

Our Lady Star of the Sea PE Topic Overview 2022/2023

Curriculum

At Our Lady's, Physical Development lies at the heart of the curriculum. We recognise that it is an integral aspect of the development of the whole child. Our vision is to provide all children with a physical vocabulary which grows confidence, self-belief and an ability to realise that the key to unlocking their potential lies within themselves. We aim to deliver high quality PE to support the children to become self aware and to progressively enable each individual to understand the potential that they have. When the children leave us in Year 6, our aim is for them to have the confidence to try everything and anything. This approach goes hand in hand with a healthy lifestyle. We aim for the children to develop their understanding so that they can make the right healthy choices as they journey through life.

Using the programmes of study from the National Curriculum 2014 our aims are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop how children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop the children's understanding of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives.

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| Developing skills | Applying: Attacking and defending |
| Applying: linking actions and sequence of movement. | Evaluating Success |

Our Lady Star of the Sea PE Knowledge Overview 2022-2023

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| Developing skills | Applying: Attacking and defending |
| Applying: linking actions and sequence of movement. | Evaluating Success |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| INVASION GAMES | FMS skills: travelling, running, hopping, skipping, rolling, kicking, throwing and catching. Simple 1v 1 or 2 v 2 Competitive and cooperative tasks. | FMS skills: running, galloping, dodging, throwing, kicking bouncing, striking, trapping and catching. Simple 3 v 1 Competitive and cooperative tasks. | Sport Specific Skills: chest pass, bounce pass, swing pass, catching. Dodging and swerving, underarm bowl, overarm throw, striking a ball with an implement. Attacking in 3 v 1 Introduce net / wall or striking and fielding. | Sport Specific skills: chest pass, bounce pass, swing pass, catching. Bouncing a ball, running with a ball. Underarm bowl, overarm throw. Striking a ball with an implement. Attacking in 4 v 2 games. Apply in net/wall and striking and fielding. | Sport Specific Skills: chest, bounce, shoulder pass. Push pass, kicking and shooting. Catching. Bowl under and overarm. Strike a ball, catch a small ball. Develop defending skills in 5 v 3 or 5 v 4 games. Apply skills and tactics in net/wall and striking and fielding. | Sport Specific skills: chest, bounce, shoulder, swing pass. Dribbling and running with a ball. Bowl under and over arm. Catch a small ball. Collaborate as a team. Attacking and defending skills 4 v 4 or 5 v 5 Apply skills and tactics in net/wall and striking and fielding. |
| DANCE | Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. | Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. | Perform freely translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly with control. | Perform dances clearly and fluently, showing sensitivity to the dance idea and the music chosen. | Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. | Perform dances fluently and with control and can perform to a piece of music expressively. |
| GYM | Perform basic body actions with control. | Perform body actions with control and coordination. | Perform travelling, rolling jumping and balancing skills. Plan routes around obstacles and apparatus. | Perform movements, shapes and balances that are matching or mirrored | Perform symmetrical and asymmetrical actions. Counter balance and counter tension with a partner. | Create a perform longer sequences of actions. |
| OAA | Begin to work cooperatively with others to solve challenges. Develop resilience in each task set to problem-solve | | Begin to work cooperatively with others to solve challenges. | Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point orienteering course on school grounds. Work cooperatively with others to solve challenges. | Follow a simple course using eight points of the compass and mark on the map the position of a ground. Work cooperatively with others to solve challenges. | Follow a simple route on an OS map and keep it set. Identify features and successfully complete a timed orienteering course. |
| SWIMMING | | | | Year 4 to swim | | |

EYFS PE Overview 2022-2023

Physical development

This is a Prime area within the foundation stage and is broken into two aspects.

These are:

- Moving and handling (Early learning goal 4)
- Health and self-care (Early learning goal 5)

Generally in our school most children enter school working within the 40—60 months statements. The skills we focus on within these 2 aspects are as follows:

Moving and handling 40-60 months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health and self-care 40-60 months

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when talking new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.

Practice some appropriate safety measures without direct supervision. When the children have acquired these skills they are then working towards reaching the Early Learning Goals. These are the end goals for the foundation stage and aim to provide the children with the skills that they need for KS1.

Early Learning goals:

Moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Alongside these prime skills physical development, there are cross curricular links with the specific Early Learning Goals, Expressive arts and design Early Learning Goals.

These are:

Exploring and using media and materials 40-60 months

Begins to build a repertoire of songs and dances.

Explores the different sound of instruments.

Being creative 40-60 months

Create simple representations of events, people and objects.

