Progression of Skills

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Progression of Dance Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement and Music skills	Control and coordination	Work towards control and coordination in large and small movements.	Demonstrate more control in a variety of movements.	Demonstrate control over movements and show good co-ordination.	Work towards precision of movement and co-ordination.	Demonstrate precision of movement and co-ordination.	Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.	Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.
	Rhythm and beat	Recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher.	Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.	Move in time to the music independently.	Move in time to the music confidently using varying types of accompaniment.	Move in time to the music demonstrating an awareness of rhythm and phrasing.	Move in time to the music demonstrating confidence with rhythm and phrasing.	Move in time to the music demonstrating confidence with more complex rhythm and phrasing.
	Counts of 8 and 32	N/A	N/A	Start to count out the phrases of 8 counts within the music on the regular beat correctly.	Count out the phrases of 8 counts within the music on the regular beat correctly and confidently.	Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.
Team work, reviewing and understanding benefits	Working with others	Move confidently in a range of ways, safely negotiating space	Work with a partner or small group to copy or create a formation for the movements.	Work with a partner or small group to copy start and end positions.	Work with a partner to create dance sequences including start and end positions and changing formations.	Work with a partner to create dance sequences with good synchronicity.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.
	Formations	Work individually as a solo.	Work individually and with a partner - solo and duet.	Work with a partner or small group to copy or create formations for the movements.	Work co-operatively with a group to create a dance sequence including start and end positions and changing formations.	Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times.	Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations.	Work co-operatively with a group to achieve good synchronicity throughout the whole performance.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Make a suggestion on how to improve my performance.	Make a suggestion on how to improve my performance and performances of others.	Make some suggestions on how to improve my performance and performances of others.	Make suggestions on how to improve my performance and performances of others using correct dance terminology.	Suggest how to improve my performance and performances of others using correct dance terminology.	Suggestions on how to improve my performance and performances of others using correct dance terminology.
	Understand the benefits of participating in Dance	Describe how my body feels before, during and after an activity.	Demonstrate how to exercise safely.	Describe how my body feels during different activities and explain what my body needs to keep healthy.	Explain why it is important to warmup and cool-down.	Identify some muscle groups used in Dance.	Explain why keeping fit is good for health and explain what effect exercise has on the body.	Explain some important safety principles when preparing for Dance.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.						
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.						

Progression of Dance Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Choreography skills	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings.	Create movements to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat.
	Creating movements using the 6 Principles of Dance	Create actions and movements around a given story or theme.	Create and develop actions and movements around a given story or theme.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures.
	Combining movements	Create actions and movements that travel.	Create and develop a variety of actions and movements that travel and change direction and speed.	Explore combining skills such as travelling and jumping, turning on different levels.	Combine skills such as travelling and turning, with some complexity and confidence.	Combine skills with more complexity, confidence and precision.	Combine skills to develop flexibility, strength, technique, control and balance.	Combine skills to consistently demonstrate flexibility, strength, technique, control and balance.
	Linking movements	Link 2 movements together to begin a sequence.	Link 2 or more movements together to begin a sequence.	Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link several movements together to form a sequence. Remember the movement order and perform the sequence.	Create more than one sequence of movements and perform the sequences in a specific order.	Create more than one sequence of movements and perform the sequences in a variety of different orders.
	Telling a story	Use actions to tell a story.	Create actions to tell a story.	Create movements to tell a story.	Create movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style.	Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance.
	Using imagination	Use imagination when creating actions.	Use imagination when creating actions and ideas.	Use creative and expressive ideas.	Express an idea in an original way.	Express ideas in original and imaginative ways.	Create and express imaginative ideas in a specific style.	Create and develop imaginative ideas in a specific style including choosing suitable music.
	Using different stimuli	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.

Progression of Dance Skills

	At the following ages, children should be taught to, and be able to:						
Area	4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Enjoying - Participation and Encouragement: Enjoys participating in Dance	Actively participate in dance and enjoy expressing themselves through movement.						
Enjoying - Participation and Encouragement: Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality.						

