rolling, jumping and staying still. Become increasingly confident and competent, moving safely using changes of speed, level and direction. Combine different ways of travelling exploring a range of movements and shapes. Create lined movement phrases with beginning, middle and ends. Perform movement phrases using a range of different body actions and body parts. Develop fundamental movement skills, combining travelling, balancing and stiffness using floor and apparatus and moving smoothly from one position of stiffness to another. Develop agility, balance and coordination. Form simple sequences of different actions using floor and a variety of apparatus. 	<ol style="list-style-type: none"> To be able to perform 5 key shapes. To move with control To balance using different parts of the body. To link movements To use different pieces of equipment and apparatus. To participate in a performance. 	<ul style="list-style-type: none"> Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics and music. 	<p>Key shapes, Teamwork Smart Neat Performance Movement Express Balance Roll Straight Tense</p>	<p>Hoops Ribbons Mats Beanbags Apparatus Marker spots</p>	<ul style="list-style-type: none"> know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. know that agility, balance, and coordination need developing to improve gymnastics skills. know when to link movement phases with beginning, middle and ends. 	<ul style="list-style-type: none"> know how to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. know how to combine different ways of travelling exploring a range of movements and shapes. know how to perform movement phrases using a range of different body parts/actions. know how to perform fundamental movement skills on the floor and apparatus. know how to, moving safely using changes of speed, level, and direction. know how to form simple sequences of different actions, using the floor and a variety of apparatus.



Key Stage 1 Medium Term Plan - PE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cricket</p>	<ul style="list-style-type: none"> Understand how to follow simple rules for games and compete in physical activities both against self and against others. Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. Apply skills and tactics of simple games, including recognising space and using it to your advantage. React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. Show good awareness of others playing games. 	<ol style="list-style-type: none"> To move a ball. To throw a ball at a target. To catch a ball. To hit a ball. To work with others. To compete against others. 	<ul style="list-style-type: none"> Showing increased control when catching a ball. Shows increasing control over an object, pushing, posting, throwing, catching or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. 	<p>Throwing Batting Fielding Catching Experiment Striking Long barrier Team work Get in line Communication Tracking the ball Wickets Wicket keeper Feeder Fielder Underarm</p>	<p>Tennis balls Hoops Marker spots Cones Bats Wickets beanbags</p>	<ul style="list-style-type: none"> know that there are rules of the game I must follow. know the importance of good awareness of others when playing games. know when to apply simple tactics, such as, hit the ball into space to help score more points. 	<ul style="list-style-type: none"> know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. know how to run, jump, throw, catch, and skip. know how to compete against myself and others. I know how to throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control. know how to catch and stop the ball, getting in line with the ball to receive it.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">OAA</p>	<p>Orienteering</p> <ul style="list-style-type: none"> Recognise where you are on a map Demonstrate the skills needed for orienteering: agility, balance and coordination. Recognise that activities need thinking through and planning. Move confidently in different ways, developing agility, balance and coordination. Participate in competitive orienteering events, following instructions of the game. Develop a basic understanding of map reading/making and apply these skills and techniques in games. Have knowledge of safety rules and procedures for taking part in an orienteering event. 	<ol style="list-style-type: none"> To work competitively as part of a team. To communicate effectively with others. Participate in team games solving problems with others. Understand the different points on a map. To make a map. To take part in an orienteering event. 	<ul style="list-style-type: none"> Move in different directions in a variety of different ways. Introduction to map reading. Be able to use some basic features on a map to select and plan a route. Begin to understand the competitive side of orienteering and take part in picture orienteering 	<p>Teamwork Map skills Indoor mapping Picture orienteering Control plotting Communication Problem solving</p>	<p>Hoops Hurdles Cones Beanbags Benches Map symbols, symbol names Clip boards, rulers, pencils, paper Keywords, score sheets, symbol cards</p>	<ul style="list-style-type: none"> know that there are safety rules and procedures for taking part in orienteering events. know that there are some basic features on a map and what they represent. know that there is a competitive element to orienteering. know that there are direction points on a compass and what they are used for. know that working together is important in group activities. know which route to select on a map. 	<p>(Not essential to teach at KS1)</p> <ul style="list-style-type: none"> know how to move in different directions and a variety of different ways. know how to map read to solve problems. know how to take part in an orienteering event following rules and playing fairly. know how to participate with others.