

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

**Subject:** UKS2 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:

- 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

#### Year 5 Related Skill acquisition

Choose the best equipment for an outdoor activity.

Create an outdoor activity that challenges others.

Create a simple plan of an activity for others to follow.

Identify the quickest route to accurately navigate an orienteering course.

Communicate clearly and effectively with others.

Work effectively as part of a team. Successfully use a map to complete an orienteering course.

Begin to use a compass for navigation.

Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of a course.

Choose and use criteria to evaluate own and others performances.

Explain why they have used particular skills or techniques, and the effect they have had on their performances

#### Year 6 related skills

Choose the best equipment for an outdoor activity.

Prepare an orienteering course for others to follow.

Identify the quickest route to accurately navigate an orienteering course.

Manage an orienteering event for others to compete in.

Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary.

Successfully use a map to complete an orienteering course.

Use a compass for navigation.

Organise an event for others.

Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.

Thoroughly evaluate their own and others work, suggest thoughtful and appropriate improvements

#### 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

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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

#### 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

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

### 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.