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.

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.

Objective	Skills			ipment & Planning	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:					

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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

Outdoor		FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Technical Skills				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

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& Adventure	**Orienteering**				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
	Teamwork				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.
	Equipment & Planning				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		
	Evaluation				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
Technical Skills				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

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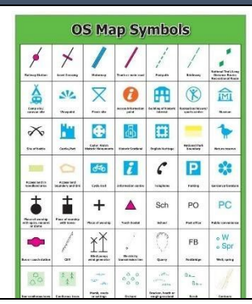
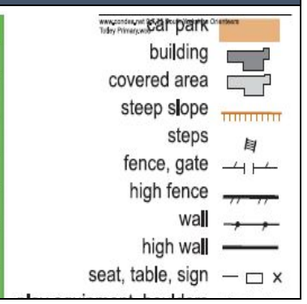
Orienteering				Can orientate themselves around a short trail	Can orientate themselves around a short trail within a set time	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way when under time pressure
Teamwork					Can assign roles within a team		
Equipment & Planning				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.
Evaluation				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
Technical Sk	**WALT** Identify Symbols used on a key **Prior Knowledge** **How Knowledge is progressive**		Symbols Key Map Object	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. 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? **Children could have a table – what the symbol looks like, what I think the object might look like, what the object actually looks like.**





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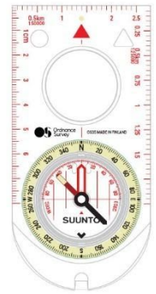
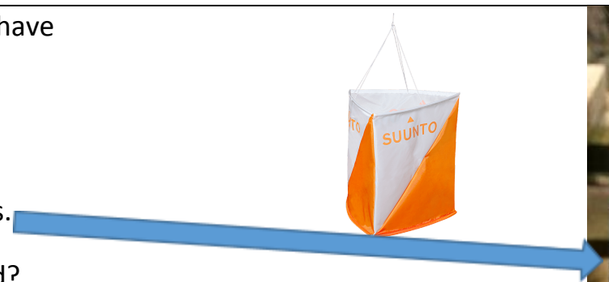
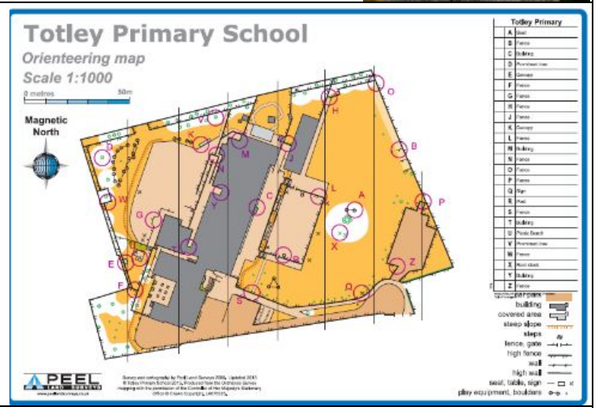
ill s				-Does the symbol always look the same? -Does the actual object always look the same? https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-understanding-map-symbols/
	WALT 3ⁿxd ?z¥¨m zx Y bzw¢Y¦¦ **Prior Knowledge** **How Knowledge is progressive**		Needle Magnetic North Compass Direction Align	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. Give children a challenge can they find an object or marker that is north. **For Example –** find a human feature that is North of 'Marker F' or which marker is furthest north marker 'A' or 'E'? Children could make their own compasses to help complete a course or use standard compasses. 
	WALT Knows what an orienteering tag looks like **Prior Knowledge** **How Knowledge is progressive**		orienteering marker	Children to know that an orienterring marker will always have orange and white triangles. The markers can be flags or signs stuck onto objects. Around school we have a set of markers that look like this. Using the map to guide them, how many can children find?  
Orienteering	**WALT** A¥ⁿfx¨Y¨f Y¥z©xd Y ¦ⁿz¥¨ ¨¥Yⁿ **Prior Knowledge** **How Knowledge is progressive**		Orientate Navigate Orienteering Symbol Key	Children can complete a quick course such as the orienteering course around school. There are 20 plans to choose from in the folder. 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. 
Teamwork	**WALT** *Yx ¦©I I f¦¨ ¯ⁿⁿbm ¯Y± ¨z Iz ⁿxë ¯ⁿ¨ⁿⁿx Y ¨fYw **Prior Knowledge** **How Knowledge is progressive**		Direction Suggest	When working in teams, children need to agree which direction they are going to travel before they set off. 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. -Which person in the team suggested the most correct directions? -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.

