




PROGRESSION OF SKILLS AND VOCABULARY POLICY 2019



P.E ESSENTIAL SKILLS Y1-Y6: OUTDOOR ADVENTURE ACTIVITY

KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
<i>IPEP: Creative Play</i>	<i>IPEP: Rule Making</i>	<i>IPEP: Thinking Aloud</i>	<i>IPEP: Decisions</i>	<i>IPEP: Leadership</i>	<i>IPEP: Finding Success</i>
Health 					
Explore reasons why OAA is good for your health and talk about changes to the body when exercising (with support)	Know that OAA is good for your health and begin to identify some changes in the body when exercising	Understand why OAA is good for your health and can identify a number of changes in the body when exercising	Suggest OAA related warm up and cool down activities and discuss why OAA is good for your well-being	Know how to work safely when taking part in OAA and lead whole group warm ups and cool downs with teachers support	Understand why it is important to work safely when taking part in OAA and lead warm ups and cool downs for the whole class
Mental 					
Watch and discuss own and others' performance in OAA activities. With teacher support, communicate and work with others in order to meet a challenge	Describe my own and others' performance in OAA activities. Begin to communicate and work with others in order to meet a challenge	Identify strengths and weaknesses in their own and others performance in OAA activities. Communicate effectively and work with others to meet the challenges	Explain some simple tactics and strategies that could be used to overcome problems and challenges. Show some co-operation skills when working as a team	Select appropriate thinking skills to complete a challenge and utilise feedback to improve performance	Modify and adapt performance based on self and peer assessment. Use tactics and strategies effectively to complete challenges
Physical 					
Experience techniques needed to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting)	Begin to use techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting). To create different rules for games.	Develop techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting) To create and recognise some map symbols. To develop basic map reading skills.	Identify strength, speed and stamina in OAA activities. Begin to apply techniques to support self and others when undertaking OAA activities (balance, counter-balance, timing, spotting). To create their own course for a partner to follow. To learn some common map symbols	Use a range of skills to experience OAA activities and work as an effective team member. Learn some different ways of tying knots. Plan a short loop course for a partner or group.	Use a range of skills to be successful within OAA activities. Begin to demonstrate leadership skills

PROGRESSION OF SKILLS AND VOCABULARY POLICY 2019



			Use a map to travel around a simple course.		
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KEY VOCABULARY: OUTDOOR ADVENTURE ACTIVITY					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
Subject specific: balance, counter-balance, timing, spotting, decision making Equipment:	Subject Specific: Rules, demonstrating, instructing, competition Equipment:	Subject Specific: Map reading, trust, problem-solving, symbols, retrace, self-confidence Equipment: Blindfolds.	Subject Specific: Orienteering, course, overhand knot.	Subject Specific: Knots, loop course, topographic map, countryside, leader, reef knot, survival Equipment: Countryside code, orienteering cards	Subject Specific: Verbal, non-verbal