

Outdoor & Adventure Exemplification

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Objective	Skills	Running	Jumping	Throwing & Catching	Evaluation
Become increasingly confident and competent					
Compete Against themselves					
Compete against others					
Master Basic movements:					
Running					
Jumping					
Throwing					
Catching					
Develop:					
Agility					
Balance					
Coordination					
Participate in Team Games					
Develop simple tactics for attacking and defending.					
Perform Dances					
Learn simple dance movements					
National Curriculum Objective	Technical Skills	Orienteering	Teamwork	Equipment & Planning	Evaluation
Communicate, collaborate and Compete against others	X	X	X	X	X
Pupils should be taught to use in combination and isolation:					

Key stage 2

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 with each other. 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 best.

Outdoor & Adventure Exemplification

Running		X			
Jumping					
Throwing					
Catching					
Plat competitive games such as:					
Basketball, Cricket, Football, Hockey, Netball, Rounder’s and Tennis					
Apply Basic Techniques for Attacking and Defending					
Develop Flexibility, Strength, Control and Balance					
Perform Dance Using a Range of Movement Patterns					
Take Part in Outdoor and Adventurous Activity Challenges:					
Individually	X	X	X	X	X
As Part of a Team	X	X	X	X	X
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	X	X	X	X	X

As a result – this is not taught in KS1

O u t d o o r		FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Tec hnic al Skill s				Can Identify Symbols used on a key	Match the symbols on a key to the environment	Understands ‘the most efficient path’	Can build basic shelters and tents
					Knows what an orienteering tag looks like	Can use 4 figure grid references	Can use 6 figure grid references	Can use contour lines on a map
					Can use a compass to locate north	Can use a compass to locate north, south, east and west	Can use 8-point compass directions with a map	Can use 6 figure grid references, 8-point compass directions, contour lines, symbols and keys (OS maps) to navigate

Outdoor & Adventure Exemplification

&A d v e n t u r e	Orient eering				Can orientate themselves around a short trail	Can orientate themselves around a short trail within a set time	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way when under time pressure
	Tea mw ork				Can suggest which direction to go within a small team.	Knows and can assign roles within a team	Can use clear, precise communication to quickly relay information to a team	Can use clear, precise communication to suggest ideas and reply to others.
	Equi pme nt & Plan ning				Can identify equipment that is appropriate for an activity	Can select the most useful equipment to a task	Choose the best equipment needed to match with the variable environment and weather conditions.	Can select required equipment that may be needed considering unforeseen potential hazards.
					Can keep equipment safe during a task	Can look after the equipment required by a specific role		
	Eval uati on				Can describe what worked well and what could be better next time	Can explain their success using clear language and vocabulary	Can explain how they could have improved the time they completed a course in and the success of their equipment planning	Can evaluate their success of a course, how they could have worked better as a team, most efficient path and likely survival in extreme circumstances.

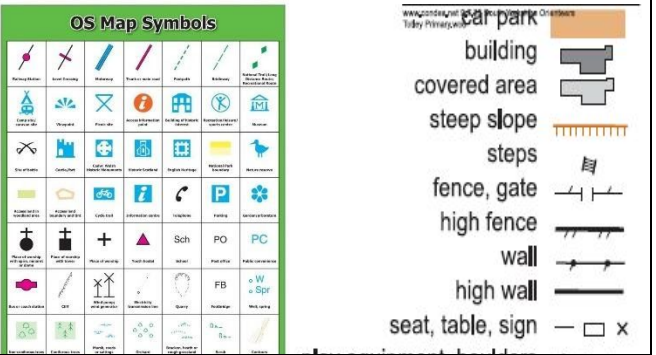
Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tec hnic al Skill s				Can Identify Symbols used on a key	Can use 4 figure grid references	Can use 6 figure grid references	Can use contour lines on a map
				Can use a compass to locate north	Can use a compass to locate north, south, east and west	Can use 8-point compass directions with a map	Can use 6 figure grid references, 8-point compass directions, contour lines, symbols and keys (OS maps) to navigate