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Early Learning goals:

Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

5 FMS skills

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| Running | Hopping | Jumping | Catching | Throwing |
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YEAR 1 PE Overview 2022-2023

| | DEVELOPING SKILLS | APPLICATION OF SKILLS ATTACKING & DEFENDING | APPLICATION OF SKILLS: LINKING ACTIONS AND SEQUENCES OF MOVEMENT | EVALUATING SUCCESS |
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| FMS Games | <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> • Running • Hopping • Skipping • Rolling • Kicking • Throwing • Catching | <p>Apply the skills taught in the FMS stage to 1 v 1 or 2 v 2 games. The aim is to outwit the opponent.</p> <p>Use targets as a game for the children to apply the skills they have been taught.</p> | | <p>The children need to be given the opportunity to describe what they have seen others doing.</p> <p>To describe what they have done themselves.</p> |
| <p>Dance</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> <p>Dinosaurs Space - Blue Moose Moon Landing</p> </div> | <p>Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins Travel - waddle, slide Turn - spin Gesture - bob, flap Stillness - freeze Copy simple movement patterns i.e. waddling, huddle and flap wings. Show and tell using body actions to explore moods, ideas and feelings. Vary speed, strength, energy and tension of their movements.</p> | | <p>Choose movements to make own simple dance phrase with beginning, middle and ending. Practise and repeat these movements so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness.</p> | <p>Use simple dance vocabulary to describe movement. i.e. describe what body actions they see.</p> <p>Describe why they think particular actions have been chosen.</p> <p>Describe how a dance makes them feel.</p> |
| Gymnastics | <p>Travelling – feet Jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. Shape - Wide, thin, tuck, dish, arch. Rolling - Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. Balance - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. Jumping 2 feet to 2 feet, 2 to 1 and 1 to 2. 2 feet to 2 feet for height with shape Handle small and large apparatus - Mats, benches, tables.</p> | | <p>Create and link simple combinations of 2/3 actions / skills e.g. travel and balance. To link “like” movements with a beginning, middle and end To copy a partner’s sequence. Remember and repeat simple linked sequences. To adapt the sequence to perform on simple apparatus.</p> | <p>The children need to be given the opportunity to describe what they have seen others doing.</p> <p>To describe what they have done themselves.</p> |

YEAR 2 PE Overview 2022-2023

| | DEVELOPING SKILLS | APPLICATION OF SKILLS ATTACKING & DEFENDING | APPLICATION OF SKILLS: LINKING ACTIONS AND SEQUENCES OF MOVEMENT | EVALUATING SUCCESS |
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| FMS Games | <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> • Running • Galloping • Dodging • Throwing • Kicking • Bouncing a ball • Striking a ball • Trapping and catching an object. | <p>Apply the skills taught in the FMS stage to 3 v 1 games. The aim is to outwit the opponent.</p> <p>To apply skills in some net/wall and striking and fielding situations.</p> <p>Use targets as a game for the children to apply the skills they have been taught.</p> | | <p>The children need to be given the opportunity to describe what they have seen others doing.</p> <p>To describe what they have done themselves.</p> <p>To comment on a skill or a combination of skills and say how it has improved.</p> |
| Dance | <p>Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel - waddle, slide</p> <p>Turn - spin</p> <p>Gesture - bob, flap</p> <p>Stillness - freeze</p> <p>Copy simple movement patterns i.e. waddling, huddle and flap wings. Show and tell using body actions to explore moods, ideas and feelings. Vary speed, strength, energy and tension of their movements.</p> | | <p>Choose movements to make own simple dance phrase with beginning, middle and ending. Practise and repeat these movements so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness.</p> | <p>Use simple dance vocabulary to describe movement. i.e. describe what body actions they see.</p> <p>Describe why they think particular actions have been chosen.</p> <p>Describe how a dance makes them feel.</p> |
| Friendship | | | | |
| Gymnastics | <p>Travelling – feet Jog, skip, gallop, hop, walk forwards, backwards.</p> <p>Travelling – hands and feet Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</p> <p>Shape - Wide, thin, tuck, dish, arch.</p> <p>Rolling - Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</p> <p>Balance - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.</p> <p>Jumping 2 feet to 2 feet, 2 to 1 and 1 to 2. 2 feet to 2 feet for height with shape</p> <p>Handle small and large apparatus - Mats, benches, tables.</p> | | <p>Link simple combinations of 3 / 4 actions / skills e.g. jump, travel, roll, balance.</p> <p>Devise short sequence, clear begin, middle, and end.</p> <p>Adapt sequence to include partner or apparatus.</p> <p>Remember and repeat accurately, devised sequences.</p> | <p>The children need to be given the opportunity to describe what they have seen others doing.</p> <p>To describe what they have done themselves.</p> |

