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:

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

Outdoor Adventures and Activities is only in the Curriculum for KS2 and has been separated into 7 different areas. The following information is an overview of skills for each year group with the previous years' skills taught.

OAA PROGRESSION GRID

	HEALTH & FITNESS	TRAILS	PROBLEM-SOLVING	PREPARATION &	COMMUNICATION	COMPETE/PERFORM	EVALUATE
YEAR 3	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is	Orientate themselves with increasing confidence and accuracy around a short trail	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	ORGANISATION Begin to choose equipment that is appropriate for an activity.	Communicate with others.	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.
	important to warm up and cool down.						

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	HEALTH & FITNESS	TRAILS	PROBLEM-SOLVING	PREPARATION & ORGANISATION	COMMUNICATION	COMPETE/PERFORM	EVALUATE
PRIOR KNOWLEDGE	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.	Orientate themselves with increasing confidence and accuracy around a short trail	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Begin to choose equipment that is appropriate for an activity.	Communicate with others.	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.
YEAR 4	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.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.

	HEALTH & FITNESS	TRAILS	PROBLEM-SOLVING	PREPARATION & ORGANISATION	COMMUNICATION	COMPETE/PERFORM	EVALUATE
PRIOR KNOWLEDGE	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.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
YEAR 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Course. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.

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	HEALTH &	TRAILS	PROBLEM-SOLVING	PREPARATION &	COMMUNICATION	COMPETE/PERFORM	EVALUATE
	FITNESS			ORGANISATION	COMMONICATION		LVALOATE
	Know and	Start to orientate	Start to orientate	Choose the best	Communicate	Complete an	Choose and use
PRIOR	understand the	themselves with	themselves with	equipment for an	clearly and	orienteering course on	criteria to
KNOW	reasons for	increasing confidence	increasing confidence	outdoor activity.	effectively with	multiple occasions, in	evaluate own
LEDGE	warming up and	and accuracy around an	and accuracy around	Create an outdoor	others. Work	a quicker time due to	and others'
	cooling down.	orienteering course.	an orienteering	activity that	effectively as part	improved technique.	performances.
	Explain some	Design an orienteering	course.	challenges others.	of a team.	Offer a detailed and	Explain why they
	safety principles	course that can be	Design an orienteering	Create a simple plan	Successfully use a	effective evaluation of	have used
		followed and offers	course that can be	of an activity for	'	both personal	particular skills
	when preparing		followed and offers	others to follow.	map to complete		•
	for and during	some challenge to			an orienteering	performances and	or techniques, and the effect
	exercise.	others.	some challenge to	Identify the quickest	course. Begin to	activities.	
		Begin to use navigation	others.	route to accurately	use a compass for	Improve a trail to	they have had on
		equipment to orientate	Begin to use	navigate an	navigation.	increase the challenge	their
		around a trail.	navigation equipment	orienteering course.		of the course.	performance.
			to orientate around a				
	11		trail.		C	Carallatara	T h h l
	Understand the	Orientate themselves	Use clear	Choose the best	Communicate	Complete an	Thoroughly
YEAR 6	importance of	with confidence and	communication to	equipment for an	clearly and	orienteering course on	evaluate their
	warming up and	accuracy around an	effectively complete a	outdoor activity.	effectively with	multiple occasions, in	own and others'
	cooling down.	orienteering course	particular role in a	Prepare an	others when under	a quicker time due to	work, suggesting
	Carry out warm-	when under pressure.	team.	orienteering course	pressure.	improved technique.	thoughtful and
	ups and cool-	Design an orienteering	Compete in	for others to follow.	Work effectively as	Offer a detailed and	appropriate
	downs safely	course that is clear to	orienteering activities	Identify the quickest	part of a team,	effective evaluation of	improvements.
	and effectively.	follow and offers	both as part of a team	route to accurately	demonstrating	both personal	
	Understand why	challenge to others.	and independently.	navigate an	leadership skills	performances and	
	exercise is good	Use navigation	Use a range of map	orienteering course.	when necessary.	activities with an aim	
	for health,	equipment (maps,	styles and make an	Manage an	Successfully use a	of increasing challenge	
	fitness and	compasses) to improve	informed decision on	orienteering event	map to complete	and improving	
	wellbeing. Know	the trail.	the most effective.	for others to	an orienteering	performance.	
	ways they can			compete in.	course. Use a	Listen to feedback and	
	become				compass for	improve an	
	healthier.				navigation.	orienteering course	
					Organise an event	from it.	
					for others.		