Outdoor & Adventure Exemplification

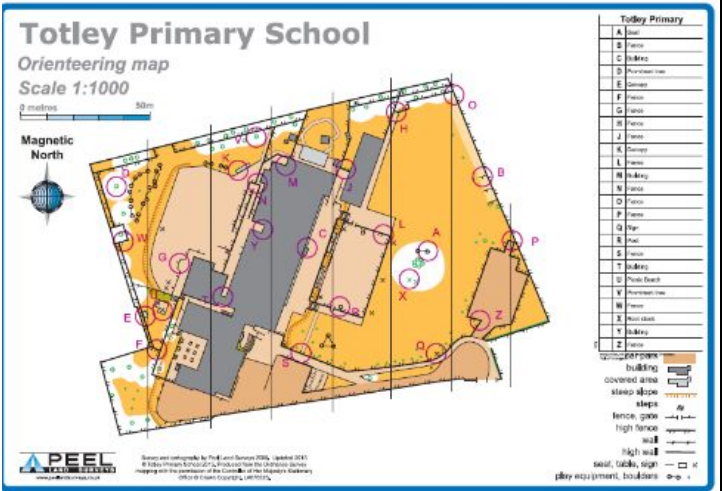
Orie ntee ring				Can orientate themselves around a short trail	Can orientate themselves around a short trail within a set time	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way when under time pressure
Tea mw ork					Can assign roles within a team		
Equi pme nt &  Plan ning				Can identify equipment that is appropriate for an activity	Can select the most useful equipment to a task	Choose the best equipment needed to match with the variable environment and weather conditions.	Can select required equipment that may be needed considering unforeseen potential hazards.
Eval uati on				Can describe what worked well and what could be better next time	Can explain their success using clear language and vocabulary	Can explain how they could have improved the time they completed a course in, discussing ‘the most efficient path’	Can evaluate their success of a course, how they could have worked better as a team, most efficient path and likely survival in extreme circumstances.

Year 3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example			
Te ch ni ca l Sk	WALT		Symbols Key Map Object	<div>Children can recognise that drawing each object on a map would become confusing and too detailed. So we use symbols to represent different things. Teach children to always look for the key on a map to tell them what each symbol means.</div> <div>Show children the symbols and an orienteering map of school, can they find an example of each of these symbols and circle them on their map as they find them?</div> <div>Children could have a table – what the symbol looks like, what I think the object might look like, what the object actually looks like.</div>			
	Identify Symbols used on a key						
	Prior Knowledge						
	How Knowledge is progressive						



Outdoor & Adventure Exemplification

ills				<p>-Does the symbol always look the same?</p> <p>-Does the actual object always look the same?</p> <p><a href="https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-understanding-map-symbols/">https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-understanding-map-symbols/</a></p>
	WALT		Needle Magnetic North Compass Direction Align	<p>Show children a compass. The needle is magnetized to the Earth's North Pole. It will always point North so you have to turn the compass to align the needle to the 'N' marking.</p> <p>Give children a challenge can they find an object or marker that is north. <b>For Example</b> – find a human feature that is North of 'Marker F' or which marker is furthest north marker 'A' or 'E'?</p> <p>Children could make their own compasses to help complete a course or use standard compasses.</p>
	Find North on a compass			
	Prior Knowledge			
	How Knowledge is progressive			
	WALT		orienteeing marker	<p>Children to know that an orienterring marker will always have orange and white triangles.</p> <p>The markers can be flags or signs stuck onto objects.</p> <p>Around school we have a set of markers that look like this.</p> <p>Using the map to guide them, how many can children find?</p>
	Knows what an orienteeing tag looks like			
	Prior Knowledge			
	How Knowledge is progressive			
Ori nt ee ri ng	WALT		Orientate Navigate Orienteering Symbol Key	<p>Children can complete a quick course such as the orienteeing course around school.</p> <p>There are 20 plans to choose from in the folder.</p> <p>Children to complete these individually and in teams. Challenge – working in pairs, 1 child is blindfolded and carefully led to a starting point. They must then orientate themselves and begin to complete the course.</p>
	Orientate around a short trail			
	Prior Knowledge			
	How Knowledge is progressive			
Te a m w o r k	WALT		Direction Suggest	<p>When working in teams, children need to agree which direction they are going to travel before they set off.</p> <p>Children need to take it in turns to suggest which was to go to find the next marker. This prevents the group just following 1 person.</p> <p>-Which person in the team suggested the most correct directions?</p> <p>-Sometimes people in a group will disagree which direction to go so they must discuss the reasons for their thinking and decide as a group which way to go.</p>
	Can suggest which way to go in, within a team			
	Prior Knowledge			
	How Knowledge is progressive			