YEAR 3 PE Overview 2022-2023

| | DEVELOPING SKILLS | APPLICATION OF SKILLS ATTACKING & DEFENDING | APPLICATION OF SKILLS: LINKING ACTIONS AND SEQUENCES OF MOVEMENT | EVALUATING SUCCESS |
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| FMS Games | The children should have mastered all FMS taught in KS1 and start to develop sport specific skills. chest pass, bounce pass, swing pass, catching. Dodging and swerving, underarm bowl, overarm throw, striking a ball with an implement. Perform using a number of sending and receiving skills with some accuracy. To be able to hit an object of a tee. | Develop simple attacking skills in a 3 v 1 invasion game. Apply the skills that have been taught to a range of other games such as net/wall OR striking and fielding. Create simple tactics to outwit a defender. | | As the KS1 skills and: Identify what they do best and what they find difficult. Make simple assessments of performances based on simple criteria given by the teacher. |
| Dance Romans Shoreline Antarctica | To create movement using a stimulus. To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. To create and link dance phrases using a simple dance structure or motif. | | To perform dances expressively, using a range of performance skills. To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. | As the KS1 skills and: Identify what they do best and what they find difficult. Make simple assessments of performances based on simple criteria given by the teacher. |
| Gymnastics | Children to be able to develop the basic skills of travelling, jumping, balancing and rolling. Travelling - Focus on developing quality of travelling actions both on feet and hands and feet. Shape - As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. Balance - Focus on developing balances on 1,2,3 or 4 points and large body parts. Rolling - Focus on developing quality in all the different rolling actions from KS1. Jumping - Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. Jump with shapes in the air. Handle apparatus - Use all actions above on the floor and over, through, across and along apparatus. | | Create and perform sequences of actions (4-6) smoothly using a range of gymnastic skills that have been taught. Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. Be able to link body actions and repeat gymnastics phrases with a partner and in a small group. | As the KS1 skills and: Identify what they do best and what they find difficult. Make simple assessments of performances based on simple criteria given by the teacher. |
| OAA | Begin to work cooperatively with others to solve challenges. To improve communication skills. To improve ability to work with and trust others. To take responsibility for self and others. Spell it out, trusting balance, blindfolded walk, Kim's trail. Count me in, arrows and jigsaws. Know some of the symbols on a orienteering map. Know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course. | | | |

YEAR 4 PE Overview 2022-2023

| | DEVELOPING SKILLS | APPLICATION OF SKILLS ATTACKING & DEFENDING | APPLICATION OF SKILLS: LINKING ACTIONS AND SEQUENCES OF MOVEMENT | EVALUATING SUCCESS |
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| Invasion Games | <p>The children should have mastered all FMS taught in KS1 and start to develop sport specific skills. Develop a broader range of skills using different sports. chest pass, bounce pass, swing pass, catching. Bouncing and running with a ball, underarm bowl, overarm throw, striking a ball with an implement. Perform using a number of sending and receiving skills with some accuracy. Travel with an object i.e. running or dribbling with a ball with/without equipment. To be able to hit an object of a tee.</p> | <p>Apply the skills taught in the FMS stage to 4v 2 games. The aim is to outwit the opponent.</p> <p>To apply skills in some net/wall and striking and fielding situations.</p> <p>Create and develop simple tactics to outwit a defender.</p> | | <p>Describe what is successful in their own performances and what needs developing.</p> <p>Identify what aspects of their game that needs improving and say how they could go about improving them.</p> |
| <p>Dance</p> <p>Invaders and Settlers</p> | <p>To create movement using a stimulus.</p> <p>To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>To create and link dance phrases using a simple dance structure or motif.</p> | | <p>To perform dances expressively, using a range of performance skills.</p> <p>To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> | <p>Describe what is successful in their own performances and what needs developing.</p> <p>To describe and evaluate some of the compositional features. of dances performed with a partner and in a group.</p> <p>Identify what aspects of their dance that needs improving and say how they could go about improving them.</p> |
| Gymnastics | <p>Children to be able to develop the basic skills of travelling, jumping, balancing and rolling.</p> <p>Travelling - Focus on developing quality of travelling actions both on feet and hands and feet.</p> <p>Shape - As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.</p> <p>Balance - Focus on developing balances on 1,2,3 or 4 points and large body parts.</p> <p>Rolling - Focus on developing quality in all the different rolling actions from KS1.</p> <p>Jumping - Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.</p> <p>Jump with shapes in the air.</p> <p>Handle apparatus - Use all actions above on the floor and over, through, across and along apparatus.</p> | | <p>To create and perform sequences in actions (6 movements) with control and precision using a range of gymnastic skills taught.</p> <p>Vary direction, levels and pathways to improve the look of a sequence.</p> <p>Use planned variations and contrasts in actions and speed in their sequences.</p> | <p>Describe what is successful in their own performances and what needs developing.</p> <p>Identify what aspects of their sequence that needs improving and say how they could go about improving them.</p> |
| OAA | Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. Know some of the symbols on a orienteering map. Know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course. | | | |
| Swimming | Year 4 to go swimming during the Autumn and Spring Term | | | |