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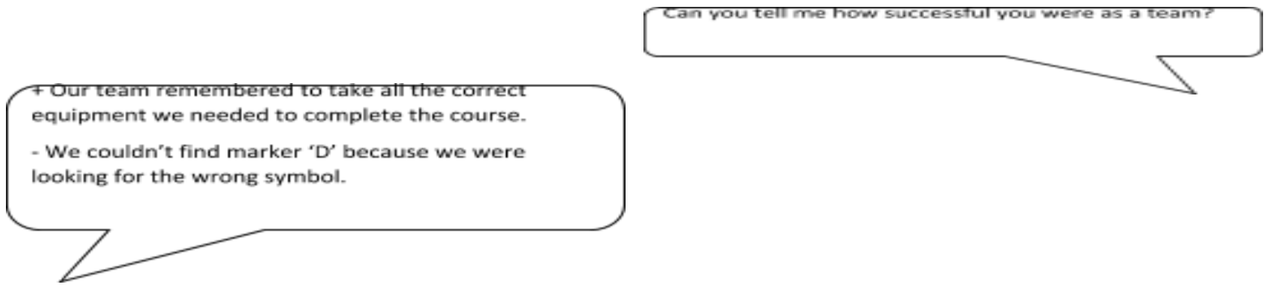
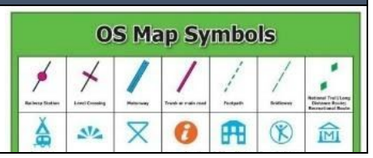
Equipment & Planning	**WALT** 6dfx¨nk± f¤©n¢wfx¨ ¨mY¨ n¦ Y¢¢¥z¢¥nY¨f kz¥ Yx Yb¨n®n¨± **Prior Knowledge** **How Knowledge is progressive**		Equipment Safety Successful	Children are learning to prepare for a walk and outdoor experience. What could happen? What might they need to bring to ensure they are successful and safe? **For example –** Map, pencil, something to protect the map if it rains suitable footwear, coat, first aid kit
	WALT Can keep equipment safe during a task **Prior Knowledge** **How Knowledge is progressive**		Equipment Safety Successful	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.
Evaluation	**WALT** Can describe what worked well and what could be better next time **Prior Knowledge** **How Knowledge is progressive**		Successful Improve Evaluate	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. **For Example-** 

Year 4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Techni	**WALT** >Y¨bm ¦±wazv¦ ¨z ¨mf fx®n¥zxwfx¨ **Prior Knowledge**	Environment Map	Symbol	Children are using their developing understanding of symbols on maps to recognise features in the environment around them. This will be completed simply by practising reading maps and symbols to complete courses. 

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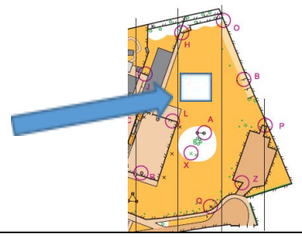
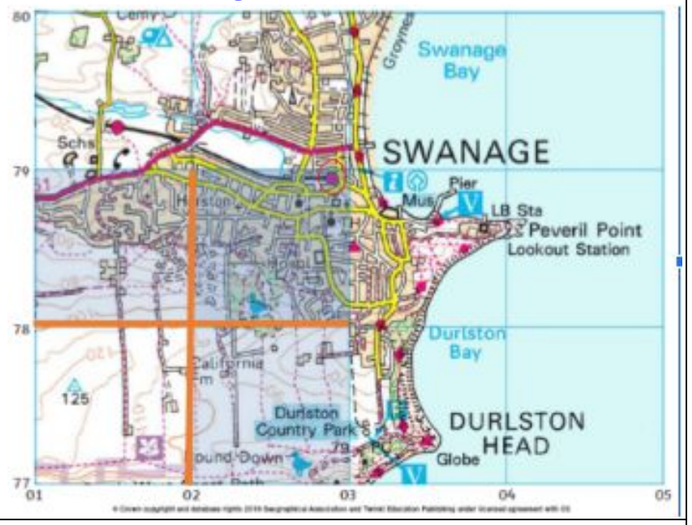
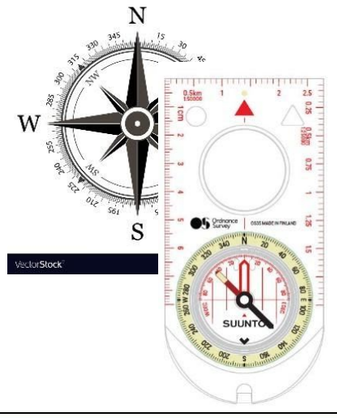
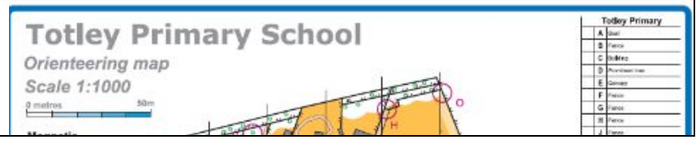
cal Skills	*mnvd¥fx mY®f vfY¥xfd ¨z ©xdf¥¦¨Yxd aY¦nb ¦±wazv¦ zx Yx AL wY¢ Yxd z¥nfx¨ff¥nxl bz©¥¦f **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z wY¨bm ¦±wazv¦ zx Y wY¢ ¨z ¨mf fx®n¥zxwfx¨ ¨z mfv¢ ¨mfw xY®nlY¨f			When children are looking at a map can they fill in missing squares with the correct symbol to match the environment? In pair children to put stickers on a map can their partner work out what is missing? 
	WALT Use 4-figure grid references **Prior Knowledge** *mnvd¥fx mY®f vfY¥xfd ¨z ©¦f Y aY¦nb wY¢ Yxd ¦±wazv¦ **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z knxd ¯mf¥f ¨mf± Yxd zatfb¨¦ Y¥f ©¦nxl ā´knlc¥f l¥nd ¥fkf¥fxbf¦		Vertical Horizontal grid grid numbers 4-figure grid references	https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/ A four-figure grid reference gives the square on the map in which the feature you're finding is. Ask mz¯ kY¥ Yvzxlė ¨mfx mz¯ kY¥ ©¢. 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 Totley 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. 
	WALT Use a compass to locate North, East, South and West **Prior Knowledge** *mnvd¥fx mY®f vfY¥xfd ¨z knxd ?z¥¨m ©¦nxl Y bzw¢Y¦¦ **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z knxd ¨mf ā aY¦nb bzw¢Y¦¦ dn¥fb¨nzx¦		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') https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-use-a-compass-2/ 
Orient	**WALT** Can orientate themselves around a short trail within a set time **Prior Knowledge**		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. 

