

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
PE	Outdoor & Adventure	5	Autumn 1	6 hours

Key Vocabulary: Orienteering, maps, symbols, course, compass, teamwork, communication, leadership.

Knowledge: Pupils will be taught to:

- Work as a team in order to solve problems
- Recognize symbols using a map
- Communicate clearly with others when solving tasks.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	Be able to work as a team in able to solve problems.	<p>Warm up – Patterns of movement, dynamic stretching and focus on agility (be able to move and turn sharply)</p> <p>Main content – (solving problems) pupils will be given a problem to solve as a group and have to come up with ways in which they can overcome it. “Cross the swamp” use equipment in order to complete crossing the swamp. Line up, be able to work as a team in able to communicate and sort teams in order.</p>	<p>Soccer 2000 Plan</p> <p>Cones, hoops, benches, spots</p>

			<p>Cool down – Static stretching, slow movements</p> <p>Self-reflection – children will discuss their own performance with a partner and identify strengths and improvements of the lesson.</p>	
Lesson 2	1 hour	Be able to work as a pair or a group to find the quickest way around a route or course.	<p>Warm up – patterns of movements, dynamic stretching and focusing on balance (to be balanced whilst moving)</p> <p>Main content (find the quickest way around a course/route) pupils will be given a map of a course (netball cage) to find cones and set equipment that is mark on the map using a route. Pupils will use the map to find the cones/equipment to see the letters and numbers. Pupils can develop on this by setting up a number of cones in the shape of a square, each group will create a map and follow directions. This session will focus on planning routes, knowing where you are on the map.</p> <p>Cool down – slow movements, static stretching</p> <p>Self-reflection – paired reflection, children will discuss strengths and areas of improvement.</p>	<p>Soccer 2000 plan</p> <p>Maps of netball court, pens/pencils</p>
Lesson 3	1 hour	To be able to use prior teamwork and problem solving skills in order to work together to complete set tasks.	<p>Warm up – patterns of movement, dynamic stretching, focus on balance (be able to balance equipment whilst moving)</p> <p>Main content (core tasks) – pupils will use prior skills developed in working as teams, groups and pairs in order to complete set core tasks. The first task, task 3 is finding a control point where children will work together using a</p>	<p>Soccer 2000 plan</p> <p>Maps, pencils, cones, ropes, hoops</p>

			<p>map to find a set point and get there by planning a route. Pupils will complete set tasks, when completed they will move onto to the next task.</p> <p>Cool down – slow movements, static stretching</p> <p>Self-reflection – personal performance review, red, yellow, green. Judge performance based on green being successful, yellow being made progress but still need to develop, and red being they did not improve today.</p>	
Lesson 4	1 hour	To be able to work as a pair or a group in order follow a trail as well as recognising symbols and find them using a map.	<p>Warm up – patterns of movement, dynamic stretching, focus on co-ordination (be able to coordinate your movements)</p> <p>Main content (working as a pair to follow a trail) pupils will be working in pairs to develop working together effectively and recording what you observe. Students will go around a trail and help their partner complete a course by recording equipment they find. Pupils may also develop reading a map and finding points when working with a partner.</p> <p>Cool down – slow movements, static stretching</p> <p>Self-reflection – personal performance review, – personal performance review, red, yellow, green. Judge performance based on green being successful, yellow being made progress but still need to develop, and red being they did not improve today.</p>	<p>Soccer 2000</p> <p>Pens and pencils, maps, equipment to hide such as hoops, bean bags, cones.</p>

Lesson 5	1 hour	To be able to follow directions correctly as well as following a map of school.	<p>Warm up – patterns of movement, dynamic stretching and focus on balance (be able to balance equipment whilst moving)</p> <p>Main content (be able to follow directions correctly) – pupils will following a trail around an area and make plans on where to go and what points they need to get to. Children will find different items/equipment on their list when following the trail, they will develop working as a team or a pair in this game. Pupils will also move onto following a map of school by working out the fastest route to the correct points, holding the map the right way round as well as developing working together in a pair or a group.</p> <p>Cool down – slow movements, static stretching</p> <p>Peer reflection – children will show a thumbs up to show they have learnt something new and ready for a next challenge, mid thumb for learn something and need to improve and thumb down for not learning anything and needs help during the lesson.</p>	<p>Soccer 2000 Plan</p> <p>Pens/pencils, station cards, arrows, words/equipment relating to point found</p>
Lesson 6	1 hour	To be able to use prior teamwork and problem solving skills in order to work together to complete set tasks.	<p>Warm up – patterns of movement, dynamic stretching, focus on balance (be able to balance equipment whilst moving)</p> <p>Main content (core tasks) – pupils will use prior skills developed in working as teams, groups and pairs in order to complete set core tasks. The first task, task 3 is finding a control point where children will work together using a</p>	<p>Soccer 2000 plan</p> <p>Maps, pencils, cones, ropes, hoops</p>

			<p>map to find a set point and get there by planning a route. Pupils will complete set tasks, when completed they will move onto to the next task.</p> <p>Cool down – slow movements, static stretching</p> <p>Self-reflection – personal performance review, red, yellow, green. Judge performance based on green being successful, yellow being made progress but still need to develop, and red being they did not improve today.</p>	
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