

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year A 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:

- 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

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

Y5 Skill

*Start to orientate themselves with increasing confidence and accuracy around an orienteering course.

*Design an orienteering course than can be followed and offers some challenge to others.

*Begin to use navigation equipment to orientate around a trail.

*Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently.

*Identify a key on a map and begin to use the information in activities.

Y6 skills

*Orientate themselves with confidence and accurately around an orienteering course when under pressure.

*Design an orienteering course that is clear to follow and offers challenge
*Use navigation equipment (maps, compasses) to improve the trail.

*Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently.

*Use a range of map styles and make an informed decision on the most effective.

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.

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

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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

Lesson 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:

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- 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.