

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PE Year Group: Year 5/6		Area of learning: Orienteering (Year A)
Links to previous work/Remember when		Work carried out on teamwork in previous years. Previous map reading skills covered.
Term		Key Skills to be taught
Autumn 2 2024 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • To use a step-by-step approach to solve problems. • To work effectively with others to solve problems. • To give and follow directions effectively. • To complete an orienteering exercise using a map.

Vocabulary

collaboration, communicate, perseverance, problem solving.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <p>To work as part of a team to complete a range of challenges.</p> <p>Key Knowledge: Children required to know</p>	<p>Refer to the Skills Poster - Collaboration to find about collaboration and how it is achieved. Complete the suggested activity (balloon conga) in groups of 4-5 to practise working collaboratively.</p> <p>Hoop Challenges</p> <p>Explain that many elements of OAA involve problem solving and require effective teamwork (i.e. collaboration) as well as good communication. All of these are needed for the next activity.</p> <p>In small groups, children work through a range of problems and challenges using hoops. Hand out the Hoop Challenges sheet and talk through the different activities. Some of the challenges require a different number of people; therefore organise the children into different groups for each activity, so that they get the opportunity to work with a range of other children from the class.</p> <p>The sheet has suggestions for making the activities more or less challenging.</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



<p>2</p>	<p>Learning Objective:</p> <p>To use a range of communication methods effectively during problem solving activities and challenges.</p> <p>Key Knowledge: Children should know</p>	<p>Start by talking about the difference between verbal and non-verbal communication. Explain that non-verbal communication uses visual cues rather than words.</p> <p>Can the class come up with a list of different ways to communicate non-verbally? What parts of the body can be used to communicate information non-verbally? How? How could you represent numbers or directions non-verbally? Explain that body language, hand gestures, facial expressions and touch are examples of non-verbal communication.</p> <p>Refer to the Skills Poster - Communication to practise using effective verbal and non-verbal methods of communication. Treasure Rescue Explain that in the next activity, different members within the group will not be able to use all of their five senses, e.g., some might be non-verbal, some might be blindfolded and some might be both non-verbal and blindfolded! Therefore, everyone will need to use a range of different methods of communication.</p> <p>Refer to the Area Plan: Treasure Rescue to set up the space and explain the challenge to the class. Children work in groups of three to try to complete the challenge.</p>
<p>3</p>	<p>Learning Objective:</p> <p>To demonstrate perseverance and effective teamwork when completing challenges.</p> <p>Key Knowledge: Children should know</p>	<p>Refer to the Skills Poster - Perseverance to find out about perseverance; carry out the suggested 'ball drop' activity to practise this. Swamp Crossing Refer to the Area Plan: Swamp Crossing to see how the challenge should be set up. Organise the class into groups of approximately eight; hand out a Swamp Crossing Activity card to each group and allow them time to work out what the challenge involves and to make a plan. In their groups, they will be responsible for collecting the equipment that they need and setting up the activity. Children work in their groups to try to complete the challenge. To make the challenge easier you could: reduce the distance between the cones; increase the number of spots and/or reduce the number of people in the group. To make the challenge harder you could: increase the distance between the cones; increase the number of people in the group; add a timed element and/or reduce the number of spots. Do you think your perseverance was put to the test? Did you identify individuals or groups persevering? When? How? How well did you and your group do at this? Did you work well as a team?</p>

Brough Primary School – Curriculum Intention

Plan 2024 - 2025



<p>4</p>	<p>Learning Objective:</p> <p>To use a step-by-step approach to solve problems.</p> <p>To work effectively with others to solve problems.</p> <p>Key Knowledge: Children should know</p>	<p>Share the Skills Poster - Problem-Solving Step-by-Step and discuss each of the numbered steps. Refer to the suggested activity, Group Art Teamwork Activity to practise different elements of problem solving (and teamwork). Farmer in a Fix Explain that problem solving in OAA and lots of other elements of OAA require effective teamwork (collaboration) and communication.</p> <p>Share the Farmer in a Fix problem and use the Area Plan: Farmer in a Fix to set up the space. Children work in groups of six to physically work through the farmer's problem to find a solution. Circulate round the groups, posing questions. Is it working or might you need to try something else? Support groups, or individuals within groups where necessary, by working through the problem with them, step by step. What information has been given? What strategies might you use to get started? Time groups to complete the problem; can they support other groups who are struggling to find the solution? Can you explain your solution to the rest of the class? Can you extend or develop the problem? What is the minimum number of trips the farmer needs to make? After the activity, ask teams to evaluate their work. What worked well/didn't work well? Why? Did you work well as a team?</p>
<p>5</p>	<p>Learning Objective:</p> <p>To demonstrate agility by changing direction quickly and effectively, performing different movements with coordination and control.</p> <p>Key Knowledge: Children should know</p>	<p>Do you know what agility is? Explain that agility is the ability to move and change direction quickly while keeping balanced and in control. Agility helps performance in sports such as tennis, netball, rugby, martial arts and orienteering. Do you know what orienteering is? Orienteering involves running on rough terrain, through wooded areas, avoiding obstacles such as trees, and jumping over streams and brooks, etc.; these all require agility.</p> <p>Refer to the Skills Poster - Agility to carry out the suggested activity to help improve agility. Explain that, with practise, everyone is capable of being agile. Continuous Obstacle Course Explain that this activity simulates moving through an orienteering course.</p> <p>Organise the class into teams of approximately 4-6 and refer to the Area Plan: Continuous Obstacle Course to set up the space and explain the activity.</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



6	<p>Learning Objective:</p> <p>To give and follow directions effectively. To complete an orienteering exercise using a map.</p> <p>Key Knowledge: Children should know</p>	<p>ASSESSMENT LESSON</p> <p>Refer to the Skills Poster - Giving Directions and Skills Poster - Following Directions; carry out the suggested activities to practise giving and following directions. Coded Pop Sticks Orienteering Exercise Explain that the children are now going to work in pairs to take part in two different orienteering exercises.</p> <p>Refer to the Coded Pop Sticks Orienteering Exercise to explain and set up Activity 1. NB the coded pop sticks need to have been prepared with a code prior to the lesson. In pairs, children take part in Activity 1. Did you find the verbal or non-verbal communication easier to use? Did you find the verbal or non-verbal communication easier to follow?</p> <p>Refer to the Coded Pop Sticks Orienteering Exercise to explain and set up Activity 2. NB you need to have prepared a map of the school grounds (or the space you plan to carry out the activity) prior to the lesson, using the Make Your Own Map Adult Guidance resource.</p> <p>In pairs, children take part in Activity 2. Suggestions for making the activity more or less challenging are on the Coded Pop Sticks Orienteering Exercise resource.</p>
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Learning Outcome/product

To complete an orienteering exercise using a map.

Assessment records	List only those children who have not achieved the expected outcomes.