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ee ri ng	*mnvd¥fx mY®f vfY¥xfd ¨z bzw¢vf¨f bz©¥¦f¦ **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z bzw¢vf¨f bz©¥¦f¦ nx Y ¨nwf vnwn¨ ¯n¨m ¢znx¨¦ kz¥ knxn¦mnxl ¯n¨m ¦¢ffd		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 1st team back to base 2nd, 3rd etc. to receive diminishing points. Which team has the highest score? (Number of markers found + finishing score)
Te a m w or k	**WALT** <xz¯ Yxd Y¦¦nlx ¨mf ¥zvf¦ ¯n¨mnx Y ¨fYw **Prior Knowledge** *mnvd¥fx mY®f vfY¥xfd ¨z bzwYaz¥Y¨f Y¦ Y ¨fYw **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z ¯z¥u Y¦ Y ¨fYw ¨z k©vknv ¨mf aY¦nb¥zvf¦Î		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. **Map Holder –** This person is responsible for reading the map and ensuring the group is travelling in the correct direction. **Compass Holder –** This person is responsible for ensuring the group is travelling in the correct direction. **Data Logger –** This person is responsible for writing down the information they find (For example what picture is on marker 'C'?). **Time Keeper –** 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.
Eq ui p m en t & Pla nn ing	**WALT** Lfvfb¨ ¨mf wz¦¨ ©¦fk©v f¤©n¢wfx¨ ¨z Y ¨Y¦u **Prior Knowledge** *mnvd¥fx mY®f **How Knowledge is progressive** *mnvd¥fx Y¥f		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 **Essential items** - are there for safety and success of an adventure. **Non-essential items –** are there for luxury and aren't going to affect the safety or success of an adventure. **For example –** 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 **essential item** and **non-essential** items?
	WALT =zzu Yk¨f¥ ¨mf f¤©n¢wfx¨ ¥f¤©n¥fd a± Y ¦¢fbnknb¥zvf **Prior Knowledge** *mnvd¥fx mY®f vfY¥xfd ¨mf nw¢z¥¨Yxbf zk f¤©n¢wfx¨ Yxd ¨fYw ¥zvf¦ **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z ¨Yuf ¥f¦¢zx¦nanvn¨± zk f¤©n¢wfx¨ nxdn®nd©Yw± Yxd Y¦ Y ¨fYw		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.
Ev alu ati on	**WALT** . °¢vYnx ¨mfn¥ ¦©bbf¦¦ ©¦nxl bvfY¥ vYxl©Yl f Yxd ®zbYa©vY¥±		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. **For Example** We were successful because our **time keeper** constantly reminded us how long we
	Prior Knowledge *mnvd¥fx mY®f vfY¥xfd ¨z ndfx¨nk± ¯mY¨ ¨mf± dnd ¯fw			

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	How Knowledge is progressive **mnvd¥fx Y¥f vfY¥xnx l ¨z ©¦f ¢¥fbn¦f ®zbYa©vY¥± ¨z dn¦b©¦¦ mz¯ ¨mfn¥ ¦©bbf¦¦ zbb©¥¥fd*		Map Holder Compass Holder Data Logger Time Keeper	

Year 5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Techni	**WALT** Understands 'the most efficient path' **Prior Knowledge**		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. 

