

## OUTDOOR & ADVENTUROUS ACTIVITIES

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 1	Develops fundamental movement skills in a range of activities.	Develops and applies fundamental movement skills, becoming increasingly confident.	Develops and masters fundamental movement skills.	Apply fundamental movement skills in a range of activities.	Continues to apply and develop a broader range of skills.	Develops a broad range of skills, learning how to link them to make actions and link sequences of movement.
PROGRESSION 2	Moves with confidence.	Moves with increasing confidence and accuracy when following trails.	Chooses sensible skills and approaches for the challenges set.	Develops a broad range of skills, learning how to link them to make actions and link sequences of movement.	Takes part in outdoor and adventurous activity challenges both individually and within a team.	Takes part in outdoor and adventurous activities, which present mental and physical challenges.
PROGRESSION 3	Follows appropriate trails in familiar environments.	Relates map symbols to terrain features.	Uses basic maps and diagrams to orientate themselves.	Develops a range of orientation and problem-solving skills to orienteer around a simple course.	Moves with a range of orientation and problem-solving skills.	Demonstrates a range of orientation and problem-solving skills.
PROGRESSION 4	Respects the environment.	Chooses sensible skills and approaches to challenges.	Adapts and applies their skills and understanding to new challenges.	Applies their skills and understanding to new challenges and different environments.	Explores different strategies.	Uses appropriate strategies and equipment to meet a range of outdoor activities in changing and unfamiliar environments.



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<b>EVALUATING &amp; IMPROVING</b>	Uses simple vocabulary to describe skills.	Watches others and learns from them.	Identifies what areas in their own performance that could be improved.	Recognises aspects of a teams work that need improving and can make some suggestions to help improve performance.	Uses praise to encourage others and make their peers feel a valued member of the team.	Communicates effectively and collaborates with others to improve performance.
<b>KNOWLEDGE AND UNDERSTANDING OF HEALTH AND FITNESS</b>	Knows how to prepare for exercise.	Describes the effects on their bodies when doing different types of activities.	Recognises the different demands on their bodies when doing challenges.	Understands the need to wear appropriate clothing & footwear when doing OAA.	Understands the safety rules of the activity & need for preparation, clothing & appropriate equipment.	Understands the physical nature of the task & explains how they become fitter for specific activities.
<b>SOCIAL &amp; EMOTIONAL</b>	I am willing to try new things even if I am a little unsure.	I am willing to try new things & I embrace the challenge.	I always participate enthusiastically.	I acknowledge others efforts and encourage others to do well.	I can explain effectively and sensitively to others.	I can make suggestions to help others and move the team forward.



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<b>NATIONAL CURRICULUM</b>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>Develop competence to excel in a broad range of physical activities</li> <li>Are physically active for sustained periods of time</li> <li>Engage in competitive sports and activities</li> <li>Lead healthy, active lives.</li> </ul>					
	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>		<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Perform dances using a range of movement patterns</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			



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<b>UNCRC</b>	<p>"Every Child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this."</p> <p>Article 3 - Encourage all children to enact their rights by being involved in physical activities. (especially if they are obese/unfit)            Article 6 - Develop children to their full potential - pathways to other things outside of school.            Article 12 - Actively encourage children to express themselves in PE lessons.            Article 13 - Allow time at the end of the session for children to express their views.            Article 15 - Girls and boys can play together.            Article 23 - Children with disabilities are included in PE lessons.            Article 24 - Educate children and their families.            Article 28 - Promote healthy lifestyles and Educate children about health education in a fun way.            Article 29 - Provide a high level of learning of all children. Children get the opportunity to lead.            Article 31 - Children playing games during PE.</p>					



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<b>SCHOOL GAMES VALUES</b>	<p><b>Determination</b> Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!</p> <p><b>Teamwork</b> Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p> <p><b>Self-Belief</b> You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.</p> <p><b>Honesty</b> Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p> <p><b>Passion</b> Giving it 100 percent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.</p> <p><b>Respect</b> Show respect for the referee, for the opposition, for your teammates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone</p>					