## Outdoor & Adventure Exemplification

Equipment & Planning	WALT		Equipment Safety Successful	<p>Children are learning to prepare for a walk and outdoor experience.</p> <p>What could happen?</p> <p>What might they need to bring to ensure they are successful and safe?</p> <p><b>For example –</b></p> <p>Map, pencil, something to protect the map if it rains suitable footwear, coat, first aid kit</p>
	Identify equipment that is appropriate for an activity			
	Prior Knowledge			
	How Knowledge is progressive			
Equipment & Planning	WALT		Equipment Safety Successful	<p>Teach children they are responsible for the equipment they take as a group. Individuals have a responsibility to their team to look after the equipment they carry but the whole group is responsible for making sure that no equipment is missing.</p>
	Can keep equipment safe during a task			
	Prior Knowledge			
	How Knowledge is progressive			
Evaluation	WALT		Successful Improve Evaluate	<p>Children to recognise things that they did successfully and things they can improve next time. They are recognising that they do some things well and with practise will get better at everything.</p> <p><b>For Example-</b></p> <div> <div> <p>+ Our team remembered to take all the correct equipment we needed to complete the course.</p> <p>- We couldn't find marker 'D' because we were looking for the wrong symbol.</p> </div> <div> <p>Can you tell me how successful you were as a team?</p> </div> </div>
	Can describe what worked well and what could be better next time			
	Prior Knowledge			
	How Knowledge is progressive			

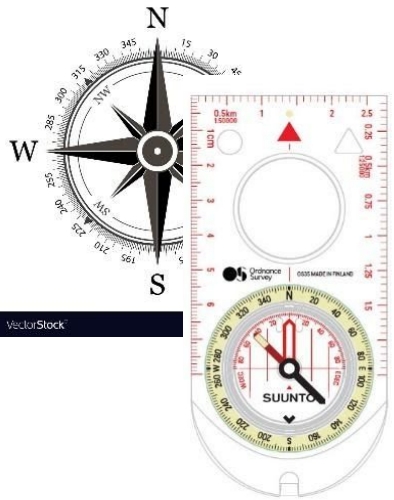
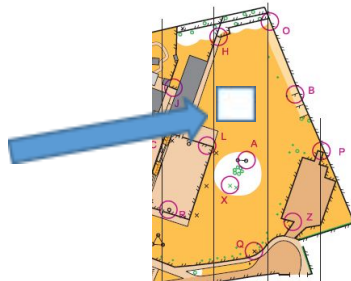
Year 4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Technician	<b>WALT</b>	Environment Map	Symbol	<p>Children are using their developing understanding of symbols on maps to recognise features in the environment around them.</p> <p>This will be completed simply by practising reading maps and symbols to complete courses.</p>
	<i>Match symbols to the environment</i>			
	<b>Prior Knowledge</b>			