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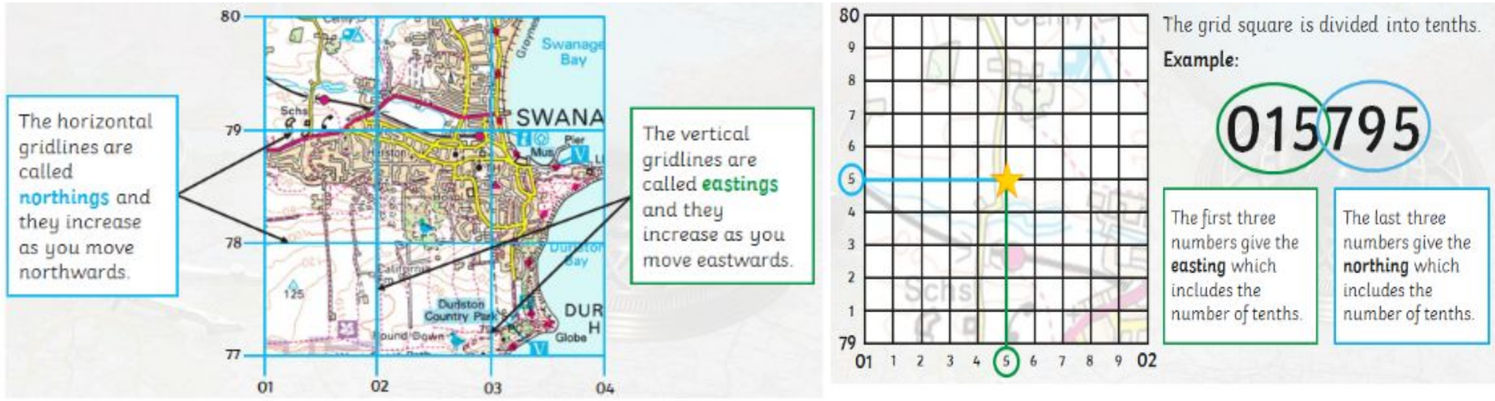
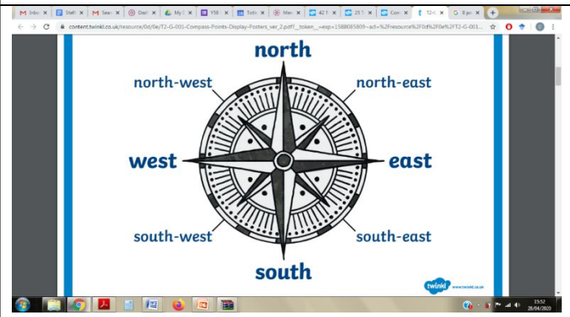
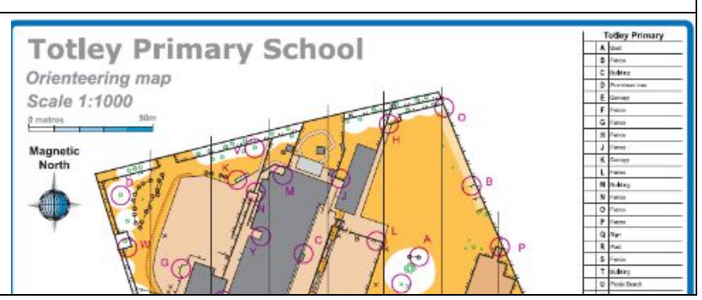
cal Skills	*mnvd¥fx mY®f vfY¥xfd ¨z bzw¢vf¨f bz©¥¦f¦ **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z bzw¢vf¨f bz©¥¦f¦ nx ¨mf ¦mz¥¨f¦¨ dn¦¨Yxbf Yxd ¨nwf Y¦ ¢z¦¦navfÎ			The most efficient path therefore, is the planning of a route to take the smallest distance possible. This could be done by timing the children completing the same course. If the changed their route could they complete it in a shorter time?
	WALT Use 6 figure grid references **Prior Knowledge** *mnvd¥fx mY®f vfY¥xfd āÝknl©¥f l¥nd ¥fkf¥fxbf¦ **How Knowledge is progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z ©¦f ăÝknl©¥f l¥nd ¥fkf¥fxbf¦ ¨z nw¢¥z®f Ybb©¥Yb± ¯mfx xY®nlY¨nxl	Horizontal Vertical	Northings Eastings 6-figure grid reference	https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/  Children to navigate themselves around Totley in small groups with adults to find locations on 6 figure grid references. Create a grid reference on the school field. What item is at each of these grid refernces?
	WALT Use 8-point compass directions with a map **Prior Knowledge** *mnvd¥fx mY®f vfY¥xfd ¨z ©¦f āÝ¢znx¨ bzw¢Y¦¦ dn¥fb¨nzx¦ **How Knowledge is progressive** *mnvd¥fx Y¥f ©¦nxl ąÝ¢znx¨ bzw¢Y¦¦ dn¥fb¨nzx¦ ¨z mfv¢ ¨mfw xY®nlY¨f ¨z Y ¦¢fbnknb ¢vYbfÎ		Cardinal Inter-cardinal Northerly Southerly Easterly Westerly	 When using inter-cardinal points, North and South always come first. Work out if the direction of travel is northerly or southerly, then adjust to say whether it is westerly or easterly to form the inter-cardinal point. Children to use these inter-cardinal points to help navigate where they need to go next. Children know how to find North on a compass to help guide them.
Orienteering	**WALT** Orientate themselves and others around a trail with increasing accuracy in the most efficient way **Prior Knowledge** *mnvd¥fx mY®f vfY¥xfd ¨z af nxb¥fY¦nxl fknkbnfx¨ ¯mfx ¢vYxxnxl Y		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. 

