**­**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit: OAA Year 5**  **Class:**  **Unit Beginning: OAA** | | **Pedagogical Progression**  **(including warm up and cool down)** | **Unit Vocabulary**  Bearing, Compass, Direction, Control, Trail, Control card, Blindfold, Problem solving, Planning, Communication, Discussion, Leadership, Safety | |
| **Focussed on Activities** | |
| **Assessment focus** | **Key questions & idea concepts** |
| **Date:**  **Resources:** | **LO:** Can I use a compass to solve problems real life problems? | **Warm up:** Robbing the Nest- 4 teams and 5 hoops with about 12 tennis balls. One member of each team to collect a ball from the central hoop and take it to their team hoop. Then the next member to collect a ball and bring it back. Once all the balls have disappeared from the central hoop, teams need to steal balls from the other teams. The winners are the team who collects 4 balls in their hoop first.  **Main activity:** Using a compass to a) practise taking bearings, e.g. what is the bearing of the …… from the …..? What can you see on a bearing of …… from the ……? b) Practise walking on a bearing e.g. start from a small marker e.g. drops a coin on the ground, walk on a particular bearing for 30 paces. After 30 paces, add on or take away 180 degrees from the original bearing and walk back 30 paces. They should return to the coin. Repeat except walk three sides of a triangle (e.g. Clockwise + 120 degrees).  Discuss reasons for errors, problems of walking accurately on a compass bearing.  **Cool down:**  Discussion and reflection against key questions. | * Positive interaction and ability to work together to solve and perform a range of tasks. * Accurate compass work including following bearings. * Planning of appropriate pair/small group tasks. | **Improvement skills of:**  Co-operation/ teamwork; problem solving; map reading using keys and symbols; planning and recording in different activities.  **Experience:**  A range of OAA activities in familiar environments; working individually, in pairs and small groups.  **Develop:**  Responding to challenges and problem solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice. |
| **SC:**  1. Have I listened to instructions carefully?  2. Have I worked well as a group?  3. Have I checked my answer for each check point?  5. Have I done my best? |
| O | O |
| **Date:**  **Resources:** | **LO:** Can I solve a problem working as a team? (1) | **Warm up:** Cups and domes - Sets up a court with half the cones pointing upwards like a cup and half the cones pointing downwards like a dome. With two teams, one team must turn the cups over to make them domes and the other team must turn the domes over to make cups.  **Main activity:** In small groups, using a compass and a route map on which directions are given in the form of a compass bearing, follow a trail around the playground and then the school grounds, to particular features or control points. Questions about key features or a code to check pupil’s accuracy at following the trail should be included. In twos, pupils could be encouraged to make up their own trail for another pair to follow. Discuss reasons for errors, problems of walking accurately on a bearing. Repeat the activity, with pupils using the discussion information to improve performance.  **Cool down:**  Discussion and reflection against key questions. | * Positive interaction and ability to work together to solve and perform a range of tasks. * Orientation, identification of key features and utilisation of simple map to follow a route. * Performance of orienteering skills and basic compass work. | **Improvement skills of:**  Co-operation/ teamwork; problem solving; map reading using keys and symbols; planning and recording in different activities.  **Experience:**  A range of OAA activities in familiar environments; working individually, in pairs and small groups.  **Develop:**  Responding to challenges and problem solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice. |
| **SC:**  1. Have I listened to instructions carefully?  2. Have I worked well as a group?  3. Have I listened to team-mates?  4. Have I each taken a turn to say their ideas?  5. Have I done my best? |
| O | O |

**Rosetta Primary School P.E Planner**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit: OAA Year 5**  **Class:**  **Unit Beginning: OAA** | | **Pedagogical Progression**  **(including warm up and cool down)** | **Unit Vocabulary**  Map, Orientation route, Co-operation, Key, Symbols, Discussion, Listen, Control, Control card, Compass, Cardinal points, Star orienteering  Point to point – orienteering, Safety | |
| **Focussed on Activities** | |
| **Assessment focus** | **Key questions & idea concepts** |
| **Date:**  **Resources:** | **LO:** Can I use a map to find plotted destinations? | **Warm up:** Farmers tag- Several athletes are the farmers and must tag (gently) the crows. This immobilises the crows and turns them into scarecrows until other crows release them, by going under their arms.  **Main activity:** In twos, with a map on which a large number of controls are marked and a control card. Each pair sets off at the same time and aims to visit as many controls as possible, within the set time e.g. 15 minutes. The pair must stay together, record each control on their control card and return to the start within the time limit. Set a fixed planning time e.g. 3 minutes before the start. To avoid/minimise congestion at the start, the first one/two controls should be stipulated by the teacher. This specific information should be included on the individual maps which are allocated to each pair.  Discuss the planning activity prior to the event including any changes they would make given the opportunity to repeat the activity. Discuss the key navigational skills used and reasons for errors.  **Cool down:**  Discussion and reflection against key questions. | * Positive interaction and ability to work together to solve and perform a range of tasks. * Orientation, identification of key features and utilisation of simple map to follow a route. * Performance of orienteering skills and basic compass work. | **Improvement skills of:**  Co-operation/ teamwork; problem solving; map reading using keys and symbols; planning and recording in different activities.  **Experience:**  A range of OAA activities in familiar environments; working individually, in pairs and small groups.  **Develop:**  Responding to challenges and problem solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice. |
