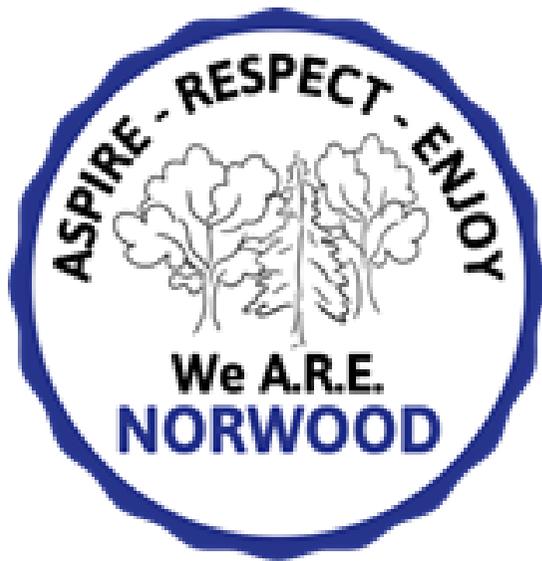


Curriculum Skills and Progression Map

Physical Education – OAA



Key Concepts:

Teamwork

Determination

Self-Belief

Passion

Honesty

Respect

Curriculum Skills and Progression Map

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|---------------------------------------|---|--|---|
| Programmes of study Year 1 | Pupils should be taught to: <ul style="list-style-type: none"> Participate in team games, developing simple tactics. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | | |
| Organisation | Problem Solving | Navigational skills | Communication |
| Progression objectives | <ul style="list-style-type: none"> suggest ideas in response to a task. know that working collaboratively with others will help to solve challenges | <ul style="list-style-type: none"> follow a path and lead others know that deciding which way to go before starting will help me | <ul style="list-style-type: none"> communicate simple instructions and listen to others know that using short instructions will help my partner e.g. start/stop |
| Assessment opportunities | <p>To co-operate and communicate with a partner to solve challenges.</p> <p>To explore and develop teamwork skills</p> <p>To develop communication skills.</p> <p>To use communication skills to lead a partner.</p> <p>To plan with a partner and small group to solve problems.</p> <p>To communicate with a group to solve challenges.</p> | | |
| Vocabulary | See Appendix 1 | | |

| | | | |
|---------------------------------------|--|---|--|
| Programmes of study Year 2 | Pupils should be taught to: <ul style="list-style-type: none"> Participate in team games, developing simple tactics. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | | |
| Organisation | Problem Solving | Navigational skills | Communication |
| Progression objectives | <ul style="list-style-type: none"> begin to plan and apply strategies to overcome a challenge know that listening to each other's ideas might give us an idea we hadn't thought of | <ul style="list-style-type: none"> follow and create a simple diagram/map understand that the map tells us what to do | <ul style="list-style-type: none"> work co-operatively with a partner and a small group know to use encouraging words when speaking to a partner or group to help them to trust me |
| Assessment opportunities | <p>To follow instructions and work with others</p> <p>To co-operate and communicate in a small group to solve challenges.</p> <p>To create a plan with a group to solve the challenges.</p> <p>To communicate effectively and develop trust.</p> <p>To work as a group to solve problems.</p> <p>To work with a group to copy and create a basic map</p> | | |

Curriculum Skills and Progression Map

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| Vocabulary | See Appendix 1 |
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| Programmes of study Year 3 | Pupils should be taught to: <ul style="list-style-type: none"> 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 | | |
| Organisation | Problem Solving | Navigational skills | Communication |
| Progression objectives | <ul style="list-style-type: none"> discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task know that trying ideas before deciding on a solution will help us to come up with the best idea | <ul style="list-style-type: none"> identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail know to hold the map so that the items on the map match up to the items that have been placed out | <ul style="list-style-type: none"> follow and give instructions and accept other peoples' ideas know to take turns when giving ideas and not to interrupt each other |
| Assessment opportunities | <p>To develop co-operation and teamwork skills.</p> <p>To develop trust and team work.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify objects on a map, draw and follow a simple map.</p> <p>To draw a route using directions. To be able to orientate a map and navigate around a grid</p> | | |
| Vocabulary | See Appendix 1 | | |

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|---------------------------------------|---|--|---|
| Programmes of study Year 4 | Pupils should be taught to: <ul style="list-style-type: none"> 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 | | |
| Organisation | Problem Solving | Navigational skills | Communication |
| Progression objectives | <ul style="list-style-type: none"> plan independently and in small groups, implementing a strategy with increased success know that discussing the advantages and disadvantages of ideas will help | <ul style="list-style-type: none"> identify key symbols on a map and follow a route understand how to use a key and use the cardinal points on a map to orientate it | <ul style="list-style-type: none"> confidently communicate ideas and listen to others understand that there are different types of communication and that I can communicate without talking |

Curriculum Skills and Progression Map

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| | to guide us to a conclusion about which idea to use | | |
| Assessment opportunities | N/A | | |
| Vocabulary | See Appendix 1 | | |

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|----------------------------|--|--|--|
| Programmes of study Year 5 | Pupils should be taught to: <ul style="list-style-type: none"> 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 | | |
| Organisation | Problem Solving | Navigational skills | Communication |
| Progression objectives | <ul style="list-style-type: none"> explore tactical planning within a team to overcome increasingly challenging tasks recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution | <ul style="list-style-type: none"> develop navigational skills and map reading in increasingly challenging tasks use a key to identify objects and locations | <ul style="list-style-type: none"> explore a variety of communication methods with increasing success know to be descriptive but concise when giving instructions e.g. 'two steps to the left' |
| Assessment opportunities | N/A | | |
| Vocabulary | See Appendix 1 | | |

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|----------------------------|--|--|---|
| Programmes of study Year 6 | Pupils should be taught to: <ul style="list-style-type: none"> 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 | | |
| Organisation | Problem Solving | Navigational skills | Communication |
| Progression objectives | <ul style="list-style-type: none"> pool ideas within a group, selecting and applying the best method to solve a problem understand that being able to solve problems is an important life skill | <ul style="list-style-type: none"> orientate a map efficiently to navigate around a course with multiple points understand why having good navigational skills are important | <ul style="list-style-type: none"> inclusively communicate with others, share job roles and lead when necessary know that good communication skills are key to solving problems and working effectively as a team |

Curriculum Skills and Progression Map

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| Assessment opportunities | To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. |
| Vocabulary | See Appendix 1 |

