

PROGRESSION IN OUTDOOR AND ADVENTUROUS ACTIVITIES THROUGH THE PE NATIONAL CURRICULUM

		KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4
	Pupil Outcomes: 	Develop fundamental movement skills, becoming increasingly confident. Engage in competitive and co-operative active-ties	Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve.	Build on and embed the physical development and skills learned in KS 1&2. Understand what makes performance effective and apply these principles. Develop confidence to become involved in sports and activities outside of school.	Tackle more complex and demanding activities. Getting involved in a range of physical activities that develops physical fitness and promotes an active healthy lifestyle.
AIMS	Key Processes	KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4
Develop competence to excel in OAA	Develop a broad range of Skills in OAA	Develop and master fundamental movement skills	Develop a broad range of skills, learning how to link them to make actions and link sequences of movement Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activities, which present mental and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Take part in further outdoor and adventurous activities in a range of environments which present mental and physical challenges and which encourage pupils to work as a team, building trust and developing skills to solve problems, either individually or as a group.
	Making and applying decisions in a range of contexts	Apply fundamental movement skills in a range of activities. Develop simple tactics.	Apply basic principles. Evaluate and recognise their own success.	Use a range of strategies to overcome opponents through team and individual games.	Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
Be physically active for sustained periods of time	Developing improved physical capacity	Apply basic movements in a range of activities	Develop flexibility, strength, technique, control and balance.	Develop techniques to improve performance and apply across different sports and activities.	Develop techniques and improve performance in a range of competitive sports and other physical activities, while developing personal fitness.
Engage in competitive sports and activities	Developing effective performance and collaboration	Participate in competitive and cooperative physical activities	Play competitive games. They should enjoy communicating, collaborating and competing with each other. Compare performances with previous ones to achieve and demonstrate improvement.	Take part in competitive sports outside of school. Analyse performances with previous ones to achieve their personal best. Understand what makes a performance effective and how to apply these principles to their own and others' work.	Take part regularly in competitive sports outside of school through community links or sports clubs Evaluate performances with previous ones to demonstrate improvement across a range of physical activities.
Lead healthy, active lives.	Making informed choices about healthy, active lifestyles both in school and beyond		(Link to Science – Animals including humans at Year 6. Impact of diet, exercise, drugs and lifestyle)	Take part in competitive sport outside school through community links and sports clubs. (Link to Biology – Nutrition and Digestion: Healthy diet, energy requirements, imbalance of diet. PSHE Asso. – Well Being)	Identify activities and roles they would like to take on within OAA Link OAA to diet, work and rest Continue to take part in competitive sport outside school through community links and sports clubs.

LONG TERM PLANNING – KEY STAGE 2-4

In yr 3 the aim will be to teach	Year 4	Year 5	Year 6	Year 7-9	Year 10-11
<p>ORIENTEERING</p> <ul style="list-style-type: none"> • Table top maps • Using maps in classroom/hall • Introduction to maps • Orienteering maps • Location points following routes <p>PE, OAA, PLTS, English</p> <ul style="list-style-type: none"> • Cross-curricular links – Stories, imaginative worlds, exploring and journeys – ‘Going on a Bear Hunt’ 	<p>ORIENTEERING</p> <ul style="list-style-type: none"> • Developing map work and orientation of the school site • Simple star orienteering (School field/ playground) • Simple short courses on school field/ playground (few controls) • Setting up routes for each other using simple plans <p>(OAA, Geography, PLTS)</p>	<p>ORIENTEERING</p> <ul style="list-style-type: none"> • Consolidation of map work and orientation • Star orienteering • Variations of short courses (more controls) • Setting up courses for others using star orienteering and school plans/maps • Ground to map interpretation • Introduction to compass work <p>OAA, Geography, PLTS</p>	<p>ORIENTEERING</p> <ul style="list-style-type: none"> • Using off-site locations where possible • Continue familiarisation with different maps and locations • Star orienteering off-site • Timed short courses • Score orienteering and competition <p>Cross curricular links</p> <p>(OAA, PLTS, Geography)</p>	<p>ORIENTEERING</p> <ul style="list-style-type: none"> • Using Off-site locations: • Develop competence in the use of Orienteering maps - Thumb Map. • Score Event and Cross Country • Develop more advanced Orienteering techniques: • Hand rails • Aiming off • Use of catching features • Use of electronic controls • Sprint and relay races • Run an orienteering Festival on a school site • Develop risk management skills to support a Festival • By Year 9 be working individually as a competitor <p>OAA, Geography, PSHE Asso.</p>	<p>ORIENTEERING</p> <ul style="list-style-type: none"> • Using more challenging off-site locations: • Accurately and consistently apply a range of orienteering skills: • Using a compass – Compass exercise • Pacing • Attack points • Aiming off • Absolute distance judgement – Pacing and compass • Develop competitive techniques • Norwegian Event • Take part in regional events and in night conditions • Use IT to evaluate performances. <p>OAA, Mathematics,</p>
<p>Lead Healthy Active Lives</p> <ul style="list-style-type: none"> • The short term and beneficial effects of different OAA activities on the body • To warm up and prepare appropriately for different OAA activities 	<p>Lead Healthy Active Lives</p> <ul style="list-style-type: none"> • The short term and beneficial effects of different OAA activities on the body • To warm up and prepare appropriately for different OAA activities • Why wearing appropriate clothing is important for health and safety • (OAA, PLTS, PSHE Asso – Well Being) 	<p>Lead Healthy Active Lives</p> <ul style="list-style-type: none"> • The short term and beneficial effects of different OAA activities on the body • To warm up and prepare appropriately for different OAA activities • Why wearing appropriate clothing is important for health and safety • (OAA, PLTS) 	<p>Lead Healthy Active Lives</p> <ul style="list-style-type: none"> • The short term and beneficial effects of different OAA activities on the body • To warm up and prepare appropriately for different OAA activities • Why wearing appropriate clothing is important for health and safety • (OAA 2.4 & PLTS, Science – Animals Including humans) 	<p>Lead Healthy Active Lives</p> <ul style="list-style-type: none"> • Recognise that OAA is an activity that can be pursued out of school through competitions and a club structure. • OAA can suit a wide range of abilities and can contribute to a healthy lifestyle. • There are a number of roles that can be fulfilled within orienteering. • Why wearing appropriate clothing is important for health and safety • To warm up and prepare appropriately for different OAA activities <p>OAA, PLTS, Biology</p>	<p>Lead Healthy Active Lives</p> <ul style="list-style-type: none"> • Make a positive informed choice to take part in OAA and understand the contribution such activities make to a healthy lifestyle. • Identify a preferred clear role in the chosen activity. • Understand the need for a balance between activity, diet, rest and work. • Why wearing appropriate clothing is important for health and safety • To warm up and prepare appropriately for different OAA activities

