



# Progression of Skills




## OAA (Outdoor Adventure Activities)

### KS2 National Curriculum Aims:

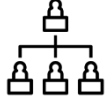


Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:


- To take part in outdoor adventure activity challenges both individually and within a team
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best

Skill	Year 3	Year 4	Year 5	Year 6
Health and Fitness 	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down.  Carry out warm ups and cool downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become fitter.
Trails 	<b>Orientate</b> themselves with increasing confidence and accuracy around a short <b>trail</b> .	Orientate themselves with accuracy around a short trail.  Create a short trail for others with a physical challenge.  Start to recognise features of an <b>orienteeing course</b> .	Start to orientate themselves with increasing confidence and accuracy around an orienteeing course.  Design an orienteeing course that can be followed and offers some challenges to others.  Begin to use <b>navigation equipment</b> to orientate around a trail.	Orientate themselves with confidence and accuracy around an orienteeing course when under pressure.  Design an orienteeing course that is clear to follow and offers challenges to others.  Use <b>navigation equipment</b> (maps, compasses) to improve the trail
Problem-Solving 	Identify and use effective <b>communication</b> to begin to work as a team.  Identify symbols used on a <b>key</b>	Communicate clearly with other people in a team, and with other teams.	Use clear communication to effectively complete a particular role in a team.  Complete orienteeing activities both as part of a team and <b>independently</b> .	Use clear communication to effectively complete a particular role in a team.  Complete orienteeing activities both as part of a team and independently.

# Progression of Skills

		<p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a <b>key</b> in the context of the environment.</p>	<p>Identify a key on a map and begin to use the information in activities.</p>	<p>Use a range of <b>map styles</b> and make an informed decision on the most effective.</p>
<p>Preparation and Organisation</p> 	<p>Begin to choose equipment that is appropriate for an activity</p>	<p>Try a range of equipment for creating and competing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest <b>route</b> to accurately navigate an orienteering course.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to <b>compete</b> in.</p>
<p>Communication</p> 	<p>Communicate with others</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to compete an orienteering course.</p> <p>Begin to use a <b>compass</b> for navigation</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team demonstrating leadership skills when necessary.</p> <p>Successfully use a map to compete an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>
<p>Compete/Perform</p> 	<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p>

# Progression of Skills

		Start to improve trails to increase the challenge of the course.	Improve a trail to increase the challenge of the course.	Listen to <b>feedback</b> and improve an orienteering course from it.
Evaluate 	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time</p>	<p>Watch, describe and evaluate the effectiveness of a performances, giving ideas for improvements.</p> <p>Modify their use or techniques to achieve a better result.</p>	<p>Choose and use <b>criteria</b> to evaluate own and others' performances.</p> <p>Explain why they have used a particular skill or technique, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others; work, suggesting thoughtful and appropriate improvements.</p>