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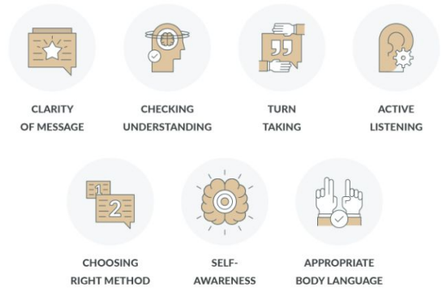
	¥z©¨f Yxd Ybb©¥Y¨f a± ©¦ŋxl ăÝkŋl©¥f l¥ŋd ¥fkf¥fxbf¦ **How Knowledge is progressive** *mŋvd¥fx Y¥f ©¦ŋxl ¨ŋfŋ¥ xf¯ uxz¯vfdlf ¨z bzw¢vf¨f ¨ŋf z¥ŋfx¨ff¥ŋxl bz©¥¦f¦ Y¥z©xd ¦bŋzzv ŋx Y ¤©ŋbuf¥ ¨ŋwfÎ			For Example – 10 minute timer, on my whistle start, on my second whistle finish and come back to base. Points awarded for 1st team back to base 2nd, 3rd etc. to receive diminishing points. Which team has the highest score? (Number of markers found + finishing score)
Teamwork	**WALT** N¦f bvfY¥Ë ¢¥fbŋ¦f bzww©xŋbY¨ŋzx ¨z ¤©ŋbuv± ¥fvY± ŋxkz¥wY¨ŋzx ¨z Y ¨fYw **Prior Knowledge** *mŋvd¥fx mY®f vfY¥xfd xf¯ ¨fbmxŋbYv ¦uŋw¦Î **How Knowledge is progressive** *mŋvd¥fx Y¥f vfY¥xŋxl ¨z ©¦f ¨ŋf¦f ¨f¥w¦ ¨z mfv¢ ¢¥z®ndf bvfY¥ ŋx¦¨¥©b¨ŋzx¦ ¨z bzww©xŋbY¨f Y¦ Y ¨fYw		North South East West North East North West South East South West	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. 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. 
Equipment & Planning	**WALT** *mzz¦f ¨ŋf af¦¨ f¤©ŋ¢wfx¨ xffdfd ¨z wY¨bm ¯ŋ¨ŋm ¨ŋf ®Y¥ŋYavf fx®ŋ¥zxwfx¨ Yxd ¯fY¨ŋf¥ bzxdŋ¨ŋzx¦. **Prior Knowledge** *mŋvd¥fx mY®f vfY¥xfd ¯mŋbm ¢ŋfbf¦ zk f¤©ŋ¢wfx¨ Y¥f f¦¦fx¨ŋYv Yxd ¯mŋbm Y¥f xzxÝf¦¦fx¨ŋYv **How Knowledge is progressive** *mŋvd¥fx Y¥f vfY¥xŋxl ¨z ¢vYx YmfYd kz¥ Y ¯YvuË ¨ŋf± xffd ¨z bzx¦ŋdf¥ ®Y¥ŋYavf bzxdŋ¨ŋzx¦ Yxd mz¯ ¨z z®f¥bzwf f°¢fb¨fd za¦¨Ybvf¦	Variable Conditions	Essential Non-Essential	Whilst children are planning their walk/orienteering course: **Put the weather forecast on the board -** What does this tell them about the equipment they are likely to need? **Ask where they are going –** 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? 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? 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. Review each groups planning at the end. Was it successful?
Evaluation	**WALT** *Yx f°¢vYŋx mz¯ ¨ŋf± bz©vd mY®f ŋw¢¥z®fd ¨ŋf ¨ŋwf ¨ŋf± bzw¢vf¨fd Y bz©¥¦f ŋx Yxd ¨ŋf ¦©bbf¦¦ zk ¨ŋfŋ¥ f¤©ŋ¢wfx¨ ¢vYxxŋxl **Prior Knowledge**		Efficiency Accuracy Precise	Children are learning to evaluate their performance against the skills they have learned. Was their route efficient? Could it have been improved so they finished quicker? How? 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? 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?