**OS Map Symbols**

Railway Station	Level Crossing	Railway	Road	Footpath	Building	Landmark

Outdoor & Adventure Exemplification

ca I Sk ill s	Children have learned to understand basic symbols on an OS map and orienteering course			When children are looking at a map can they fill in missing squares with the correct symbol to match the environment? In pair children to put stickers on a map can their partner work out what is missing?
	How Knowledge is progressive			
	Children are learning to match symbols on a map to the environment to help them navigate			
Or ie nt	WALT		Vertical Horizontal grid grid numbers 4-figure grid references	<a href="https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/">https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/</a>  A four-figure grid reference gives the square on the map in which the feature you're finding is. Ask <i>how far along, then how far up</i> . Like in Year 2, you use the bottom left corner of the square you need. That's why the four-figure grid reference for Swanage train station is 02,78. We use a comma between the horizontal and vertical reference.  Children to go on a local walk around Topley in small groups, Using an OS map to direct them and questions to answer such as what road/building could you find in square 83 28.
	Use 4-figure grid references			
	Prior Knowledge			
	Children have learned to use a basic map and symbols			
	How Knowledge is progressive			
	Children are learning to find where they and objects are using 4-figure grid references			
Or ie nt	WALT		Needle Magnetic North Compass Direction	Show children a compass. The needle is magnetized to the Earth's North Pole. Children know the needle always points North and they need to align the needle to the 'N' Marking.  Teach children the 4 basic compass directions (North, East, South and West) Using this knowledge and their ability to use a compass to find North can children find: -hidden objects (Go East 5steps from marker 'F') -objects (what is immediately South of marker 'C') -markers (what marker is West of marker 'W') <a href="https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-use-a-compass-2/">https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-use-a-compass-2/</a>
	Use a compass to locate North, East, South and West			
	Prior Knowledge			
	Children have learned to find North using a compass			
	How Knowledge is progressive			
	Children are learning to find the 4 basic compass directions			
Or ie nt	WALT		Orientate Navigate Orienteering	Children can complete a quick course such as the orienteering course around school.  There are 20 plans to choose from in the folder.
	Can orientate themselves around a short trail within a set time			
	Prior Knowledge			



Outdoor & Adventure Exemplification

ee ri ng	Children have learned to complete courses		Symbol Key Timer Base	Children to complete these individually and in teams but with a timer set. For Example – 10 minute timer, on my whistle start, on my second whistle finish and come back to base. Points awarded for 1 <sup>st</sup> team back to base 2 <sup>nd</sup> , 3 <sup>rd</sup> etc. to receive diminishing points.  Which team has the highest score? (Number of markers found + finishing score)
	How Knowledge is progressive			
	Children are learning to complete courses in a time limit with points for finishing with speed			
Te a m w o r k	WALT		Map Holder Compass Holder Data Logger Time Keeper Role	For a team to work effectives it is best to give each person a job to do instead of 1 person trying to do everything.  <b>Map Holder</b> – This person is responsible for reading the map and ensuring the group is travelling in the correct direction. <b>Compass Holder</b> – This person is responsible for ensuring the group is travelling in the correct direction. <b>Data Logger</b> – This person is responsible for writing down the information they find (For example what picture is on marker ‘C’?). <b>Time Keeper</b> – This person is responsible for making sure the team knows how long they have left to complete the course.  When children are more accomplished at knowing and completing the roles they may begin to share these within a pair.
	Know and assign the roles within a team			
	Prior Knowledge			
	Children have learned to collaborate as a team			
	How Knowledge is progressive			
	Children are learning to work as a team to fulfil the basic roles.			
Eq ui p m en t & Pla nn ing	WALT		Equipment Safety Successful Essential Non-essential	Children are learning to prepare for a walk and outdoor experience. They need to decide which pieces of equipment or essential and which pieces of equipment are non-essential. Teach children that  <b>Essential items</b> - are there for safety and success of an adventure. <b>Non-essential items</b> – are there for luxury and aren’t going to affect the safety or success of an adventure.  <b>For example –</b> Lay out these objects map, picnic, pencil, sweets, bottle of water, sketching pencils, camera, something to protect the map if it rains suitable footwear, coat, first aid kit.  Can children sort these pieces of equipment into <b>essential item</b> and <b>non-essential</b> items?
	Select the most useful equipment to a task			
	Prior Knowledge			
	Children have			
	How Knowledge is progressive			
	Children are			
	WALT		Equipment Safety Successful Team roles	Teach children they are responsible for the equipment they take as a group. Individuals have a responsibility to their team to look after the equipment they carry whilst they perform a specific role but the whole group is responsible for making sure that each member of the team is doing their job successfully.
	Look after the equipment required by a specific role			
	Prior Knowledge			
	Children have learned the importance of equipment and team roles			
	How Knowledge is progressive			
	Children are learning to take responsibility of equipment individually and as a team			
Ev alu ati on	WALT		Precise Equipment Safety Successful Team roles	Children are describing the success of their performance by using the correct vocabulary learned above. This could be done at the end of each lesson for them to build their confidence to describe each element to a partner, within a group or to another group.  <b>For Example</b> <div>We were successful because our <b>time keeper</b> constantly reminded us how long we</div>
	Explain their success using clear language and vocabulary			
	Prior Knowledge			
	Children have learned to identify what they did well			



