

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

| Subject | Topic/Key Question | Year Group | Term | Time Allocation |
|---------|-----------------------|------------|----------|-----------------|
| PE | Outdoor and Adventure | 3 | Autumn 1 | 6 hours |

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

Knowledge: Pupils will be taught to:

- Begin to work with others in order to solve problems
- Orientate themselves with increasing confidence.
- Begin to identify ways they can improve in future.

| Lesson Sequence | Time Allocation | Key Question/WALT | Teaching Activities | Resources |
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| Lesson 1 | 1 hour | Finding solutions: Be able to work as a team to solve a problem | <p>Warm up – Patterns of movement, dynamic stretches, agility (zig-zag)</p> <p>Finding solutions:</p> <ul style="list-style-type: none"> - Can you find different ways to communicate? - How can you help your teammates? - Listen to different ideas. Why is this important? <p>Cool down – Slow movements, static stretching</p> <p>Peer reflection – Thumbs up/down</p> | <p>Maps</p> <p>Benches</p> <p>Cones</p> <p>Hoops</p> |

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| Lesson 2 | 1 hours | Map reading: To be able to find yourself on a map at all times | Warm up – Patterns of movement, dynamic stretches, balance (balance on patches) Map reading: <ul style="list-style-type: none"> - To work as a pair or group to find the quickest way around a course. - Plan your routes - How do we know where we are on the map? - How should you hold the map? Cool down – Slow movements, static stretching Self reflection – Traffic lights | Maps Pens Pencils Cones |
| Lesson 3 | 1 hour | Core Tasks: To be able to complete set tasks with prior learning | Warm up – Patterns of movement, dynamic stretches, coordination (trigger) Core Tasks: <ul style="list-style-type: none"> - Find a control point on the map - Be able to lead a blindfolded partner - Find control points within a time limit - Plan and complete your own orienteering course Cool down – Slow movements, static stretching Personal Performance – Traffic lights | Maps Pencils Blind folds Cones Ropes |
| Lesson 4 | 1 hour | Teamwork: Complete teamwork activities successfully | Warm up – Patterns of movement, dynamic stretches, agility (train tag) Teamwork: <ul style="list-style-type: none"> - To be able to work as a pair or group to follow a trail - How can you work effectively with a partner - Record what you observe accurately - Know where you are on the map at all times. | Maps Pencils Paper Equipment for children to find (Hoops, |

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| | | | <ul style="list-style-type: none"> - Be able to recognise symbols and find them using a map. <p>Cool down – Slow movements, static stretching</p> <p>Personal Performance – Traffic lights</p> | cones, bean bags) |
| Lesson 5 | 1 hour | Solving puzzles: Record and collect information to solve a puzzle | <p>Warm up – Patterns of movement, dynamic stretches, balance (balancing bean bags)</p> <p>Solving puzzles:</p> <ul style="list-style-type: none"> - Be able to work as a team or a pair to follow directions - Work out the fastest route to correct sites - How should you hold a map? <p>Cool down – Slow movements, static stretching</p> <p>Paired reflection – discuss own performance in pairs.</p> | <p>Maps</p> <p>Pens</p> <p>Pencils</p> <p>Hidden items (Hoops, bean bags, cones)</p> <p>Lettered and numbered cones</p> |
| Lesson 6 | 1 hour | Core Tasks: To be able to complete set tasks with prior learning | <p>Warm up – Patterns of movement, dynamic stretches, coordination (trigger)</p> <p>Core Tasks:</p> <ul style="list-style-type: none"> - Find a control point on the map - Be able to lead a blindfolded partner - Find control points within a time limit - Plan and complete your own orienteering course <p>Cool down – Slow movements, static stretching</p> <p>Personal Performance – Traffic lights</p> | <p>Maps</p> <p>Pencils</p> <p>Blind folds</p> <p>Cones</p> <p>Ropes</p> |