

Outdoor Adventurous Activity Unit 3 End of Unit Assessment

Expectations	Key Learning Objectives	Children outside expectations
Some children will not have made so much progress. They will be able to:	solve some of the challenges and problems set in familiar environments, with help and guidance; work cooperatively to put strategies and solutions into action; take on roles given to them; show some understanding of problem-solving strategies planned by others; follow instructions when preparing physically for challenges; follow safety rules; recognise when a solution has been successful; describe what happened solve some of the challenges and problems set in familiar environments, with help and guidance; work cooperatively to put strategies and solutions into action; take on roles given to them; show some understanding of problem-solving strategies planned by others; follow instructions when preparing physically for challenges; follow safety rules; recognise when a solution has been successful; describe what happened	
Most children will be able to:	choose and perform skills and strategies effectively; find solutions to problems and challenges; plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood; prepare physically and organisationally for challenges they are set, taking into account the group's safety; identify what they do well, as individuals and as a group; suggest ways to improve	
Some children will have progressed further. They will be able to:	work confidently in familiar and changing environments; adapt quickly to new situations; devise and put into practice a range of solutions to problems and challenges; understand clearly the nature of a challenge or problem and what they want to achieve; take a leading role when working with others; prepare efficiently and safely; identify and respond to events as they happen; identify effective performances and solutions; take the lead in planning to improve weaknesses	

Class:

Date:

Signed:

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Outdoor Adventurous Activity

Year 5/6

Prior Knowledge – this builds on the work done in Forest School

Pupils should have:

- taken part in simple orienteering activities, using maps, diagrams or pictures to find their way around,
- taken part in some form of problem-solving activity requiring both planning and action,
- worked collaboratively in pairs and small groups

Key knowledge I need to understand

In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.

Pupils will:

- choose and perform skills and strategies effectively;
- find solutions to problems and challenges;
- plan, implement and refine the strategies they use;
- adapt the strategies as necessary;
- work increasingly well in a group or in a team where roles and responsibilities are understood;
- prepare physically and organisationally for challenges they are set, taking into account the group's safety;
- identify what they do well, as individuals and as a group; suggest ways to improve

How I will show what I have learned

Pupils can:

- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- PLAN A SIMPLE ORIENTEERING TRIAL FOR OTHERS TO COMPLETE. E.G. USING THE LOCAL AREA.
- EVALUATE HIS/HER OWN AND THE TEAMS PERFORMANCE WITHIN A CHALLENGE AND MAKE SUGGESTIONS OF HOW TO IMPROVE FOR NEXT TIME.
- TAKE THE LEAD WITHIN A GROUP CHALLENGE AND GIVE CLEAR INSTRUCTIONS TO OTHERS.
- DECIDE IF VERBAL OR NON-VERBAL COMMUNICATION IS THE MOST EFFECTIVE CHOICE WHEN SOLVING PROBLEMS.
- PLAN IDEAS OF HOW TO SOLVE A PROBLEM BEFORE ATTEMPTING IT.
- READ A WIDE VARIETY OF MAP SYMBOLS AND USE A COMPASS WHEN FOLLOWING A GIVEN ROUTE.

What's next?

This unit lays the foundations for future outdoor and adventurous units, in which children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. The physical challenge and problem solving involved in outdoor and adventurous activities will also help the children to develop personal and interpersonal skills. They will take on more demanding leadership roles and will learn to take the initiative more often.

What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

- maps,
- diagrams,
- orienteering,
- control
- compass
- orientate
- out of bounds
- challenges,
- problem solving,
- plan – strategies and approaches,
- do – try, review and try again or improve,
- review – talk about and agree good ways of working,
- team work – collaborate and take on roles and responsibilities

Key resources: Scheme of Work

Y5/6 Outdoor Adventurous Activity Unit 3

Additional related experiences:

- **Residential visit to East Barnby**
- **Forest School programme**
- **Residential visit to London in Y6**