Outdoor & Adventure Exemplification

	How Knowledge is progressive		Map Holder Compass Holder Data Logger Time Keeper	
	Children are learning to use precise vocabulary to discuss how their success occurred			


Year 5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Techni	WALT		Path Efficient	The most efficient path is the shortest route.  If children were trying to reach all 26 markers on the school field, it would not be productive to keep travelling from one side of school to the other.
	Understands 'the most efficient path'			
	Prior Knowledge			



## Outdoor & Adventure Exemplification


ca I Sk ill s	Children have learned to complete courses			The most efficient path therefore, is the planning of a route to take the smallest distance possible.
	How Knowledge is progressive			This could be done by timing the children completing the same course. If the changed their route could they complete it in a shorter time?
	Children are learning to complete courses in the shortest distance and time as possible.			
	WALT	Horizontal Vertical	Northings Eastings 6-figure grid reference	<a href="https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/">https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/</a>
	Use 6 figure grid references			
	Prior Knowledge			
	Children have learned 4-figure grid references			
	How Knowledge is progressive			
	Children are learning to use 6-figure grid references to improve accuracy when navigating			
	WALT			
Use 8-point compass directions with a map		Cardinal Inter-cardina I Northerly Southerly Easterly Westerly		
Prior Knowledge				
Children have learned to use 4-point compass directions				
How Knowledge is progressive				
Children are using 8-point compass directions to help them navigate to a specific place.				
Or ie nt ee ri ng	WALT		Orientate Navigate Orienteering Symbol Key Timer Base	Children to complete orienteering courses. There are 20 plans to choose from in the folder. Can they use their new skills of choosing 'the most efficient path', inter-cardinal directions and 6-figure grid references to complete the course in a quicker time?  Children to complete these individually and in teams but with a timer set.
	Orienteate themselves and others around a trail with increasing accuracy in the most efficient way			
	Prior Knowledge			
Children have learned to be increasing efficient when planning a				