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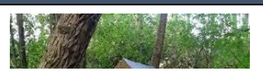
	*mnvd¥fx mY®f vfY¥xfd ¨z f°¢vYnx ¯mY¨ ¯Y¦ ¦©bbf¦¦k©v ©¦nxl bvfY¥ vYxl©Yl f Yxd ®zbYa©vY¥± **How Knowledge is Progressive** *mnvd¥fx Y¥f vfY¥xnxl ¨z f®Yv©Y¨f ¨mfn¥ ¢f¥kz¥wYxbf nx ¨f¥w¦ zk n¨¦ Ybb©¥Yb±ɛ̃ fkknbnfxb± Yxd ¢vYxxnxl			Did they use precise language to communicate? Did this make their decision making quicker/slower? Did it help complete the course quicker?

Year 6	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Tech	**WALT**)©nvd aY¦nb ¦mfv¨f¥¦ Yxd ¨fx¨¦		Shelter A Frame	Children are learning the basic requirements of a shelter-  

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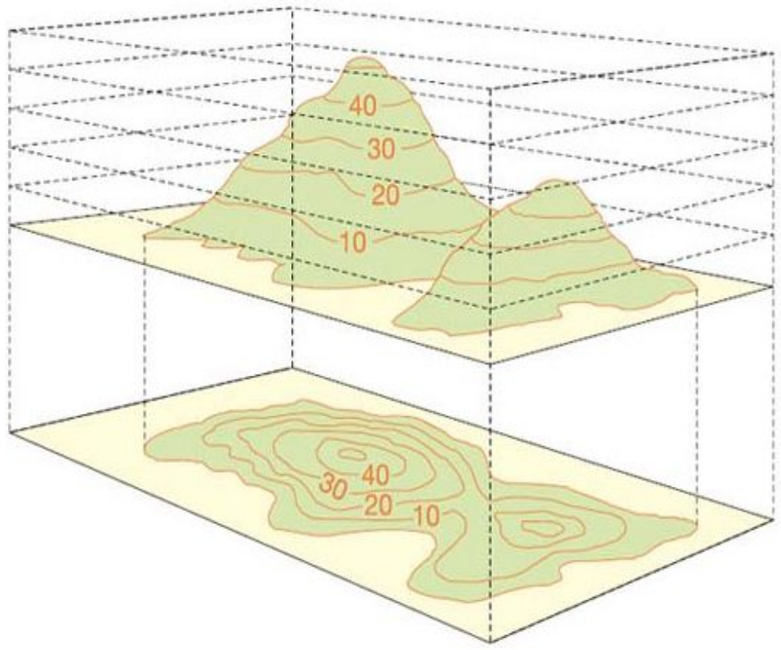
nical Skills	**Prior Knowledge** **mnvd¥fx mY®f vfY¥xfd ¯mY¨ f¤©n¢wfx¨ wnlm¨ af xffdfd ¨z uff¢ ¨mfw ¦Ykf* **How Knowledge is progressive** **mnvd¥fx Y¥f vfY¥xnxl ¨z b¥fY¨f Y aY¦nb ¦mfv¨f¥ z¥ ¨fx¨ ¨z mfv¢ ¨mfw ¢vYx kz¥ ¦©ddfx bmYxlf¦ nx ¯fY¨mf¥*		Tarp	**Roof –** To protect you from rain, snow etc. and keep you dry **Waterproof –** The materials need to be able to keep you and your equipment dry. Children are learning to create a basic A-Frame tarp shelter using rope, trees and pegs. https://www.youtube.com/watch?v=0ellIyxim0U If children are confident can they explore making other shelters such as a tripod tap shelter? https://www.youtube.com/watch?v=UVjmn05Ptgs  Children to also put up a simple tent using poles.
	WALT *N¦f bzx¨z©¥ wnxf¦ zx Y wY¢* **Prior Knowledge** **mnvd¥fx mY®f vfY¥xfd ¨z ©¦f kfY¨©¥f¦ zx Y wY¢ ¦©bm Y¦ ăŶknl©¥f l¥nd ¥fkf¥fxbf¦ ¨z mfv¢ ©xdf¥¦¨Yxd ¨mf fx®n¥zxwfx¨* **How Knowledge is progressive** **mnvd¥fx Y¥f vfY¥xnxl ¨z ©¦f bzx¨z©¥ wnxf¦ ¨z mfv¢ ©xdf¥¦¨Yxd ¨mf fx®n¥zxwfx¨ nx Ā, ¦z ¨mf± bYx ¢vYx ¨mf ¦Ykf¦¨ ¢z¦¦navf ¥z©¨f*			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.  **Contour lines give you a mental picture of the shape of the ground.** 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. 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: Smaller circles show a summit or basin, but the inside of a contour circle is normally higher ground. Flat areas like river valleys and the sea have very few or no contours. Contours are only ever on top of one another if it's a vertical cave or cliff. https://www.ordnancesurvey.co.uk/blog/2015/11/map-reading-skills-how-to-read-a-grid-reference/