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Progression of Pilates Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement skills	Pilates movement knowledge	Copy and repeat some movements.	Copy, repeat and remember some movements and positions.	Copy, repeat, remember and perform some movement sequences.	Know, understand and show movements to demonstrate the planes of movement and positions of the spine.	Know, understand and show movements to demonstrate the strengthening of core muscles.	Know, understand and perform movements and teach some of them to others.	Know, understand and perform movements and teach most of them to others.
	Strength and flexibility	Sit on the floor cross-legged with control and ease.	Sit on the floor cross-legged with control and ease for increased periods of time.	Develop physical strength by performing Pilates movements for a slightly increased length of time.	Develop physical strength by performing Pilates movements for a significantly increased length of time.	Develop physical strength and maintain flexibility by practising moves and stretches.	Perform complex moves that combine strength and flexibility.	Perform complex moves and sequences that combine strength and flexibility.
	Posture and alignment	Sit on the floor and in a chair with correct shoulder and spine alignment with control and ease.	Sit on the floor and in a chair with correct shoulder and spine alignment with control and ease for increased periods of time.	Understand what is correct posture and alignment and be able perform everyday tasks such as sitting, standing, walking etc. in this way.	Perform simple Pilates moves and everyday tasks with correct posture and alignment.	Perform more moves and everyday tasks with correct posture and alignment.	Perform complex moves and complex everyday tasks with correct posture and alignment.	Perform complex moves and sequences and complex everyday tasks with correct posture and alignment.
	Control, Precision and Coordination	Work towards control and coordination in large and small movements.	Demonstrate more control in a variety of movements.	Demonstrate control over movements and show good co-ordination.	Move with careful control, precision and coordination.	Move with careful control, precision and coordination and hold a precise and strong body posture .	Perform movements at varying speeds with careful control, precision and coordination, hold a precise and strong body posture and maintain this throughout the performance.	Hold positions and perform movements for increased periods of time without losing control or compromising technique.
Creative skills	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings.	Create linking movements to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat.

Progression of Pilates Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Team work, reviewing and understanding benefits	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Make a suggestion on how to improve my performance.	Make a suggestion on how to improve my performance and performances of others.	Make some suggestions on how to improve my performance and performances of others.	Make suggestions on how to improve my performance and performances of others using correct Pilates terminology.	Make suggestions on how to improve my performance and performances of others using correct Pilates terminology.	Make suggestions on how to improve my performance and performances of others using correct Pilates terminology.
	Understand the benefits of participating in Pilates	Describe how my body feels before, during and after an activity.	Show how to exercise safely.	Describe how my body feels during different activities and explain what my body needs to keep healthy.	Explain why it is important to warm-up and cool-down.	Identify some muscle groups used in Pilates movements.	Explain why keeping fit is good for health and explain what effect exercise has on the body.	Explain some important safety principles when preparing for Pilates.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.						
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.						
Enjoying - Participation and Encouragement	Enjoys participating in Pilates	Actively participate in pilates and enjoy developing themselves through a range of movements, balances and new body shapes and exercises.						
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality.						

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Progression of Gymnastic Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement skills	Strength and flexibility	Make my body tense, relaxed, curled and stretched in different ways.	Make my body tense, relaxed, curled and stretched in different positions including Dish, Arch etc.	Show some control of basic movements.	Work with increasing control and strength and improving flexibility.	Work with control, strength and fluidity and improving flexibility.	Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility.	Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility.
	Basic skills	Roll, travel, balance and jump in different ways.	Rolling, travelling, balancing and jumping in different ways with control.	Rolling, travelling, balancing and jumping in specific movements with control.	Rolling, travelling, balancing and jumping in specific movements with increased control and precision.	Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction.	Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction including a range of shapes.	Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes.
	Using equipment	Climb on and off the equipment with support from the teacher.	Climb on the equipment and off it with support in the first instance leading on to being independent.	Climb on and perform movements on equipment safely.	Mount, dismount and perform movements on equipment safely.	Mount, dismount and perform movements on equipment safely with increasing control and balance.	Mount, dismount and perform more complex movements on equipment safely with control and balance.	Mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance.
Choreography skills	Sequences	Copy sequences and repeat them.	Plan and show a sequence of movements.	Create a sequence of movements which follow a set of rules.	Create some linking and transition movements to a specific theme.	Combine movements and shapes to create new patterns.	Create more complex and extended sequences.	Link sequences and perform to specific timings.
	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable linking movements for those feelings.	Create linking movements to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds in the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds in the music.
Team work and reviewing	Working with others	Copy teacher actions and demonstrations in the first instance.	Cooperate with a partner.	Work independently and with a partner to create a sequence.	Work with a partner to create, repeat and improve a sequence.	Adapt sequences to suit different abilities within a partnership.	Work with a partner to create, repeat and improve a sequence with at least three phases.	Combine own work with that of more than one person or team.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Talk about my movements and actions and the movements and actions of others and describe them to other people.	Make a suggestion on how to improve my gymnastics sequence and sequences of others.	Compare and contrast gymnastic sequences, commenting on similarities and differences.	Make suggestions on how to improve my own performance and performances of others.	Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.	Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.						
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.						