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	<div>route and accurate by using 6-figure grid references</div> <div>How Knowledge is progressive</div> <div>Children are using their new knowledge to complete the orienteering courses around school in a quicker time.</div>			<div>For Example – 10 minute timer, on my whistle start, on my second whistle finish and come back to base. Points awarded for 1<sup>st</sup> team back to base 2<sup>nd</sup>, 3<sup>rd</sup> etc. to receive diminishing points.</div> <div>Which team has the highest score? (Number of markers found + finishing score)</div>
Teamwork	<div>WALT</div> <div>Use clear, precise communication to quickly relay information to a team</div> <div>Prior Knowledge</div> <div>Children have learned new technical skills.</div> <div>How Knowledge is progressive</div> <div>Children are learning to use these terms to help provide clear instructions to communicate as a team</div>		<div>North</div> <div>South</div> <div>East</div> <div>West</div> <div>North East</div> <div>North West</div> <div>South East</div> <div>South West</div>	<div>Children could play team building games to start with to show what happens when we don’t use clear language to communicate with each other.</div> <div>We have learned new skills to help us give precise information to each other to navigate easily. Children could work with a partner. Partner A navigates using a map and has to use clear information to instruct partner B where to go.</div> <div><div><div>CLARITY OF MESSAGE</div></div><div><div>CHECKING UNDERSTANDING</div></div><div><div>TURN TAKING</div></div><div><div>ACTIVE LISTENING</div></div><div><div>CHOOSING RIGHT METHOD</div></div><div><div>SELF-AWARENESS</div></div><div><div>APPROPRIATE BODY LANGUAGE</div></div></div>
Equipment & Planning	<div>WALT</div> <div>Choose the best equipment needed to match with the variable environment and weather conditions.</div> <div>Prior Knowledge</div> <div>Children have learned which pieces of equipment are essential and which are non-essential</div> <div>How Knowledge is progressive</div> <div>Children are learning to plan ahead for a walk, they need to consider variable conditions and how to overcome expected obstacles</div>	Variable Conditions	Essential Non-Essential	<div>Whilst children are planning their walk/orienteering course:</div> <div><b>Put the weather forecast on the board</b> - What does this tell them about the equipment they are likely to need?</div> <div><b>Ask where they are going</b> – What terrain are they going to be walking on? What features and obstacles might they encounter? What preparations are they going to need to make to overcome these?</div> <div>What shoes will they need? Will they need to carry equipment? What clothing will they need to take? How long will they be out for? Will it be hot and therefore need a drink?</div> <div>Children could score points for taking items they require. They could lose points for taking items they didn’t use unless they can justify why they took it.</div> <div>Review each groups planning at the end. Was it successful?</div>
Evaluation	<div>WALT</div> <div>Can explain how they could have improved the time they completed a course in and the success of their equipment planning</div> <div>Prior Knowledge</div>		Efficiency Accuracy Precise	<div>Children are learning to evaluate their performance against the skills they have learned.</div> <div>Was their route efficient? Could it have been improved so they finished quicker? How?</div> <div>Did they correctly use 6-figure grid references to locate and navigate? Was it accurate or did they have to look around them for guidance?</div> <div>Did they correctly use the 8-figure compass directions to plan the route? Did they go of course at any point? How did this affect their time?</div>

Outdoor & Adventure Exemplification


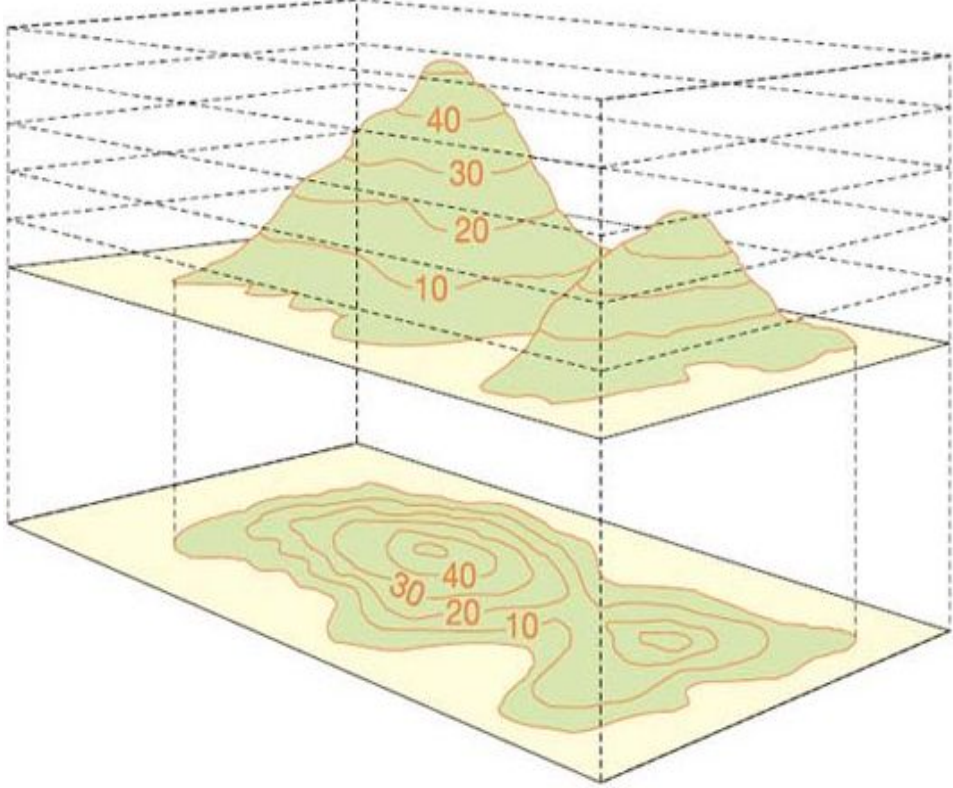
	Children have learned to explain what was successful using clear language and vocabulary			Did they use precise language to communicate? Did this make their decision making quicker/slower? Did it help complete the course quicker?
	How Knowledge is Progressive			
	Children are learning to evaluate their performance in terms of its accuracy, efficiency and planning			