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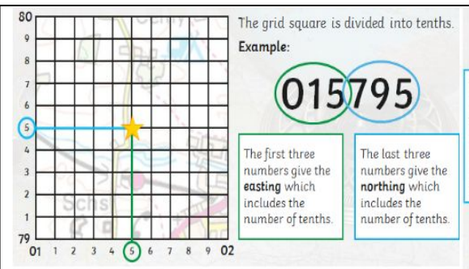
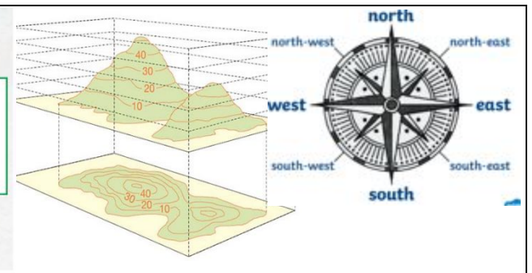
<table>
<tr>
<td></td>
<td>WALT
N¦f ă kn I©¥f I¥nd ¥fkf¥fxbf¦Ë ąÝ¢znx¨ bzw¢Y¦¦ dn¥fb¨ñzx¦Ë bzx¨z©¥ vnxf¦Ë ¦±wazv¦ Yxd uf±¦ ãAL wY¢¦ä ¨z xY®n I Y¨f
Prior Knowledge
*mnvd¥fx mY®f vfY¥xfd ¨z ©xdf¥¦¨Yxd ă kn I©¥f I¥nd ¥fkf¥fxbf¦Ë ąÝ¢znx¨ bzw¢Y¦¦ dn¥fb¨ñzx¦Ë bzx¨z©¥ vnxf¦Ë ¦±wazv¦ Yxd uf±¦ ãAL wY¢¦ä ¨z xY®n I Y¨f
How Knowledge is progressive
*mnvd¥fx Y¥f bzwanxnx I ¨mf¦f ¨z bzw¢vf¨f Y ¯Yvu k¥zw Y In®fx vzbY¨ñzx aYbu ¨z ¦bmzzv</td>
<td></td>
<td>6-figure grid references

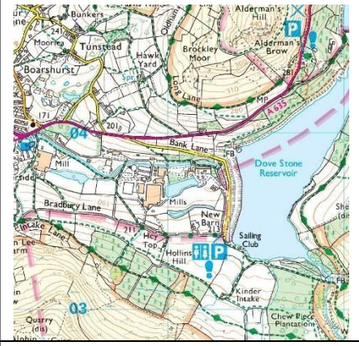
contour lines

compass directions

key

symbol</td>
<td>




Children have learned to use these skills to help understand the environment and to successfully navigate maps such as this.


Can children navigate where they are on maps

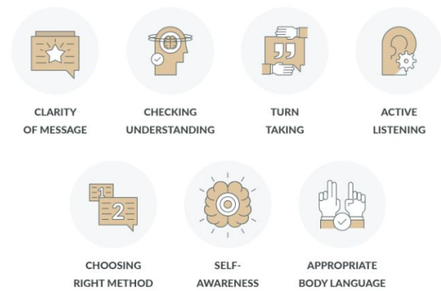
-to complete a walk to school from a given location?
-when on school trips?
-during local walks?
-going to sports day at Abbeydale?
-gong to the duck race at Milhouses Park?</td>
</tr>
<tr>
<td>Orienteering</td>
<td>WALT
A¥nfx¨Y¨f z©¥¦fv®f¦ Yxd z¨mf¥¦ Y¥z©xd Y ¨¥Yn ¯n¨m nxb¥fY¦nx I Ybb©¥Yb± nx ¨mf wz¦¨ fknbnfx¨ ¯Y± ¯mfx ©xdf¥ ¨nwf ¢¥f¦¦©¥f
Prior Knowledge
*mnvd¥fx mY®f vfY¥xfd ¨z ¯z¥u Y¦ Y ¨fYw ¨z bzw¢vf¨f z¥nfx¨ff¥nx I bmYwfx I f¦ nx ¨mf ¦bmzzv I¥z©xd¦
How Knowledge is progressive
*mnvd¥fx Y¥f vfY¥xnx I ¨z ¯z¥u nx ¦wYw ¨fYw¦ ¨z xY®n I Y¨f ¨mfw¦fv®f¦ nx bzw¢f¨n¨nzx ¯n¨m z¨mf¥ ¨fYw¦</td>
<td></td>
<td></td>
<td>Children are learning to compete against each other individually and in teams when orienteering.

