|  |
| --- |
| **Outdoor Adventurous Activities Medium Term Plan Lower KS2**  **NC POS:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect  **Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking and action  **Key vocabulary:** In this unit children will have an opportunity to use a range of  words and phrases, such as:  • 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  **Prior learning:** It is helpful if children have:  • used simple diagrams or maps that show objectives as symbols or  pictures  • taken part in a range of practical physical education activities in a  familiar environment  • followed simple instructions and responded promptly to the  teacher and each other  • taken part in practical problem-solving activities |
| **Core knowledge: Outdoor Adventurous Activities**  ABOUT THE UNIT:  In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.  WHERE THE UNIT FITS IN:  This unit lays the foundations for the next outdoor and adventurous activity unit, in which children will work with more complicated maps, follow more demanding trails, and, in some cases, undertake short journeys in less familiar environments. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities. Many of the physical skills that children develop in this unit will help them to meet the demands of other physical education units. The planning and evaluating that is central to outdoor and adventurous activities will help children in games and when carrying out dance activities in pairs and groups. |
| **Wider influences- Worth being familiar with**   * In every lesson, most of the children’s learning should take place through physical activity relating to the core tasks. * Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. * Most lessons should end with cool-down activities. * Children could be introduced to a map-making ICT programme. * They could reinforce their planning skills through computer simulations. * Give children the time to plan and to talk about their plans before they undertake a task or challenge. Make them think while they are working by asking them important, relevant questions. * Make sure children have the opportunity to solve problems more than once. * Encourage them to work in different groups and with different partners. * After each task or lesson, give children the opportunity to evaluate their work. They should use writing and drawing to help them plan, record and evaluate.   • Give children opportunities to watch others working.  Encourage them to talk about what they see, and to change the rules or nature of the challenge.  **Health and safety**  • Have school and local authority safety guidelines been followed, including guidelines on child protection issues?   * Is the space for activities safe? * Do the children’s clothing and footwear keep them safe and help their learning? * Have all the children warmed up and cooled down properly? * Are they clear about the tasks and the rules? * Are they in appropriate pairs or groups? * Do they know where the ‘home base’ is that they move from and come back to? |
| **Enduring understanding**  Year 3 End of unit- Use maps and diagrams to orientate themselves and to travel around a simple course;  respond when the task or environment changes and the challenge increases; 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  Year 4 End of unit- Continue use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; 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.  complete simple tasks with support and guidance; use some physical skills well; follow other  people’s plans and approaches; recognise alternative approaches when others suggest them;  cooperate in putting these approaches into practice; help prepare for activities; make some  comments on how well activities were completed |
| **Local Links :**   * **Local sports clubs** * **Warrington Town FC** * **Warrington Wolves** |