Year 6	Objective	Tier 2 Vocab	Tier 3 Vocab	Example	
Tech	WALT		Shelter A Frame	Children are learning the basic requirements of a shelter-	
	Build basic shelters and tents				





Outdoor & Adventure Exemplification

ni ca l Sk ill s	Prior Knowledge		Tarp	<p><b>Roof</b> – To protect you from rain, snow etc. and keep you dry</p> <p><b>Waterproof</b> – The materials need to be able to keep you and your equipment dry.</p> <p>Children are learning to create a basic A-Frame tarp shelter using rope, trees and pegs. <a href="https://www.youtube.com/watch?v=0ellyxim0U">https://www.youtube.com/watch?v=0ellyxim0U</a></p> <p>If children are confident can they explore making other shelters such as a tripod tarp shelter? <a href="https://www.youtube.com/watch?v=UVjmn05Ptgs">https://www.youtube.com/watch?v=UVjmn05Ptgs</a></p>	 <p>Children to also put up a simple tent using poles.</p>
	Children have learned what equipment might be needed to keep them safe				
	How Knowledge is progressive				
	Children are learning to create a basic shelter or tent to help them plan for sudden changes in weather				
	WALT			<p>Contours are shown on Ordnance Survey maps as thin orange or brown lines with numbers on them that show you the height above sea level of any point on the line. The contour lines join points of equal height together. Contour lines very close together indicate a steep slope and contours further apart show a gentle slope.</p> 	<p><b>Contour lines give you a mental picture of the shape of the ground.</b></p> <p>The numbers on contour lines are always displayed in ascending height, so if the numbers increase it denotes an uphill slope, and if they decrease it's a downhill slope.</p> <p>The relationship between higher and lower contours and the distance between them can give you valuable clues about what the real surface of the ground is like:</p> <p>Smaller circles show a summit or basin, but the inside of a contour circle is normally higher ground.</p> <p>Flat areas like river valleys and the sea have very few or no contours.</p> <p>Contours are only ever on top of one another if it's a vertical cave or cliff.</p>
	Use contour lines on a map				
	Prior Knowledge				
	Children have learned to use features on a map such as 6-figure grid references to help understand the environment				
	How Knowledge is progressive				
	Children are learning to use contour lines to help understand the environment in 3D so they can plan the safest possible route				

