

Outdoor and Adventurous Contents

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ACTIVITY B: PROBLEM SOLVING

5–6 Years (*Year 1*) Alphabet as humans



Objectives

- To work co-operatively as a team to solve a problem.
- To respond positively to a challenge within a group situation.
- To use tactics to respond to increasing pressures and limits.

Organisation

- Use of a large flat area e.g. school hall.

Resources

- Alphabetashapes - see Appendix 1.
- White boards and pens.

A. WARM UP

(21) Learning the code

Initially introduce some of the letters. Jog about the space–“stop and show me this shape which is a letter “A” etc.

(Warm up cards - refer to Appendix 1 warm ups for alternative activities.)

B. ACTIVITY

1. Recap with the children linking back to literacy and phonic lessons on letter sounds and shapes.
2. In pairs ask the children to write a few letters of the alphabet on their whiteboards. See if they can create any of those letters with their bodies–they may be able to do simple ones on their own and ask their partner to guess what the letter might be.
3. Then using the alphabetashapes to support them (*if needed*) ask them to create letters together first as 2D–laying on the floor then as 3D e.g. kneeling or standing easiest letters for this are t, x, o, l, i, d, p and b.

4. Next join two pairs together into a small group of 4 and repeat the activity with 3 people making the letter and 1 person acting as coach/observer. Possible letters to use are: z, a, n, w, etc.
5. Finally for the more able pupils they can begin to work in larger groups to create short words such as “hen, dog, ten” etc asking other groups to recognise and name the letter or word.
6. During this activity discuss with the pupils: “How clear is the shape?” How easily can you recognise the letter? Did everyone work together well to help make the shape? Which could we create most easily straight lines or curves?

C. COOL DOWN

(1) The End

The practitioner calls out “T” and children make the letter “T” with the shape of their bodies. They hold the shape for about 3 seconds before the next letter is called and the process is repeated. The called-out letters spell “The End” (*This could also be done in pairs.*) (*For alternative cool downs refer to Appendix 2.*)

C1: TEAM BUILDING

6–7 Years (Year 2)

“The Weather Report”



The parachute starts taut and “calm” and everyone decides upon a name for the ocean (e.g. *Pacific*) and then they move the parachute in response to the “weather report”. e.g “On my way to work this morning I heard on the weather report that there was a slight breeze over the Pacific Ocean” etc.



C2: TEAM BUILDING

6–7 Years (Year 2) “Tortoise”

The parachute becomes a giant “tortoise shell” with everyone on their hands and knees beneath it, all facing in the same direction. The grouping of children, depending on age and ability, could be a single line, a double line, or a “block” of children shaped like a tortoise shell.

The idea is to make the tortoise move about but remain all in one piece! The first objective would be to try to travel together from one

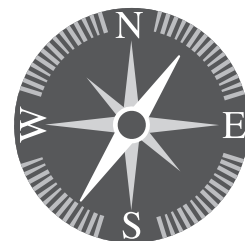
point to another. A suitable extension for “Tortoise” would be to try and tackle a very simple obstacle course, appropriate to the age and ability of the participants - all staying together underneath the silk!



ACTIVITY D2: ORIENTEERING

7–8 Years (*Year 3*)

“Playground Numbers”



Objectives

- To understand how to thumb a map and setting a map.
- To begin to use control point markings and starting point triangles.

Resources

- Numbered cones (*use a permanent marker pen for these.*)
- Red triangle (*could be marked on a white cone or a red card triangle laminated.*)
- Maps (*laminated*)
 - 1 set of 6 per pair/small group.Appendix 3 - netball-cards 20, 21, 22, badminton cards 17, 18, 19.

Organisation

- Use of a netball court/badminton court/football pitch.
- Set out the cones on the area- take care to position them accurately (*see appropriate Playground Number Resources Answer sheet for either netball, badminton or football area*) See Appendix 3, cards 20, 21, 22, 23 (*badminton*), 24 (*netball*.)

A. WARM UP

(15) Bouncing

(a) Stand side-by-side with a partner.