Progression of Gymnastic Skills

		At the following ages, children should be taught to, and be able to:						
Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Enjoying - Participation and Encouragement	Enjoys participating in Gymnastics	Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences.						
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality.						

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Progression of Games Skills

	Area	At the following ages, children should be taught to, and be able to:						
		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement skills	Moving	Move and stop safely.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Move and stopping with and without a ball e.g. when dribbling a football, bouncing a ball.	Remain in control of an object, such as a ball, while travelling.	Remain in control of a ball while travelling and stopping.	Change speed and direction while travelling with a ball.	Change speed and direction with control and accuracy while travelling with a ball.
	Running and jumping	Move and stop safely.	Create and develop actions and movements around a given story or theme.	Develop skipping, walking, running, and jumping skills.	Continue to develop skipping, walking, running, and jumping skills in combination. These skills will be refined through movement patterns in games activities.			
	Throwing	Throw a beanbag underarm.	Create and develop a variety of actions and movements that travel and change direction and speed.	Throw and catch with increased control and co-ordination.	Throw and catch with control using different throws.	Throw and catch accurately.	Throw with control when under increased pressure.	Vary strength, length, height and direction of throw with accuracy.
	Catching	Catch a beanbag with both hands.	Link 2 or more movements together to begin a sequence.	Throw and catch with a variety of different sized balls.	Throw and catch with a variety of different balls and using different types of throwing and catching.	Catch with one hand.	Catch with one hand with control when under increased pressure.	Catch successfully and consistently when under pressure.
	Kicking	Kick in different ways, kicking the ball using both feet(not at the same time) left foot, right foot-use different parts of the foot.	Create actions to tell a story.	Dribbling the ball along the ground in and out of objects e.g. cones, kicking the ball towards a target.	Dribbling, passing the ball along the ground, flicking the ball in the air, dribbling in different directions.	Kicking the ball towards large and small targets.	Developing shooting skills into goals working on accuracy.	Linking dribbling, passing and shooting skills.
	Passing and receiving	Rolling different types of balls e.g. into spaces, against a wall, against a bench.	Use imagination when creating actions and ideas.	Developing passing to a partner using a number of sending and receiving techniques - along the ground, in the air, using different levels.	Improving passing and receiving skills e.g. underarm throw to a partner.	Improve accuracy of passes and understand where to stand when receiving e.g. closer together for underarm, further apart for overarm throw.	Know how to pass to make it difficult for opponent to receive the ball e.g. bounce pass underarm to get past a player	Know how to make it difficult for an opponent using speed, height and direction of ball.
	Bat and racket skills	Experimenting using bats (Cricket, table tennis, Rounders,Softball) with bean bags, table tennis balls and soft sponge balls.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Know the grips for using both bats and racquets.	Practice hitting with bats and racquets using a variety of equipment e.g. bean bags, shuttles, balls.	Develop racquet and ball skills-hitting the balls against a wall or at a partner.	Developing hitting the ball on the open side of the body-forehand and the closed side of the body-the backhand.	Developing rallying skills using forehand and backhand with control and accuracy.
	Agility, balance and coordination	Experimenting standing square on, sideways on, on one foot e.g. when rolling, throwing a ball.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Demonstrate control over movements and show good co-ordination.	Work towards precision of movement and co-ordination.	Demonstrate precision of movement and co-ordination.	Develop the range and consistency of skills.	Develop the range, accuracy, precision and consistency of skills.

Progression of Games Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Game play and tactics	Tactics	Think of ways to get past a partner e.g. when dribbling.	Know some simple game tactics and ways of dodging an opponent.	Choose, use and vary simple tactics.	Understand attacking and defensive tactics.	Understand and use attack and defence tactics.	Vary tactics and adapt skills according to what is happening.	Understand that when team has ball they are attacking and when they haven't they are defending and choose the best tactics for attacking and defending.
	Following rules	Safety and need for rules.	Follow simple rules.	Follow slightly more complex rules.	Know, understand and use rules fairly to keep games going.	Understand rules about the games and know what rules are needed to make games fair.	Understand and explain rules about the games.	Explain complicated rules.
	Participation, teamwork and cooperation	Participate in physical activities using a variety of equipment, taking turns and celebrating other's successes.	Participate in activities in small groups, taking turns and experiencing winning and losing.	Participate in team games.	Play games that involve working as a team, keeping possession and scoring in targets.	Participate in team games that need an awareness of space and the use of space to support teammates and outwit the opposition.	Participate in team games that require combining skills and varying tactics.	Participate in more complex team games and lead others in a game situation.
Reviewing and understanding benefits	Understand benefits of being active	Describe how my body feels before, during and after an activity.	Show how to exercise safely.	Describe how my body feels during different activities and explain what my body needs to keep healthy.	Explain why it is important to warmup and cool-down.	Identify some muscle groups used in physical activities.	Explain why keeping fit is good for health and explain what effect exercise has on the body.	Watch and evaluate the success of the game. Explain why they or others are playing well in the games. Know what they need to do to get better at and what to practice.
	Reviewing and assessing self and others	Talk about the activities and describe them to other people.	Make a suggestion on how to improve my performance.	Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics.	Make some suggestions on how to improve my performance and performances of others.	Use appropriate language to describe what they do well in a game and what they need help with and what they need to practice.	Identify parts of the game that are going well and parts that need improving and know what they need to do to get better at and what to practice.	Explain some important safety principles when preparing for physical activity.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school.						
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.						

