



Why do we include OAA in our curriculum?	Progression in Key Skills
<p><u>Builds independence and resilience</u> 🌱</p> <p>OAA tasks often involve unfamiliar environments or problem-solving challenges. These push children to take responsibility, cope with uncertainty, and persist when things get tricky—key elements of resilience</p> <p><u>Encourages teamwork and communication</u> 🤝</p> <p>Many OAA activities require children to work in groups (e.g., orienteering, team challenges). They must:</p> <ul style="list-style-type: none"> ● listen to each other ● make shared decisions ● negotiate solutions ● manage disagreements <p>This directly supports PSHE and wider personal development.</p> <p><u>Develops problem-solving and critical thinking</u> 🧠</p> <p>Activities such as navigating a course, completing physical or logical challenges, or working out strategies help pupils to:</p> <ul style="list-style-type: none"> ● plan ● evaluate options ● adapt when plans change ● learn from mistakes <p>These are foundational skills for STEM subjects.</p> <p><u>Supports mental health and wellbeing</u> 💖</p> <p>Being outdoors has well-documented benefits:</p> <ul style="list-style-type: none"> ● reduced stress ● improved focus ● increased motivation ● stronger sense of connection with nature <p>This aligns with whole-school wellbeing goals.</p> <p><u>Builds leadership</u> 👑</p> <p>OAA naturally creates opportunities for leadership—children can take turns leading groups, navigating routes, or explaining strategies.</p>	<p>In Year 3 we:</p> <ul style="list-style-type: none"> ● Follow and give instructions. ● Communicate ideas and listen to others. ● Work with a partner and a small group. ● Plan and attempt to apply strategies to solve problems. ● Reflect on when and why I was successful at solving challenges. ● Developing basic map reading skills. <p>In Year 4 we:</p> <ul style="list-style-type: none"> ● Accurately follow and give instructions. ● Work effectively with a partner and a small group. ● Identify key symbols on a map and use a key to help navigate around a grid. ● Plan and apply strategies to solve problems. <p>In Year 5 we:</p> <ul style="list-style-type: none"> ● Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. ● Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. ● Use critical thinking to approach a task. ● Navigate around a course using a map. <p>In Year 6 we:</p> <ul style="list-style-type: none"> ● Work effectively with a partner and a group. ● Use critical thinking to form ideas. ● Pool ideas within a group, selecting and applying the best method to solve a problem. ● Reflect on when and how they are successful at solving challenges, and adapt methods in order to improve. ● Orientate and map efficiently to navigate around a course

Non-Physical Skill Focus	Enjoying OAA? What career could you take this enjoyment into?
<p>In our OAA unit we raise the importance of developing non-physical skills. In particular, the focus is on communicating with others.</p> <p>In Year 3 our targets we develop are:</p> <ul style="list-style-type: none"> I can use language for different purposes I can remember instructions from previous lessons I can show and tell others my ideas confidently <p>In Year 4 our targets we develop are:</p> <ul style="list-style-type: none"> I can take turns in a group or class discussion I can follow increasingly complex instructions I can take on various roles and responsibilities <p>In Year 5 our targets we develop are:</p> <ul style="list-style-type: none"> I can debate with others I can follow complex instructions I can guide a small group through a task <p>In Year 6 our targets we develop are:</p> <ul style="list-style-type: none"> I can negotiate with others I can follow lists of complex instructions I can guide a large group through a task 	<p><u>Outdoor Activity Instructor</u></p> <ul style="list-style-type: none"> Teaching climbing, canoeing, orienteering, archery, bushcraft, high ropes, etc. <p><u>Adventure Tour Guide</u></p> <ul style="list-style-type: none"> Leading hiking, cycling, mountain, canoeing, or expedition groups in the UK or abroad. <p><u>Climbing or Mountaineering Instructor</u></p> <ul style="list-style-type: none"> Teaching rock climbing, mountaineering, bouldering, or mountain skills. <p><u>Watersports Coach</u></p> <ul style="list-style-type: none"> For sports like sailing, kayaking, paddleboarding, windsurfing or rowing. <p><u>Conservation or Wildlife Ranger</u></p> <ul style="list-style-type: none"> Working outdoors to protect habitats, care for wildlife, and manage natural spaces. <p><u>National Park Ranger / Countryside Officer</u></p> <ul style="list-style-type: none"> Helping people enjoy outdoor spaces safely while conserving the environment. <p><u>Expedition Leader</u></p> <ul style="list-style-type: none"> Guiding school groups, scouts, Duke of Edinburgh (DofE), or adult expeditions. <p><u>Emergency Services (Search & Rescue, Fire & Rescue)</u></p> <ul style="list-style-type: none"> These roles value navigation ability, teamwork, risk assessment, and resilience. <p><u>Outdoor Equipment Designer</u></p> <ul style="list-style-type: none"> Working for outdoor gear companies (e.g., jackets, tents, climbing hardware). <p><u>Adventure Photographer/Filmmaker</u></p> <ul style="list-style-type: none"> Filming expeditions, wildlife, extreme sports, or outdoor landscapes.
Key Vocabulary	
<p>In Years 3 and 4 we develop understanding of: maps, diagrams, symbols, scale, orienteering, controls, challenges, problem solving, plan alone, plan in pairs and groups, do - try, think about and try again, review - talk about an activity and decide how to do better.</p> <p>In Years 5 and 6 we develop understanding of: plan - strategies and approaches, do - try, review and try again or improve, review - talk about and agree good ways of working, team work - collaborate and take on roles and responsibilities</p>	

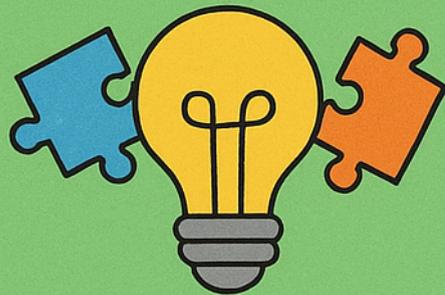
OAA SKILLS

TEAMWORK



Listen and cooperate

PROBLEM SOLVING



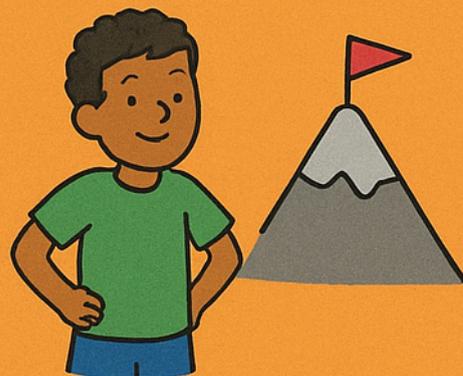
Think creatively
Stay positive

NAVIGATION



Use a map
Follow directions

RESILIENCE



Persist
Learn from mistakes

TOP TIPS