Imagine you are standing in the centre of a clock face. Jump forward onto 12 o'clock (*north*) then back to the middle. Sideways onto 3 o'clock (*east*) then back to the middle. Backwards onto 6 o'clock (*south*) then back to the middle. Sideways onto 9 o'clock (*west*) then back to the middle. Using these 5 points, make up a bouncing/stepping pattern side-by-side with your partner (*Compare it to using a dance mat!*)

(b) Extension Year 6 - respond to angles and bearings. (*Warm up cards - refer to Appendix 1 for additional or different activities.*)

B. ACTIVITY

1. Gather pupils together at the starting point (*red triangle*.)
2. Give each pair their set of cards (*marked map 1 to map 6.*) Each pair needs to start off with a different map e.g. first pair starts with map 1, second pair starts with map 2 etc (*to avoid following.*)

C. COOL DOWN

(6) Walking side-by-side

With a partner, walk from one side of the space to the other. Side-by-side. Keep together and keep in step. Count the number of paces it takes to cross the space. Repeat the exercise and see if you can take the same number of steps to get to the other side. *(This could also be done as "individuals".)*

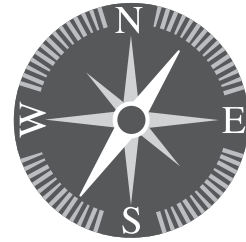
(Cool down cards - refer to Appendix 2 cool down for alternative activities.)

D. VARIATIONS

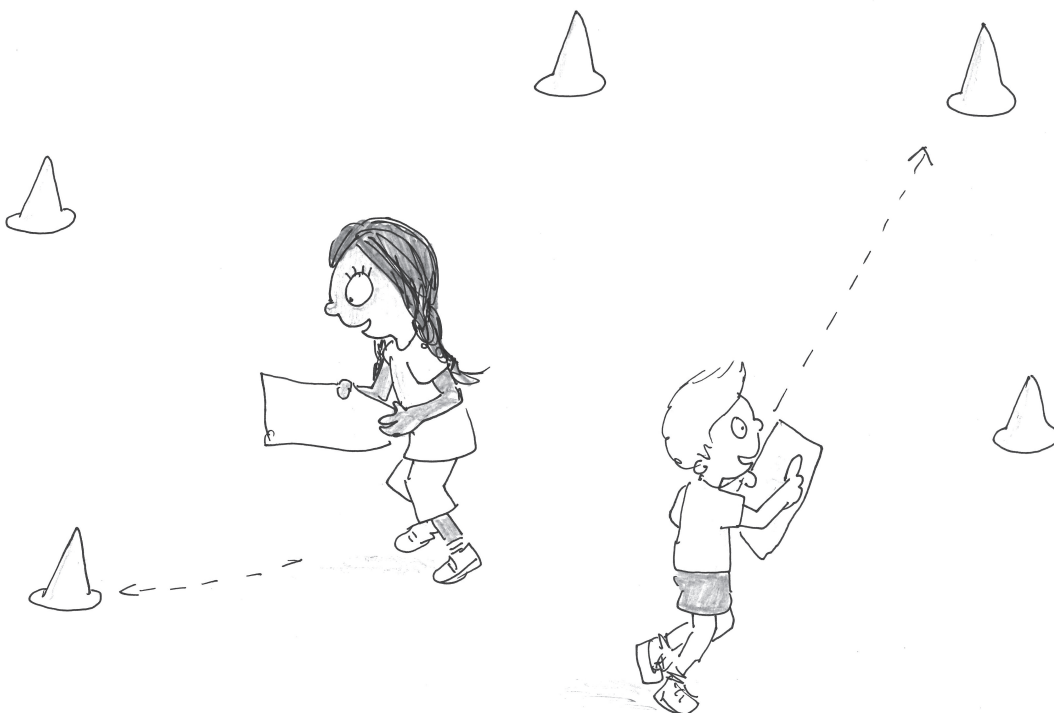
- Let a partner follow the route on the map with their thumb, from the outside of the grid and make sure the route is followed correctly. Then swap over.
- You can do a timed challenge e.g. How long does it take to complete 3, 4, 5 grids etc? How many grids can be completed in 1 or 2 minutes?
- You can add numbers or letters to the inside or outside of the cones like control points.