| **SC:**  1. Have I listened to instructions carefully?  2. Have I worked well as a group?  3. Have I listened to team-mates?  4. Have I each taken a turn to say their ideas?  5. Have I done my best? |
| O | O |
| **Date:**  **Resources:** | **LO:** Can I solve a problem working as a team? (2) | **Warm up:** Fox and Hounds - Set a distance, then send one athlete off and after a few seconds all the other athletes try to catch the runners before they reach the set target. Keep changing the leader.  **Main activity:** In groups of eight, with one hoop, make a circle holding hands with one pair of hands through the hoop. The whole group has to step through the hoop without breaking the chain. Repeat using a smaller hoop.  Discuss the strategy used to solve the problem and the importance of communication and cooperation.  Create an ‘electric fence’ between two fixed points/posts. In groups of 6/8, link hands. The whole group must get over/under the electrified cord/elastic, without breaking contact with each other. If the cord is touched the whole group must return to the start. Gradually raise/lower the ‘fence’.  Discuss how the group worked together to solve the problem, and the role of individual pupils in making the decisions.  **Cool down:**  Discussion and reflection against key questions. | * Positive interaction and ability to work together to solve and perform a range of tasks. * Orientation, identification of key features and utilisation of simple map to follow a route. * Performance of orienteering skills and basic compass work. | **Improvement skills of:**  Co-operation/ teamwork; problem solving; map reading using keys and symbols; planning and recording in different activities.  **Experience:**  A range of OAA activities in familiar environments; working individually, in pairs and small groups.  **Develop:**  Responding to challenges and problem solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice. |
| **SC:**  1. Have I listened to instructions carefully?  2. Have I worked well as a group?  3. Have looked at the map carefully?  4. Have I used my general knowledge?  5. Have I done my best? |
| O | O |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit: OAA Year 5**  **Class:**  **Unit Beginning: OAA** | | **Pedagogical Progression**  **(including warm up and cool down)** | **Unit Vocabulary**  Map, Orientation route, Co-operation, Key, Symbols, Discussion, Listen, Control, Control card, Compass, Cardinal points, Star orienteering  Point to point – orienteering, Safety | |
| **Focussed on Activities** | |
| **Assessment focus** | **Key questions & idea concepts** |
| **Date:**  **Resources:** | **LO:** Can I solve a problem working in a pair? | **Warm up:** Farmers tag- Several athletes are the farmers and must tag (gently) the crows. This immobilises the crows and turns them into scarecrows until other crows release them, by going under their arms.  **Main activity:**  In twos, (A) is blindfolded (B) is a minder, ensuring the route is free. A string trail is set up either inside the hall or around school grounds. The string trail can go under, around, over through, alongside different obstacles. (B) takes (A) to the start of the trail (B) follows the trail carefully, one hand on the string the other hand to feel for any obstacles. (B) watches over (A) but does not interfere unless necessary.  Change over.  Discuss how the pupils felt completing the trail, any problem/difficult areas. How much of the trail can the pupils remember?  **Cool down:**  Discussion and reflection against key questions. | * Positive interaction and ability to work together to solve and perform a range of tasks. * Orientation, identification of key features and utilisation of simple map to follow a route. * Performance of orienteering skills and basic compass work. | **Improvement skills of:**  Co-operation/ teamwork; problem solving; map reading using keys and symbols; planning and recording in different activities.  **Experience:**  A range of OAA activities in familiar environments; working individually, in pairs and small groups.  **Develop:**  Responding to challenges and problem solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice. |
| **SC:**  1. Have I listened to instructions carefully?  2. Have I worked well as a group?  3. Have I listened to team-mates?  4. Have I each taken a turn to say their ideas?  5. Have I done my best? |
| O | O |
| **Date:**  **Resources:** | **LO:** Can I solve a problem working as a team? (3) | **Warm up:** Fox and Hounds - Set a distance, then send one athlete off and after a few seconds all the other athletes try to catch the runners before they reach the set target. Keep changing the leader.  **Main activity:**  In groups of 6, using one plank and 5 milk crates or appropriate wooden boxes which provide a stable base. All group members start at (A) They have to cross to (C). (B) is a small island in between which can only hold 3 people at any one time. (A) + (B) can hold all group members. If anyone touches the ground, everyone must return to the start. Discuss the strategy used to solve the problem, and the role of each pupil. Discuss the process the group went through to devise the strategy and the part played by each pupil, focusing on leadership/co-operation.  **Cool down:**  Discussion and reflection against key questions. | * Positive interaction and ability to work together to solve and perform a range of tasks. * Orientation, identification of key features and utilisation of simple map to follow a route. * Performance of orienteering skills and basic compass work. | **Improvement skills of:**  Co-operation/ teamwork; problem solving; map reading using keys and symbols; planning and recording in different activities.  **Experience:**  A range of OAA activities in familiar environments; working individually, in pairs and small groups.  **Develop:**  Responding to challenges and problem solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice. |
| **SC:**  1. Have I listened to instructions carefully?  2. Have I worked well as a group?  3. Have I listened to team-mates?  4. Have I each taken a turn to say their ideas?  5. Have I done my best? |
| O | O |