<https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/>

## Outdoor & Adventure Exemplification

	<div><div>WALT</div><div>Use 6 figure grid references, 8-point compass directions, contour lines, symbols and keys (OS maps) to navigate</div><div>Prior Knowledge</div><div>Children have learned to understand 6 figure grid references, 8-point compass directions, contour lines, symbols and keys (OS maps) to navigate</div><div>How Knowledge is progressive</div><div>Children are combining these to complete a walk from a given location back to school</div></div>		<div><div>6-figure grid references</div><div>contour lines</div><div>compass directions</div><div>key</div><div>symbol</div></div>	<div><div></div><div></div><div></div></div> <div><div>Children have learned to use these skills to help understand the environment and to successfully navigate maps such as this.</div><div></div><div><div>Can children navigate where they are on maps</div><div><div>-to complete a walk to school from a given location?</div><div>-when on school trips?</div><div>-during local walks?</div><div>-going to sports day at Abbeydale?</div><div>-gong to the duck race at Milhouses Park?</div></div></div></div>
<div>Or ie nt ee ri ng</div>	<div><div>WALT</div><div>Orientate ourselves and others around a trail with increasing accuracy in the most efficient way when under time pressure</div><div>Prior Knowledge</div><div>Children have learned to work as a team to complete orienteering challenges in the school grounds</div><div>How Knowledge is progressive</div><div>Children are learning to work in small teams to navigate themselves in competition with other teams</div></div>			<div><div>Children are learning to compete against each other individually and in teams when orienteering.</div><div>Over a series of weeks children could receive a score for the time or position they finished a course in.</div><div>The winner could be:</div><div><div>-an overall shortest time completing all the courses.</div><div>-the most improve score or time.</div><div>-the average score over time etc.</div></div></div>
<div>Te a m w o r k</div>	<div><div>WALT</div><div>Can use clear, precise communication to suggest ideas and reply to others.</div><div>Prior Knowledge</div><div>Children have learned to use precise accurate language</div><div>How Knowledge is progressive</div><div>Children are learning that the quicker they relay information and with greater accuracy directly affects the time they take to complete a course</div></div>		<div><div>Communication</div><div>Precise</div><div>Accurate</div><div>Concise</div><div>Clarity</div><div>Active Listening</div></div>	<div><div>Children are learning that when competing against others the information they relay to each other needs to be concise and precise.</div><div>The longer they deliberate over decisions and to explain their thoughts, the longer it takes for them to complete the course. If each interaction is cut by 30 seconds, after 10 interactions the team has saved themselves 5 minutes at the end of the course.</div><div>Children to practice team building games and obstacle courses to help improve their communication skills.</div><div><div>-This could be a speed drill, setting up a shelter or tent as quick as possible.</div><div>-It could be completing team building challenges</div></div><div><a href="https://www.mindtools.com/pages/article/team-building-communication.htm">https://www.mindtools.com/pages/article/team-building-communication.htm</a></div></div> <div><div><div>CLARITY OF MESSAGE</div></div><div><div>CHECKING UNDERSTANDING</div></div><div><div>TURN TAKING</div></div><div><div>ACTIVE LISTENING</div></div><div><div>CHOOSING RIGHT METHOD</div></div><div><div>SELF-AWARENESS</div></div><div><div>APPROPRIATE BODY LANGUAGE</div></div></div>

Outdoor & Adventure Exemplification

Equipment & Planning	WALT		variable conditions	Children are completing walks around their known locality – they need to prepare and organise their own equipment that they will require to take with them to overcome variables such as weather.
	Select required equipment that may be needed considering unforeseen potential hazards.		Locality	Children are also going to complete a walk beyond their locality and will need to use their technical skills to navigate. Alongside this children will need to prepare the equipment they will take with them. They will need to plan for the following:
	Prior Knowledge		Hazards	<b>Environment</b> – by analysing the map beforehand (shoes/trainers/wellies?) <b>Variable weather</b> – can they remember to check a weather forecast and plan equipment (Coat, shorts, gloves, sun cream etc) <b>Length of time</b> – food and drink requirement. <b>Safety</b> – what will they need to take if someone hurts themselves/ medication they require. <b>Navigation</b> – what tools will they need to take with them (map, compass , pencil, waterproof map protector)
	Children have learned to choose equipment the will require by planning ahead for a <b>known</b> locality			
	How Knowledge is progressive			
	Children are planning ahead for a walk in an <b>unknown</b> environment using map skills to plan for potential hazards and weather forecasts to plan for variable conditions			
Evaluation	WALT		Efficiency	Children to evaluate their plans against other’s to ensure everybody has planned effectively <b>before and after an unknown walk</b> . Can they suggest ideas to helps others make improvements?
	Can evaluate their success of a course, how they could have worked better as a team, most efficient path and planning for hazards		Communication	Children to evaluate their performance as a team using their knowledge of sharing roles, effective communication and working as a team to achieve success as a group and not leaving a team member behind.
	Prior Knowledge		Team roles	
	Children have learned to evaluate their performance against the speed and efficiency of their route and how they communicate		Planning	
	How Knowledge is progressive		Hazards	
	Children are learning to evaluate their plans and other’s plan suggesting how to improve their planning, communication as a team and the efficiency of their route		Evaluate	