Progression of Games Skills

		At the following ages, children should be taught to, and be able to:						
Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Enjoying - Participation and Encouragement	Enjoys participating in Games	Actively participate in games, both individually and part of a team. Enjoy the challenge of learning new skills and applying them into competitive situations.						
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality. More able children at any age can be asked to lead their team and encourage others.						

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Progression of Athletic Skills

At the following ages, children should be taught to, and be able to:

Area		7 - 8	8 - 9	9 - 10	10 - 11
Movement skills	Running	Run at fast, medium and slow speeds, changing speed and direction.	Run over a long distance.	Sprint over a short distance.	Demonstrate stamina.
	Running activities	Take part in a relay activity, remembering when to run and what to do, staying in a lane/area and able to pass on the baton.	Link running and jumping activities with some fluency, control and consistency.	Combine running and jumping.	Use my athletics skills in different situations.
	Jumping	Make up and repeat a short sequence of linked jumps.	Link jumping activities with some fluency, control and consistency.	Jump in different ways.	Taking off and land with power and control when jumping.
	Throwing	Throw a variety of throwing implements including bean bags, balls, discus, javelin.	Throw a variety of objects, changing my action for accuracy and distance.	Throw in different ways to hit a target.	Throw with accuracy.
Thinking	Reviewing and assessing self and others	Make some suggestions on how to improve my performance and performances of others. This will vary according to the subject knowledge of each child and their confidence to verbalise feedback.			
Reviewing and communicating	Reviewing and assessing self and others	N/A	Use appropriate language to describe what they do well in a athletic activities and what they need help with and what they need to practice.	Identify parts of the activities that are going well and parts that need improving and know what they need to get better at and what to practice.	Watch and evaluate the success of the activities. Explain why they or others are doing well in the activities. Know what they need to get better at and what to practice.
	Jumping	Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school.			
	Throwing	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.			

Progression of Athletic Skills

		At the following ages, children should be taught to, and be able to:			
Area		7 - 8	8 - 9	9 - 10	10 - 11
Enjoying - Participation and Encouragement	Enjoys participating in Athletic Activities	Enjoy the challenge of learning new techniques and applying them into competitive situations. This can be improving their own personal best, as well as competing against other individuals or teams.			
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality. More confident children at any age should be encouraged to help others to take part.			

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Progression of Outdoor Adventurous Activity Skills

At the following ages, children should be taught to, and be able to:

Area		7 - 8	8 - 9	9 - 10	10 - 11
Thinking	Following maps and Learning Map Symbols	Follow a map in a familiar context.	Follow a map in a more demanding familiar context.	Follow a map in an unknown location.	Follow a map in an unknown location and plan a route.
	Following Directions	Move from one location to another following a map.	Move from one location to another following a map.	Change my route if there is a problem.	Plan a route for someone else.
	Clues	Use clues to follow a route.	Use clues to follow a route.	Use clues and compass directions to navigate a route.	Plan a series of clues for someone else.
	Safety	Follow a route accurately, safely and within a time limit.	Follow a route accurately, safely and within a time limit.	Change my plan if I get new information.	Plan with others taking account of safety and danger.
Team work	Working with others	Work well with others to solve problems and challenges.			
	Communication	Communicate effectively with others to share ideas on how to complete tasks and challenges. This must involve voicing own ideas and listening to others.			
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to share ideas and discuss with others. This will vary according to children's age, maturity and personality and should be addressed accordingly.			
Enjoying - Participation and Encouragement	Enjoys participating in OAA	Enjoy participating in Outdoor Adventurous Activities which challenge children's thinking skills, resilience and determination.			
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality. More confident children at any age should be encouraged to help others to take part. In Outdoor Adventurous Activities, helping others to enjoy and contribute to challenges is a key factor to success.			

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