

Topic: PE	Year group	Term
Outdoor and Adventurous	Year 1	Autumn 1 7 sessions

Background knowledge

The aims of outdoor and adventurous activities are to develop team work and problem solving skills, working with others and developing leadership qualities. It also allows them to develop their balance, agility and coordination.

In Key Stage 1, outdoor and adventurous activities should take place in a familiar environment such as the school yard, hall or nature area.

This unit can link with other curriculum areas in the form of a subject trail e.g. maths trail.

The whole-part-whole model will not be appropriate for this unit so instead use the following headings:

Lesson objective	Introduction	Activity	Evaluation

What should I already know?

Move in a controlled manner

Move confidently in a range of ways

Can run safely on whole foot

Can negotiate space and avoid obstacles

Can adjust speed and direction

National Curriculum Objectives / Key Skills	The Journey
<p>To develop balance, agility and co-ordination</p> <p><u>To climb over, under and around obstacles.</u></p> <p><u>To give and follow simple instructions.</u></p> <p><u>To follow a trail using clues.</u></p> <p><u>(KPIs underlined)</u></p>	<ol style="list-style-type: none"> 1. To explore the school grounds. <u>Hide and seek games, treasure hunts, follow the leader, going on a bear hunt.</u> 2. To explore the school grounds. <u>Hide and seek games, treasure hunts, follow the leader, going on a bear hunt.</u> 3. To complete an obstacle course. <u>Use trim trail, tyres, running track, climbing frame etc. Cones/markers/hoops/ropes can be used to mark extra parts of the trail or parts in between.</u> 4. To create our own obstacle course. <u>Come up with a course as a class.</u>


	<p>Where should we start/finish? Could we add a rule e.g. on the flat tyres do 2 jumps, touch the floor before you get onto the trim trail? Could we travel in different ways on different parts e.g. jump through hoops?</p> <p>5. To lead and trust a partner. One partner closes eyes, one leading around a simple course using cones, markers etc. First time holding hand to guide, second time using only instructions. Going around, stepping over, turning. Could be done in the hall or outside on the field.</p> <p>6. To use clues to follow a trail. Photo of the area to go to next, each pair starts at a different station. Collect an answer or token at each station.</p> <p>7. To set a trail for another pair. Use coloured lolly sticks/pencils etc to lay arrows for another pair to follow leading to hiding place. Can the other pair follow the arrows to find them?</p>
--	--

Outcomes

Working towards: I can join in games on our school grounds. I can complete a simple obstacle course. I can go over, under and around obstacles. I can give instructions to a partner with support. I can follow simple instructions.

Expected: I can complete an obstacle course, going over, under and around where necessary. I can come up with ideas for an obstacle course. I can use picture clues to follow a trail. I can set and follow a trail. I can give instructions to a partner. I can follow instructions confidently.

Exceeding: I can confidently complete an obstacle course and suggest ways to make it trickier. I can explain directions clearly to a partner.

Key Vocabulary	Timeline / Diagrams
<p>Travel - to move in a certain direction</p> <p>Forwards - to move the way you're facing</p> <p>Backwards - to move the opposite way to where you're facing</p> <p>Around - to travel past something while turning, keeping it on one side</p> <p>Over - to travel on top of something</p> <p>Under - to travel below something</p> <p>Jump - to have both feet off the floor</p> <p>Turn - to move your body to face a different direction</p> <p>Obstacle - something that blocks your way</p> <p>Problem - a situation that you need to deal with to achieve your goal</p> <p>Instruction - information about how to do something</p>	

Key people / places
<p>Beech Hill grounds</p>

Assessment questions / outcomes
<p>Can you follow the course?</p> <p>Where should you go next?</p> <p>Can you think of a way to make it harder?</p> <p>What does the clue tell you?</p> <p>Can you explain what your partner needs to do now?</p> <p>Can you follow your partner's instructions?</p>

How did you feel when you couldn't see?

Can you make a trail?

Where would be a good hiding place?