

PE- Outdoor Adventurous Activities

Progression and Skills Document

PE is an essential part of the curriculum. It develops pupils physical competence and confidence and their ability to use these to perform in various activities. It promotes physical skill, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive, and to face different challenges as individuals, groups and teams. It engenders positive attitudes towards an active and healthy lifestyle. Pupils learn to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferred physical activities.

Progression of skills within the area of OAA						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To begin to participate in outside games within a team and individually. To develop fine and gross motor skills	To be able to take part in outside games within a team and individually. To introduce scavenger hunts as a team and	To confidently take part in outside games within a team and individually. To introduce small scale structure building.	To introduce rules and boundaries through group and individual activities. To build small shelters.	To build larger shelters/dens. To develop gross motor skills through dead hedging and willow	To introduce the use of tools. To develop motor skills to be able to use the tools	To apply shelter building skills to design and create their own shelters as part of a team or individually.

through woodland craft.	individually.		<p>E.g bug homes.</p> <p>To take part in a range of nature activities individually and as a team.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>To communicate with others</p> <p>To begin to choose equipment that is appropriate for an activity.</p>	<p>weaving.</p> <p>To develop fine motor skills through knot tying</p> <p>To communicate clearly with other people in a team, and with other teams.</p> <p>Clearly communicate with others.</p> <p>Work as part of a team.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for the activity.</p>	<p>successfully to create items.</p> <p>To make small wooden crafts using tools individually and as part of a team.</p> <p>To communicate with others clearly and effectively.</p> <p>To work effectively as part of a team.</p> <p>To choose the best equipment for an activity.</p>	<p>To work effectively as part of a team, demonstrating leadership when necessary.</p> <p>To apply knowledge and skills of tools to use them appropriately for the appropriate job.</p>
Evaluate						
<p>To talk about what they have done.</p> <p>To begin to offer an evaluation of personal performances and activities.</p> <p>To talk about what others have done.</p>	<p>To describe what they have done and what others have done.</p> <p>Begin to say they could improve.</p>	<p>Talk about the differences between theirs and others outcomes.</p> <p>Suggest improvements of their own and others work.</p>	<p>Describe how their work has improved over time.</p>	<p>Describe and evaluate the effectiveness of work giving ideas for improvement.</p> <p>Modify their use of skills or techniques to achieve better results.</p>	<p>Choose and use criteria to evaluate own and others work.</p> <p>Explain why they have used particular skills or techniques, and how effective they have been.</p>	<p>Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>