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| **Outdoor Adventurous Activities Medium Term Plan Upper 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  Building Resilience  Personal challenge  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  • orienteering  • planning a journey  • challenges, problem solving  • 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  **Prior learning:** It is helpful if children have:  • taken part in simple orienteering activities, using maps, diagrams  or pictures to find their way around  • taken part in some form of problem-solving activity requiring  both planning and action  • worked collaboratively in pairs and small groups |
| **Core knowledge: OAA**  ABOUT THE UNIT-  In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. 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 future outdoor and adventurous units, in which children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. The physical challenge and problem solving involved in outdoor and adventurous activities will also help the children to develop personal and interpersonal skills. They will take on more demanding leadership roles and will learn to take the initiative more often.  **RESOURCES**  • a choice of different environments; some familiar, some less  so (possibly another school or off-site)  • maps and diagrams of the different areas  • ‘research’ information needed to complete the journey  • simple activity resources, eg cones, markers  • some special items, eg blindfolds  • various PE and other equipment to be used in problem-solving  challenges, eg ropes, mats, markers, cones |
| **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.  • Give the children the opportunity to plan and to talk about their  plans before they undertake a task or challenge. They could use a  word-processing package to support their planning and could  reinforce their planning skills through computer simulations.  • Make them think while they work by asking them important,  relevant questions.  • Make sure the children have the opportunity to solve problems  more than once. When presenting the same problem or activity,  introduce changes to the rules to get the children thinking.  • Encourage them to work in different groups and with different  partners, and to take on different roles and responsibilities in their  teams and groups.  • Give the children an opportunity to watch others working and to  talk about their approaches and solutions with them.  • After each task or lesson, give the children the opportunity to  evaluate their work. Set up a clear review process that identifies key  issues. Encourage the children to record some of their plans and  evaluations.  • Children could use the Logo program to practise getting their  bearings, following directions and understanding angles. They  could use specific route-planning programs and could be introduced  to a map-making ICT programme.  • Children could also use the internet and CD-ROMs to help them  research, record and check information for their journey.  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?  • When working away from school, are the children in appropriate  groups?  • Have all the children warmed up and cooled down properly?  • Do they all know where the base is, and how to get there?  • Are they clear about the safety procedures? |
| **Enduring understanding**  Year 5 End of unit-  choose and perform skills and strategies effectively; find solutions to problems and challenges; plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood; prepare physically and organisationally for challenges they are set, taking into account the group’s safety; identify what they do well, as individuals and as a group; suggest ways to improve some children will not have made so much progress. They will be able to: solve some of the challenges and problems set in familiar environments, with help and guidance; work cooperatively to put strategies and solutions into action; take on roles given to them; show some understanding of problem-solving strategies planned by others; follow instructions when preparing physically for challenges; follow safety rules; recognise when a solution has been successful; describe what happened  Year 6 End of unit- work confidently in familiar and changing environments; adapt quickly to new situations;  devise and put into practice a range of solutions to problems and challenges; understand  clearly the nature of a challenge or problem and what they want to achieve; take a leading  role when working with others; prepare efficiently and safely; identify and respond to events  as they happen; identify effective performances and solutions; take the lead in planning to  improve weaknesses |
| **Local Links :**   * **Local sports clubs** * **Warrington Town FC** * **Warrington Wolves** |