

## Progression in Outdoor and Adventurous Activities

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In KS2, pupils will develop OAA skills focusing on the basics of teamwork, problem solving and the outdoor environment. By the time they reach Yr6 they should be applying techniques and skills with quality and consistency in familiar and unfamiliar (off site) environments. **Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe- practice in PE.**

<b>Scheme of work reference</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
<b>Year 3</b> Using simple trails/ diagrams	Use simple plans and diagrams to help them follow a short trail and go from one place to another.	Respond to a challenge or problem they are set.  Work and behave safely and co-operatively with others, discussing how to follow trails and solve problems.  <b>Comment on how they tackled tasks and followed safety advice.</b>	Map, locate, route, compass, direction, trail, remember, obstacle, objects, symbol, control card, co-operate, teamwork.  Safety advice, rules and procedures, danger.
<b>Year 4</b> Following plans and solving problems	Use maps and diagrams to orientate themselves and to travel around a simple course.  Respond when the task or environment changes and the challenge increases.	Plan sensible responses to physical challenges or problems, talking and working with others in their group.  <b>Conduct simple risk assessments.</b>  <b>Understanding how to keep safe.</b>  Identify parts of the work that were successful and respond to feedback on how to go about their work differently.	Communicate, discuss, include, treasure, plan, feature, sticker, challenge, photograph, number, arrow, jigsaw, puzzle, follow, wristband, obstacle.  Hazard, risk assessment, harm, safety check.

<p><b>Year 5</b> Responding to challenges</p>	<p>Choose and perform skills and strategies effectively.</p> <p>Find solutions to problems and challenges.</p>	<p>Plan, implement and refine the strategies they use and adapt the strategies as necessary.</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety.</p> <p>Identify what they do well and suggest ways to improve.</p> <p><b>How to assess and reduce risk.</b></p> <p><b>Understand the social and emotional health benefits of physical activity when developing teamwork and experiencing different environments.</b></p>	<p>Navigate, exercise, control marker, master map, swamp, improve, listen, succeed, orientate, guide, blindfold, orienteering, strategy, distance, time, journey.</p> <p>Hazard, harm, safety advice, rules, procedures.</p>
<p><b>Year 6</b> Effective group working</p>	<p>Apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones (visits to local parks/venues or residential trips).</p>	<p>Recognise alternative approaches and respond quickly to challenges.</p> <p>Show initiative in responding to tasks.</p> <p><b>Conduct dynamic risk assessments.</b></p> <p><b>Understand how to keep safe from danger when giving help to others</b></p>	<p>Trust, communication, confidence, emergency, assess, assemble, clock relay, cardinal cones, instruction.</p> <p>On-going, dynamic risk assessment.</p>
<p><b>Cross curricular links:</b></p>	<p><b>Red = Science</b>  <b>Blue = Maths</b>  <b>Yellow = Geography</b>  <b>PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include:</b>  <b>How to assess and manage risk</b>  <b>Principles of First-Aid</b>  <b>Health links</b></p>		