<p>COLLABORATION AND TEAM WORK</p> <ul style="list-style-type: none"> • Simple trust activities • River crossing • Physical challenges using climbing frames • Locating points, following routes • Planning for an extend day trip (OAA, PLTS) 	<p>COLLABORATION AND TEAM WORK</p> <ul style="list-style-type: none"> • Cooperative activities • Group problem solving tasks • Residential visit planning <p>OAA PLTS</p> <p>JOURNEYING</p> <ul style="list-style-type: none"> • Working as a group constructing a range of simple shelters • Supervised open fires • Going on short residential experiences <p>OAA</p>	<p>JOURNEYING</p> <ul style="list-style-type: none"> • Pitching and working with a variety of Tents • Planning a Journey on-site • Helping to plan a residential visit • Longer residential experience <p>OAA , PLTS</p>	<p>JOURNEYING</p> <ul style="list-style-type: none"> • Using a Trangia stove and cooking a meal. • Equipment for a Journey – Off-site • Planning a Journey Off-site • Developing Navigational skills using OS maps • Progress onto DoE Bronze Award. • Take on different roles • Emergency action <p>OAA PLTS</p>	<p>JOURNEYING</p> <ul style="list-style-type: none"> • Competent at using a wide range of camping and personal equipment. • Can effectively plan and undertake overnight Journeys. • Progress onto DoE Silver award, working in more challenging environments. <p>OAA PLTS</p>
<p>BOULDERING</p> <ul style="list-style-type: none"> • Develop a range of bouldering skills: Footwork skills Handholds Balance • Can recognise hazards 	<p>BOULDERING</p> <ul style="list-style-type: none"> • Develop a range of bouldering skills: Footwork skills Handholds Balance • Can recognise hazards and control them • Develop trust through ‘spotting’ 	<p>OTHER ACTIVITIES</p> <ul style="list-style-type: none"> • Night walks, challenge walks • Stream surveys • Village studies • Care of equipment • Safety rules • Cycling • Setting up/organising orienteering competitions for other classes • Shelter building • Blindfold activities <p>OAA (PLTS)</p>	<p>BOULDERING</p> <ul style="list-style-type: none"> • Develop trust through ‘spotting’ • Develop a range of bouldering skills: Footwork skills Handholds Balance • Refine technique introducing dynamic skills • Participants set bouldering challenges for one another • Can recognise hazards and control them <p>OAA & PLTS</p>	<p>BOULDERING</p> <ul style="list-style-type: none"> • Develop consistent and precise control of climbing skills and technique. • Use larger indoor walls • Run/take part in bouldering competitions • Develop belay and rope handling techniques <p>OAA & PLTS</p>
		<p>BOULDERING</p> <ul style="list-style-type: none"> • Develop trust through ‘spotting’ • Develop a range of bouldering skills: Footwork skills Handholds Balance • Refine technique introducing dynamic skills • Can recognise hazards and control them 	<p>TEAMBUILDING</p> <ul style="list-style-type: none"> • Developing a range of personal learning and thinking skills to overcome problems and work effectively with others. (Square dance) • Develop strategies for solving problems – ‘Plan – do – review. (Sheep & Shepherd) • Begin to take on different roles with the team. (Amazing maze) • Gives constructive support and feedback to the group, from both within and beyond. (Evaluation sheets used) • Evaluation techniques beginning to inform future actions. (Planning cycle) <p>OAA KS3 2.1-2.4 & PLTS</p>	<p>TEAM BUILDING</p> <ul style="list-style-type: none"> • Improve the range of personal learning and thinking skills to overcome problems and work effectively with others. • Develop more problem solving strategies in increasingly complex and challenging circumstances. (Robot, Leaky tube, Roller ball). • Respond effectively to changing circumstances – (Add obstacles to Sheep and Shepherd) <p>OAA KS3 2.1-2.4 & PLTS</p>

PLTS – Personal Learning and Thinking Skills