- Use a new map with more/less cones or even a different shape such as rhombus, diamond etc.

- Using the blank map the pupils can create their own and swap with other pupils to give them the opportunity to embed their map marking and following skills.



NB To safeguard children it is important to recognise the advice on spatial awareness. If this activity becomes a competitive race situation the grid must be large enough to stop any bumping into each other.



C. COOL DOWN

(5) Foot Lengths

Stand at one side of the space and slowly walk across the space placing heel of the second step to the toe of the first-foot-lengths. Count how many foot-lengths it takes to get from one side of the space to the other. Repeat the exercise and see if you can record the same number of foot-lengths! *(This could also be done in pair's side-by-side.)*

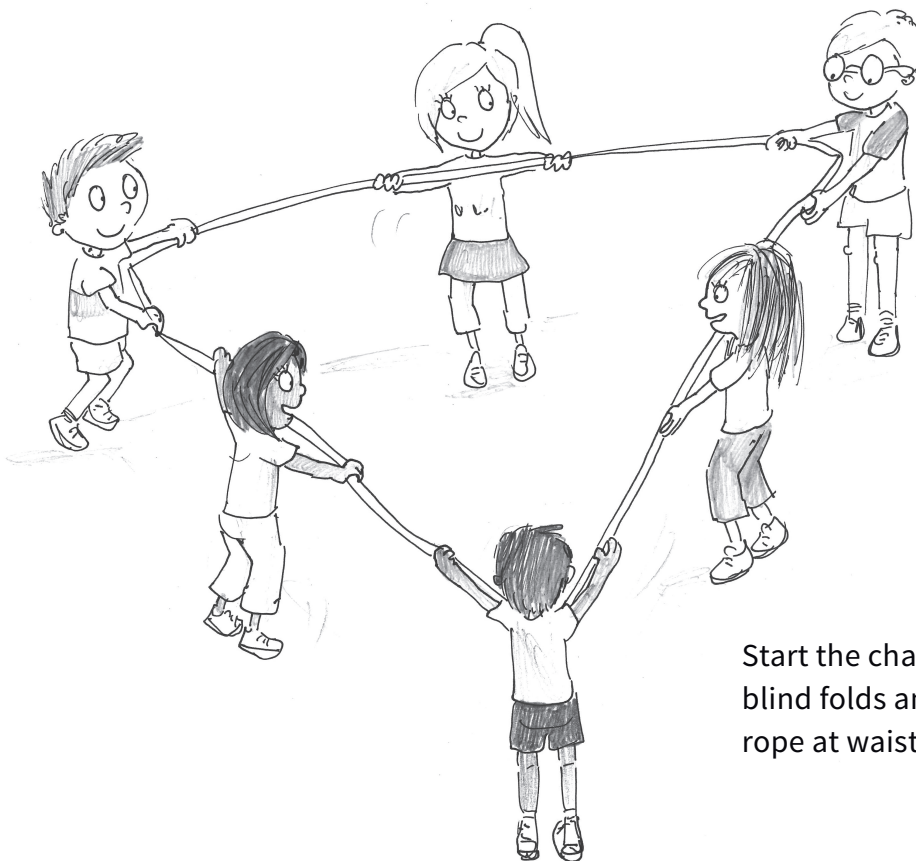
(Cool down cards - refer to Appendix 2 cool down for alternative activities.)

D. VARIATIONS

- You can ask for different shapes to be created.
- Ask for different angles to be created e.g. 90° or 45° etc even 60° can be created *(think of an equilateral triangle.)*
- You can do a timed challenge e.g. How long does it take to complete a square, rectangle, triangle, rhombus, parallelogram? How many accurate shapes can be completed in 1 or 2 minutes?



NB *To safeguard children it is important to recognise the advice on spatial awareness and ensure that the children are aware of how safe the space is before they put their blindfolds on. *Please pay careful attention to the principle of establishing a whistle or word system which instantly makes everyone stand still when they are wearing blindfolds.



Start the challenge without blind folds and holding the rope at waist/chest height.