



Progression in OAA – KS2 Overview (Fundamental skills taught in other areas of PE in EYFS and KS1 provide the building blocks for OAA in KS2)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Trails						
n/a	n/a	n/a	Orientate themselves with increasing confidence and accuracy around a short trail	Orientate themselves with accuracy around a short trail Create a short trail for others with a physical challenge Start to recognise features of an orienteering course	Start to orientate themselves with increasing confidence and accuracy around an orienteering course Design an orienteering course that can be followed and offers some challenge to others Begin to use navigation equipment to orientate around a trail	Orientate themselves with confidence and accuracy around an orienteering course when under pressure Design an orienteering course that is clear to follow and offers challenge to others Use navigation equipment (maps, compasses) to improve the trail
Compete/perform						

Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement.
Participate in simple games.	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Evaluate

Talk about what they have done.	Watch and describe performances.	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Talk about what others have done.	Begin to say how they could improve.	Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	

<u>New vocabulary</u> Movements Speed Actions Control Sequence	<u>New vocabulary</u> Copy Repeat Actions Motif Unison Canon Mirroring Improvise	<u>New vocabulary</u> Stimulus Levels Transition Timing	<u>New vocabulary</u> Improvise Compare Adapt Rhythm Expression	<u>New vocabulary</u> Patterns Style Composition Precision Dynamics Spatial Awareness	<u>New vocabulary</u> Pace Imagination Creativity Modify	<u>New vocabulary</u> Dramatic Expression Fluency Confidence Linking Flow
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