

**Outdoor and adventurous activities:**

<b>Big Ideas/ Key Elements of PE</b>		
<ul style="list-style-type: none"> <li>- Movement</li> <li>- Development of skills and techniques</li> <li>- Application of skills and techniques</li> <li>- Co-operation/teamwork</li> </ul>	<ul style="list-style-type: none"> <li>- Competition</li> <li>- Games</li> <li><del>- Tactics</del></li> <li>- Challenge</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis and evaluation</li> <li>- Preparation for life and participation</li> <li>- Health and fitness</li> <li><del>- Swimming</del></li> </ul>

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions (skills)	Knowledge	Vocabulary
R							
1							
2							
3		<p>Phe 19</p> <p>In this unit children take part in simple orientation activities using maps and diagrams. They are set physical challenges and problems to solve, and work on their own and in small groups.</p> <p>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</p>	<p>This unit lays the foundations for future outdoor and adventurous activities units, in which children will develop problem-solving skills and learn to use simple maps and follow simple trails. This unit could be used in key stage 1.</p> <p>Like other curriculum areas that involve practical investigation, outdoor and adventurous activity units demand good organisation and safe practice.</p>	<ul style="list-style-type: none"> <li>• developed general awareness of movement, <i>eg travelling, stopping and turning</i></li> <li>• copied, explored and planned simple movements</li> <li>• followed simple instructions successfully</li> <li>• responded promptly to tasks</li> <li>• worked cooperatively with other children</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>▪ Identify where they are by using simple plans and diagrams of familiar environments;</li> <li>▪ use simple plans and diagrams to help them follow a short trail and go from one place to another;</li> <li>▪ respond to a challenge or problem they are set;</li> <li>▪ work increasingly cooperatively with others, discussing how to follow trails and solve problems;</li> <li>▪ Remain aware of changing conditions</li> <li>▪ comment on how they went about tackling tasks</li> </ul>	<ul style="list-style-type: none"> <li>- begin to understand left and right and simple directions</li> <li>- begin to work and behave safely;</li> <li>- know what symbols are used on maps and what they represent</li> </ul>	<ul style="list-style-type: none"> <li>• listen</li> <li>• explore, plan and do</li> <li>• maps, diagrams</li> <li>• pictures, symbols</li> <li>• follow a trail</li> <li>• seek and find</li> <li>• challenges</li> <li>• problem solving</li> <li>• plan, do and talk about</li> </ul>

		range of situations.					
4		<p>Phe 20</p> <p>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.</p> <p>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.</p>	<p>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 familiar environments. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.</p> <p>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 gymnastic activities in pairs and groups.</p>	<ul style="list-style-type: none"> <li>• used simple diagrams or maps that show objectives as symbols or pictures</li> <li>• taken part in a range of practical physical education activities in a familiar environment</li> <li>• followed simple instructions and responded promptly to the teacher and each other</li> <li>• taken part in practical problem-solving activities</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity. <ul style="list-style-type: none"> <li>▪ use maps and diagrams to orientate themselves and to travel around a simple course;</li> <li>▪ respond when the task or environment changes and the challenge increases;</li> <li>▪ start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</li> <li>▪ identify parts of the work that were successful;</li> <li>▪ respond to feedback on how to go about their work differently</li> <li>▪ Remain aware of changing conditions and change plans if necessary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- recognise some of the physical demands that activities make on them;</li> <li>- know how to be safe when outside</li> <li>- have an awareness of a compass and the 4 main points on it</li> <li>- Relate known symbols on maps to be able to create own</li> </ul>	<ul style="list-style-type: none"> <li>• maps, diagrams</li> <li>• symbols, scale</li> <li>• orienteering</li> <li>• controls</li> <li>• challenges, problem solving</li> <li>• plan alone, plan in pairs and groups</li> <li>• do – try, think about and try again</li> <li>• review – talk about an activity and decide how to do better</li> </ul>
5/6		<p>Phe 30</p> <p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• taken part in simple orienteering activities, using maps, diagrams or pictures to find their way around</li> <li>• taken part in some form of problem-solving activity requiring both planning and action</li> <li>• worked collaboratively in pairs and small groups</li> </ul>	<ul style="list-style-type: none"> <li>• choose and perform skills and strategies effectively;</li> <li>• find solutions to problems and challenges;</li> <li>• plan, implement and refine the strategies they use;</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• prepare physically and organisationally for challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to be safe and follow rules when out and about</li> <li>- Know all 8 points of a compass</li> </ul>	<ul style="list-style-type: none"> <li>• maps, diagrams</li> <li>• orienteering</li> <li>• planning a journey</li> <li>• challenges, problem solving</li> <li>• plan – strategies and approaches</li> <li>• do – try, review and try again or improve</li> <li>• review – talk about and agree good ways of working</li> <li>• team work – collaborate and take on roles and responsibilities</li> </ul>

		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.			<p>they are set, taking into account the group's safety;</p> <ul style="list-style-type: none"> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• identify what they do well, as individuals and as a group;</li> <li>• suggest ways to improve</li> </ul>		