



## Danson Primary School PE Progression - OAA



OAA /Team building							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	<p><b>Games for understanding</b></p> <p>I can understand why we keep score I can understand why we play by the rules. I can understand why we need to run at different speeds.</p>	<p><b>Team Building/ Introducing teamwork</b></p> <p>I can work in pairs and small teams to complete different challenges. I know what makes an effective team; include everyone, encourage, try our best etc. I can explain what the consequences could be in a game if we do not include all of our team. I can explore simple strategies to complete challenges I understand why it is important to continue to try our hardest, even if we find the challenge hard.</p>	<p><b>Games For Understanding</b></p> <p>I can use communication skills to attack and defend as a team. I can understand the transition is linked between defence and attack. I can apply attacking/defensive tactics to a game.</p>	<p><b>Communication and Tactics</b></p> <p>I can communicate clearly in a game. I use collaboration skills to work as part of a team. I can apply communication skills Improve simple tactics I can apply leadership skills and develop evaluation skills</p> <p><b>Problem Solving</b></p> <p>I can make an effective team with the focus on cooperation and responsibility. I can work in a group I can understand the impact of not working as a group. I can cooperate with team members I can identify the attributes of being a successful team. I can understand how motivation supports team members I can understand my role in a team.</p>	<p><b>Communication and Tactics</b></p> <p>I can work as a team cooperatively. I can create simple tactics as a team. I can apply the rules of the games. I can lead a team effectively. I can delegate roles. I can understand different methods of communication. I can listen to people's ideas. I can understand the consequence of not communicating effectively. I can understand roles and responsibility.</p> <p><b>Problem Solving</b></p> <p>I can explain what an effective team is. I can understand what it means to be responsible. I can evaluate the choices that are made. I can explain how I feel, when I work as a team. I can encourage and support my team.</p>	<p><b>Communication/ Orienteering</b></p> <p>I can understand the characteristics of an effective team member. I can follow a map. I can use a key. I can follow a route. I can locate points on a map and travel to them. I can locate points quickly on a map and travel towards them. .</p>	<p><b>Orienteering</b></p> <p>I can understand how we can use our whole team to win. I can work together to follow a map. I can understand what a symbol is. I can understand strategies and tactics. I can work collaboratively. I can orientate using a map. I can cooperate with a partner. I can use my time efficiently. I can understand the consequence of not working collaboratively and effectively. I can evaluate the decisions we made.</p>
<b>Team works</b>	<p>I can start to explain my views to others in the group.</p>	<p>I can start to play with others, rather than alongside them</p>	<p>I can cooperate with others</p>	<p>I can work as part of a team, showing an awareness of conflict and how it might be resolved</p>	<p>I can use my knowledge of others' personal qualities and social skills to work successfully in a team</p>	<p>I can relate to other people's personal qualities/skills and start to work towards consensus (e.g. by respecting others' points of view, giving feedback and support, explaining decisions)</p>	<p>I can relate to others and work towards consensus (e.g. by negotiation, compromise, by giving rich and constructive feedback and support, and by adapting behaviour and speech where appropriate)</p>



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<p><b>Participating behaviour</b></p>	<p>With support, make choices based on an understanding of right and wrong (e.g. follow the rules of a game)</p> <p>I can show signs of enjoyment in taking part in the games.</p>	<p>I can make choices based on an understanding of right and wrong (e.g. follow the rules of a game)</p> <p>I can show signs of enjoyment (e.g. in winning)</p>	<p>I can recognise what is fair and unfair, or kind and unkind; make choices based on these</p> <p>I can express enjoyment in a variety of ways (e.g. appreciating others' desire to win, but perhaps simplistically, like "letting them win")</p>	<p>I can explain the difference between fair/unfair, kind/unkind, right/wrong</p> <p>I can identify experiences (of collaborating, competing, winning) that they like and dislike</p>	<p>I can start to reason (e.g. by putting rules, beliefs or ideas into a religious, cultural or ethical context)</p> <p>I can describe experiences (of collaborating, competing, winning) that they (dis)like and start to describe the same for others; listen to the opinions / feelings of others</p>	<p>I can explain how moral codes may differ from person to person</p> <p>I can start to alter my behaviour to accommodate others' (dis)likes e.g. sensitivity in victory, or compromising on choices</p>	<p>I can make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this</p> <p>I can explain how my own enjoyment might affect that of others</p>
<p><b>Vocabulary</b></p>	<p>working together, collaboration, enjoyment</p>	<p>encourage, effective, consequences, team, tactics, challenges</p>	<p>Attacker, defende, space, tactics, transition, team, team work, collaboration, cooperation, decision, choices,</p>	<p>communication, tactics, strategy, attacker, defender, tag, cooperate, collaborate, responsibilities, leadership, choices, decisions</p>	<p>communication, tactics, strategy, attacker, defender, cooperate, collaborate, evaluation, reflection, rules, tactics, strategies, win, loose, consequences, roles, responsibilities, leadership</p>	<p>orientate, map, route, symbol, team, cooperation, collaborate, reflection, map, leadership, tactics, strategies.</p>	<p>orientate, map, route, symbol, team, cooperation, collaborate, reflection, map, leadership, tactics, strategies.</p>