

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year B – OAA

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Know how to work effectively with others and as part of a team.
- Show enthusiasm, determination, and resilience.
- Have the physical skills to be able to show good use of coordination.
- Social skills knowing how to communicate and form friendships with others.
- Have good self-esteem and take part in a range of PE games and activities.
- Work as a pair and in small groups.
- Know how to use a variety of equipment, resources, observe and copy what others have done.
To be able to talk about what they are doing using appropriate vocabulary, listen and follow simple instructions and rules.

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

OAA

- To know how to orientate a map and use it to navigate and solve problems in an orienteering course
- To know how to note down 8 checkpoints from the main map in an orienteering challenge.
- To know how to use navigational skills, map reading and compass bearings.
- To know how to use a map, 8 point references, route card and their purpose.

Key Vocabulary

Rules, maps, partner, teamwork, competition, direction, skills, symbols, move, travel, safely, instructions, route, trust, team building, problem solving, strategy, communication, verbal, non- verbal.

Session 1 – To know that a map is a Birdseye view of the playground. To know how to keep the map “set or “orientated” when they move. To know some of the symbols on an orienteering map.

- To know how to match symbols to pictures in a relay challenge.
- To know how to encourage and co-operation and discussion to match up match name cards correctly with map symbol cards.
- To think of a suitable way that pupils could all be recalled and know why they should respond to it immediately.
- To know how to orientate a map and to know the start and finish symbols.
- To know how to go for a walk identifying where they are at certain points using the map.
- To know how to work as a team with others to check and agree that they have matched all names to symbols correctly.

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- To know how to respond to a given situation and develop a responsible attitude to each other's safety.

Healthy Participation – To discuss the positive of OAA activities and make links with local clubs and activity centres that run similar games and skills. Discuss the positive experiences that OAA can have on our general health and well-being.

Vocabulary – Rules, maps, partner, teamwork, competition, direction, skills, symbols, move, travel, safely, instructions, route, trust, team building, problem solving, strategy, communication, verbal, non- verbal.

Session 2 – To know how to keep the map “set or “orientated” around a simple course. To run safely with a map around a simple orienteering course. Pupils will be developing their ability to work as part of a small team to complete a challenge.

- To know how to answer questions to find clues in an Animal trail quiz around the school playground/field.
- To know how to show they can work co- operatively with their partner to communicate and complete the codes using a direction provided.
- Pupils will know how to demonstrate a clear understanding of the directions in orienteering and can point to the correct place.

To Healthy Participation – To know and be able to explain why warming up is important. Can explain why keeping fit is good for their health.

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Session 3 – To be able to run safely with a map around simple orienteering course. To understand how to keep “set or “orientated” when they move around a simple course. To be able to explore ways of completing a task in the shortest time and to plan for a successful outcome.

- To know how to start at the start point and finish at the finish point.
- To know how to orienteer using netball numbers of pupils must go to the cones in the order it states on the map as quickly as possible adding up the point along the way.
- Pupils must know and understand the danger of running with a map.
- To know how to avoid bumping into other competitors when running in an enclosed space.
- To know how to move from one point to another successfully using a map.

Healthy Participation – To highlight the benefits of OAA based movements to fitness and of being healthy and active.

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Session 4 – Pupils will be able to attempt to navigate themselves around the school site to identify clues at specific checkpoints. Pupils will be able to follow a map to complete the challenge in the quickest possible time.

- To know how to note down 8 checkpoints from the main map in an orienteering challenge.
- To know how to navigate around the school and solve the clues.
- To know how to fully engage in the task and follow the map by navigating correctly to the clues around the school site.
- Pupils must not communicate with other teams. (Copying answers)
- To know how to observe peers' performance during the challenge and rate them on a scale of 1-5.

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- To know how to work well in a group or team.

Healthy Participation – Understand the importance of heart rate and recall large muscle group names.

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Session 5 – To be able to identify 8 points of the compass. To be able to navigate to a control marker.

- To know how to look at a map of the school grounds and to orientate where north, south, east, and west are.
- To know how to orienteer the map (turning it) based on where you are standing.
- To know how to navigate around a course each group with their own route card.
- Pupils will be able to know how to mark their own control cards as they are going around the course.
- To know how to work well in a group or in a team.
- To be able to take a leading role when working with others.
- To know how to come up with solutions to overcome challenges.

Healthy Participation – To understand why being confident within PE can help us to achieve our best. If pupils can learn to feel confident in their own abilities to move, be active and participate in physical activity they are well positioned to experience joy and develop competence.

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Session 6 – To know how to find strategies for remembering information. To be able to move from one place to another successfully. To know how to complete a given task using skills learnt and to work collaboratively.

- To know how to use navigational skills, map reading and compass bearings.
- To know how to use a map, route card and their purpose.
- To know how to use compass references.
- To navigate around the course remembering objects when back to the start they must record what objects they found and in what order. Starting with 5 and increasing each time.
- To know how to find strategies to remember information.
To know how to move from one place to another successfully.

Healthy Participation – What can affect put mental wellbeing? Eating well means a healthy and balanced diet. For example, eating lots of fruits and veggies. A balanced diet gives us vitamins and minerals that are important for our bodies and brains. Fizzy drinks, cakes, and sweets etc contain lots of sugar swapping these out for healthy foods can help to keep our brains and our bodies healthy.

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Future learning this content supports:

This unit will support future subjects in UKS2. Will be able to work with others effectively to solve problems. Pupils will be able to lead others and to be lead. Differentiate between when a task is competitive and when it is collaborative.

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Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math's (measuring distances, collating data & comparing recordings against other bests).