YEAR 5 PE Overview 2022-2023

| | DEVELOPING SKILLS | APPLICATION OF SKILLS ATTACKING & DEFENDING | APPLICATION OF SKILLS: LINKING ACTIONS AND SEQUENCES OF MOVEMENT | EVALUATING SUCCESS |
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| Invasion Games <div style="border: 1px solid black; padding: 5px; width: fit-content;"> YEAR 5 Games focus Hockey Netball Tag Rugby Cricket </div> | The children should have mastered all FMS taught in KS1 and continue to develop a broader range of skills using different sports. Chest bounce, shoulder pass, catching, push pass, kicking, shooting. Bowl underarm / overarm. Strike a ball (rounders / cricket). Catch a small ball. Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. | Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. To apply skills in some net/wall and striking and fielding situations. | | Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances. Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games. |
| Dance <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Greek Mythology Space </div> | Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively. | | Compose motifs and plan dances creatively and collaboratively in groups. To perform more complex dance phrases that communicate character and narrative. Perform in a whole class performance. | Recognise their own and others strengths, explaining why a performance is good. Identify what aspects of their dance that needs improving and say how they could go about improving them. |
| Gymnastics | Travelling Focus on developing quality of travelling actions both on feet and hands and feet. Shape Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched. Balance Focus on developing balances on 1,2,3 or 4 points and large body parts. Counter balance with a partner. Counter tension with a partner. Rolling - as KS1 Jumping - Jump with shapes in the air. ½ turn jump. Handle apparatus - Perform different combinations of actions and perform these with a change of speed, level or direction. Develop tension, extension and transfer of weight in their actions | | To create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. Work cooperatively with a partner and small group. Perform actions on the floor then from floor to apparatus, | Recognise their own and others strengths, explaining why a performance is good. Identify what aspects of their sequence that needs improving and say how they could go about improving them. |
| OAA | Follow a simple course using eight points of the compass and mark on a map the position of a ground. Record information accurately at the control marker. Plan effectively to visit as many control markers in the time allowed. To run safely with a map around a simple orienteering course. | | | |

YEAR 6 PE Overview 2022-2023

| | DEVELOPING SKILLS | APPLICATION OF SKILLS ATTACKING & DEFENDING | APPLICATION OF SKILLS: LINKING ACTIONS AND SEQUENCES OF MOVEMENT | EVALUATING SUCCESS |
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| Invasion Games YEAR 6 Games focus Hockey, netball and football (principles) Tennis Rounders | The children should have mastered all FMS taught in KS1 and continue to develop a broader range of skills using different sports. Chest bounce, shoulder pass, catching, push pass, kicking, shooting. Bowl underarm / overarm. Strike a ball (rounders / cricket). Catch a small ball. Continue to develop sport specific skills, applying them with control and precision. Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. | Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. To apply skills in some net/wall and striking and fielding situations. Accept responsibility when working in a team. | | Identify aspects of their own and others' games that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games. |
| Dance Laugh - a - Minute Flashback Contemporary | Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively. | | Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance. | Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. Watch performances and use criteria to make judgements and suggest improvements. |
| Gymnastics | Travelling Focus on developing quality of travelling actions both on feet and hands and feet. Shape Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched. Balance Focus on developing balances on 1,2,3 or 4 points and large body parts. Counter balance with a partner. Counter tension with a partner. Rolling - as KS1 Jumping - Jump with shapes in the air. ½ turn jump. Handle apparatus - Perform different combinations of actions and perform these with a change of speed, level or direction. Develop tension, extension and transfer of weight in their actions | | Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities. Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. Work cooperatively with a partner and small group. Accept responsibility when working in a group. | Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. Watch performances and use criteria to make judgements and suggest improvements. |
| OAA | Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition). Record information accurately at the control marker. Plan effectively to visit as many control markers in the time allowed. To run safely with a map around a simple orienteering course. | | | |

OAA OPPORTUNITIES ACROSS THE SCHOOL

| RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-----------------------------------|-----------------------------------|-----------|-----------------------------------|-----------|-----------------------------------|-----------|
| Problem Solving and Communication | Problem Solving and Communication | Adventure | Problem Solving and Communication | Adventure | Problem Solving and Communication | Adventure |