

## OAA progression of skills

### **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.

# OAA progression of skills



## Lower Key Stage 2

Year 3

Year 4

### **Health and fitness**

I can recognise and describe the effects of exercise on the body.

I can understand the importance of strength and flexibility for physical activity.

I can explain why it is important to warm up and cool down.

I can describe how the body reacts at different times and how this affects performance.

I can explain why exercise is good for your health.

I can understand some reasons for warming up and cooling down.

### **Trails**

I can orientate myself with increasing confidence and accuracy around a short trail.

I can orientate myself with accuracy around a short trail.

I can create a short trail for others with a physical challenge.

I can start to recognise features of an orienteering course.

### **Problem solving**

## OAA progression of skills



I can identify and use effective communication to begin to work as a team.

I can identify symbols used on a key.

I can communicate clearly with other people in a team, and with other teams.

I can experience of a range of roles within a team and begin to identify the key skills required to succeed at each.

I can associate the meaning of a key in the context of the environment.

## **Preparation and Organisation**

I can begin to choose equipment that is appropriate for an activity.

I can try a range of equipment for creating and completing an activity.

I can make an informed decision on the best equipment to use for an activity.

I can plan and organise a trail that others can follow.

## **Communication**

I can communicate with others.

I can communicate with others.

I can work as part of a team.

I can begin to use a map to complete an orienteering course.

## OAA progression of skills

### **Compete/Perform and evaluate**

I can begin to complete activities in a set period of time.

I can begin to offer an evaluation of personal performances and activities.

**Evaluate:** Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.

I can complete an orienteering course more than once and begin to identify ways of improving completion time.

I can offer an evaluation of both personal performances and activities.

I can start to improve trails to increase the challenge of the course.

**Evaluate:** Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.

# OAA progression of skills



## Upper Key Stage 2

| Year 5 | Year 6 |
|--------|--------|
|--------|--------|

### Health and fitness

I can understand the reasons for warming up and cooling down and know why it is important.

I can explain some safety principles when preparing for and during exercise.

I can understand the importance of warming up and cooling down.

I can carry out warm-ups and cool-downs safely and effectively.

I can understand why exercise is good for health, fitness and wellbeing.

I understand and explain ways I can become healthier.

### Trails

I can start to orientate myself with increasing confidence and accuracy around an orienteering course.

I can design an orienteering course that can be followed and offers

I can orientate myself with confidence and accuracy around an orienteering course when under pressure.

I can design an orienteering course that is clear to follow

## OAA progression of skills

some challenge to others.

I can begin to use navigation equipment (maps, compasses on iPads) to orientate around a trail.

and offers challenge to others.

I can use navigation equipment (maps, compasses on iPads) to improve the trail.

### **Problem solving**

I can use clear communication to effectively complete a particular role in a team.

I can complete orienteering activities both as part of a team and independently.

I can identify a key on a map and begin to use the information in activities

I can use clear communication to effectively complete a particular role in a team.

I can compete in orienteering activities both as part of a team and independently.

I can use a range of map styles and make an informed decision on the most effective.

### **Preparation and Organisation**

I can choose the best equipment for an outdoor activity.

I can create an outdoor activity that challenges others.

I can create a simple plan of an activity for others to follow.

I can identify the quickest route to accurately navigate an

I can choose the best equipment for an outdoor activity.

I can prepare an orienteering course for others to follow.

I can identify the quickest route to accurately navigate an orienteering course.

## OAA progression of skills



orienteering course.

I can manage an orienteering event for others to compete in.

### **Communication**

I can communicate clearly and effectively with others.

I can communicate clearly and effectively with others when under pressure.

I can work effectively as part of a team.

I can work effectively as part of a team, demonstrating leadership skills when necessary.

I can successfully use a map to complete an orienteering course.

I can successfully use a map to complete an orienteering course.

I can begin to use a compass for navigation (on iPad).

I can use a compass for navigation (on iPad).

I can organise an event for others in the class.

### **Compete/Perform and evaluate**

I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

I can offer a detailed and effective evaluation of both personal performances and activities.

I can offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.

I can improve a trail to increase the challenge of the course

I can listen to feedback and improve an orienteering course from it.

**Evaluate:** 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.

**Evaluate:** Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.