

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** LKS2 Year b OAA

### PoS aims from NC:

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

### Prior Learning (what pupils already know and can do)

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

### Long-term Learning (what pupils MUST know and remember) End Goals

#### Y3 Skill

Follow instructions from a peer and give simple instructions.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Plan and attempt to apply strategies to solve problems

Orientate and follow a diagram/map

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

#### Y4 skills

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Confidently communicate ideas and listen to others before deciding on the best approach.

Plan and apply strategies to solve problems.

Identify key symbols on a map and use a key to help navigate around a grid.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements

### 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

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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.

### 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

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

#### Session 1

Skills: I can..

Work as part of a team

Show enthusiasm, determination and resilience

Knowledge: I know..

How to use the process of elimination to work out symbols I don't know

Assessment: I can..

Demonstrate agility, balance, coordination and precision

#### Session 2

Skills: I can...

Work together in a small group to solve problems

Compete under pressure

Knowledge: I know...

I have to communicate well and negotiate to solve problems in a group

To persevere and try again when things don't go immediately to plan

Assessment: I can...

Will vocalise opinions across different areas of the curriculum

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### Session 3

Skills: I can.....

Negotiate with my group

Plan a route map

Knowledge: I know...

My compass points

How to navigate around an area following directions

Assessment: I can

Is confident and joins in all areas of PE eagerly

### Session 4

Skills: I can...

Work with others to solve problems

Follow the rules of an activity

Knowledge: I know...

The importance of listening to others and communicating well

Assessment: I can...

Demonstrate agility, balance, coordination and precision

### Session 5

Skills: I can...

Identify areas of the school grounds using a map

Run and think simultaneously to compete in a competition

Knowledge: I know...

How to orientate a map and find clues

Assessment: I can...

Will vocalise opinions across different areas of the curriculum

### Session 6

Skills: I can...

Identify where a number of controls are situated around the school grounds via photographic clues

Take photographs of interesting places around the school site

Knowledge: I know...

How to use an Ipad to take photographs

How to take turns and use equipment safely

Assessment: I can...

Is confident and joins in all areas of PE eagerly

### Future learning this content supports:

- Access to a variety of sporting experiences across KS2 will add depth to this. The use of transferable skills and vocabulary will consolidate the learning within this unit.