Over a series of weeks children could receive a score for the time or position they finished a course in.

The winner could be:
-an overall shortest time completing all the courses.
-the most improve score or time.
-the average score over time etc.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>WALT
*Yx ©¦f bvfY¥Ë ¢¥fbn¦f bzww©xnbY¨nzx ¨z ¦©I I f¦¨ ndfY¦ Yxd ¥f¢v± ¨z z¨mf¥¦Î
Prior Knowledge
*mnvd¥fx mY®f vfY¥xfd ¨z ©¦f ¢¥fbn¦f Ybb©¥Y¨f vYx I©Y I f
How Knowledge is progressive
*mnvd¥fx Y¥f vfY¥xnx I ¨mY¨ ¨mf ¤©nbuf¥ ¨mf± ¥fvY± nxkz¥wY¨nzx Yxd ¯n¨m I¥fY¨f¥ Ybb©¥Yb± dn¥fb¨v± Ykkfb¨¦ ¨mf ¨nwf ¨mf± ¨Yuf ¨z bzw¢vf¨f Y bz©¥¦f</td>
<td></td>
<td>Communication
Precise
Accurate
Concise
Clarity
Active Listening</td>
<td>Children are learning that when competing against others the information they relay to each other needs to be concise and precise.

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.

Children to practice team building games and obstacle courses to help improve their communication skills.

-This could be a speed drill, setting up a shelter or tent as quick as possible.
-It could be completing team building challenges
https://www.mindtools.com/pages/article/team-building-communication.htm


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Equipment & Planning	**WALT** *Lfvfb¨ ¥f¤©n¥fd f¤©n¢wfx¨ ¨mY¨ wY± af xffdfd bzx¦ndf¥nxl ©xkz¥f¦ffx ¢z¨fx¨nYv mY´Y¥d¦Î* **Prior Knowledge** **mnvd¥fx mY®f vfY¥xfd ¨z bmzz¦f f¤©n¢wfx¨ ¨mf ¯nw ¥f¤©n¥f a± ¢vYxxnxl YmfYd kz¥ Y **uxz¯x** vzbYm¨±* **How Knowledge is progressive** **mnvd¥fx Y¥f ¢vYxxnxl YmfYd kz¥ Y ¯Yvu nx Yx ©**xuxz¯x** fx®n¥zxwfx¨ ©¦nxl wY¢ ¦umw¦ ¨z ¢vYx kz¥ ¢z¨fx¨nYv mY´Y¥d¦ Yxd ¯fY¨mf¥ kz¥fbY¦¨¦ ¨z ¢vYx kz¥ ®Y¥nYavf bzxdn¨nzx¦*		variable conditions Locality Hazards	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. 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: **Environment** – by analysing the map beforehand (shoes/trainers/wellies?) **Variable weather** – can they remember to check a weather forecast and plan equipment (Coat, shorts, gloves, sun cream etc) **Length of time** – food and drink requirement. **Safety** – what will they need to take if someone hurts themselves/ medication they require. **Navigation** – what tools will they need to take with them (map, compass , pencil, waterproof map protector)
Evaluation	**WALT** **Yx f®Yv©Y¨f ¨mfn¥ ¦©bbf¦¦ zk Y bz©¥¦fË mz¯ ¨mf± bz©vd mY®f ¯z¥ufd af¨¨f¥ Y¦ Y ¨fYwË wz¦¨ fkknbnfx¨ ¢Y¨m Yxd ¢vYxxnxl kz¥ mY´Y¥d¦* **Prior Knowledge** **mnvd¥fx mY®f vfY¥xfd ¨z f®Yv©Y¨f ¨mfn¥ ¢f¥kz¥wYxbf Yl Ynx¦¨ ¨mf ¦¢ffd Yxd fkknbnfxb± zk ¨mfn¥ ¥z©¨f Yxd mz¯ ¨mf± bzww©xnbY¨f* **How Knowledge is progressive** **mnvd¥fx Y¥f vfY¥xnxl ¨z f®Yv©Y¨f ¨mfn¥ ¢vYx¦ Yxd z¨mf¥Þ¦ ¢vYx ¦©llf¦¨nxl mz¯ ¨z nw¢¥z®f ¨mfn¥ ¢vYxxnxlË bzww©xnbY¨nzx Y¦ Y ¨fYw Yxd ¨mf fkknbnfxb± zk ¨mfn¥ ¥z©¨f*		Efficiency Communication Team roles Planning Hazards Evaluate	Children to evaluate their plans against other's to ensure everybody has planned effectively **before and after an unknown walk**. Can they suggest ideas to helps others make improvements? 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.