

Outdoor and Adventurous Activities

Aims		
The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.		
National Curriculum:		
Key Stage 1	Key Stage 2	
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.	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.	
Objectives:		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations; Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success; Become increasingly competent in a range of skills, and	Continue to apply and develop a broader range of skills, learning how to use them in different ways; Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;

		access a broad range of activities;			
		Apply and develop these skills, learning to use them in different ways			
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Identify where they are by using simple plans and diagrams of familiar environments; Use simple plans and diagrams to help them follow a short trail and go from one place to another; Respond to a challenge or problem they are set; Begin to work and behave safely; Work increasingly cooperatively with others, discussing how to follow trails and solve problems; Recognise that different tasks make their body work in different ways;	Use maps and diagrams to orientate themselves and to travel around a simple course; Start to plan sensible responses to physical challenges or problems, talking and working with others in their group; Recognise some of the physical demands that activities make on them; Identify parts of the work that were successful; Respond to feedback on how to go about their work differently Respond to feedback on how to go about their work	Choose and perform skills and strategies effectively; Find solutions to problems and challenges; Respond when the task or environment changes and the challenge increases; Plan, implement and refine the strategies they use; Adapt the strategies as necessary; Work increasingly well in a group or in a team where roles and responsibilities are understood; Prepare physically and organisationally for

			Comment on how they went about tackling tasks Be able to devise different methods of communication; Comment on how they went about tackling tasks	differently Work on some tasks independently Complete activities with increasing confidence	challenges they are set, taking into account the group's safety; Identify what they do well, as individuals and as a group; Suggest ways to improve individuals and as a group Work independently Complete activities with confidence and competence
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