




Outdoor Adventurous Activities:

Y3 to Y7 [some of the activities could be adjusted for KS1. The activities could also be used for C4L clubs or intervention groups]


Year group	Skills to be taught	Ideas on how they might be taught	Learning Objectives ideas	Teaching points: think about.....	Opportunity for assessment
Year 3	Solving challenges Working cooperatively	human alphabets stand on bench/line/mats rearrange selves in alphabetical order  age order  height order  house number order on own make a letter e.g t in 2's in 3's in 4's in 5's make a word children can come up with own letters or teacher led put down hoops how many children can get in a hoop and remain balanced use different sized hoops – does this change the outcome? different solutions? children to be linked to another person using a wrist band [could use tag from tag rugby]	To find solutions to a given problem To cooperate with others To think creatively To plan and find solutions To think on our feet	who takes the lead put in groups of 5 different heights ways of getting round each other/over each other/supporting each other consider safety of activity	I am starting to plan effectively I can plan effectively I am working towards working with other people I can work with other people I can work with other people successfully I can listen to ideas and contribute to a discussion I can follow other people's ideas and make judgements
	Health and safety	any of the activities	To assess a situation; is it safe? Think about any changes that might need to be made.	discuss safety and potential dangers link to playing and	I am aware of potential dangers I am aware of potential

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Y3 cont...[2]	Methods of communication	repeat the above activities: without speaking using blindfolds	To find ways of communicating within a team To explore different ways of communicating To make judgements on ways of communicating	being outdoors and keeping safe verbal non verbal – signs, images touch how does it feel to have a blindfold on? link with PSCHE.	dangers and can come up with solutions I am beginning to learn how to trust someone to help me I can trust someone to help me I can find other ways to communicate I can find other ways to communicate successfully
	Noticing Map reading	matching game picture – picture picture to word as a team game in a line As a team game over a given area with ‘post boxes’ hidden on the field/playground. Take a picture card and find the corresponding post box. Return and collect another picture and find that corresponding post box. Work as a team. Which team can post the most letters? set out train using large arrows follow direction of the trail to each point looking for the control hide controls so some looking is required. at each control a piece of jigsaw is taken	To work collaboratively to meet a purpose. This might be an activity for Change4Life clubs or intervention groups. Set the children off in 2 min intervals. [Which makes doing it with a whole class a challenge unless there is	suitability of the images- age related use tin boxes where possible – more durable pedometers C4L club could design and set up a course for other classes to use	I am beginning to work successfully with others in a competitive situation I can make a contribution in a team situation I can make a positive contribution in a team situation I can make comment on how to improve performance I can encourage others effectively

		from the envelope at end of trail put the jigsaw together	another activity for the children whilst they wait.]		
	Listen and evaluate Contribute to group discussion	Listen to the ideas of others and make judgements. Who has a good idea? How might it work? What can you contribute?			I can listen I can listen and then contribute an idea
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Year 4	Follow instructions Retain information for a purpose Collaborate working towards common goals Plan	Each child has a punch card numbered differently Around playground punches in random order. Start with 10. Next week 15 or 20. Each child takes control card and runs to punch, marks it and runs off to find next one. Must be done in order. When 5 have been punched have to run back to controller [teacher] for a quick check. If you don't have punches each control could have a letter and child writes the letter on their control card. Repeat but instead of letters could use map symbols Repeat using field and making finding the punches more challenging Repeat working as a team Obstacle course A wears blindfold B acts as guide make obstacle course challenging but safe children to create their own course – creative ME	To plan in order to complete a task To follow instructions To pace myself when completing a task To work collaboratively To develop trust when working with a partner To follow the rules of	Importance of planning How to build trust Being quiet How it feels not to be able to see	I can plan in order to work towards completing a task I can plan in order to complete a task I can talk about my plan and how it helped me complete my task I can talk about my plan and how it helped me complete my task successfully I can find ways of remembering key information I can trust another person I can build trust with another person

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[Year 4 Cont...2]	<p>Countryside code https://www.gov.uk/government/publications/the-countryside-code</p> <p>Collaborate working towards common goals</p> <p>Cross a swamp</p> <p>Orientation of a map</p> <p>Designing routes</p>	<p>This could be a classroom lesson discussion around being out in the country look at country code children to write their own code children to design posters to put around school encouraging others to take care of the outdoor environment make bookmarks linked to countryside code design a T towel/mug.....</p> <p>give children pieces of equipment and they have to get from one side of field/netball court/hall to the other without going in to shark infested waters hoops, spots, boxes, carpet squares other suggestions:</p> <ul style="list-style-type: none"> ✚ must bring all equipment over too ✚ reduce the number of pieces of equipment ✚ allowing children to choose x number of pieces of equipment ✚ have to get over or under a barrier <p>inflatable sharks/fish – adds to the drama http://www.amazon.co.uk/s/ref=nb_sb_noss_1?url=search-alias%3Daps&field-keywords=inflatable+shark</p> <p>make three shapes using equipment ie hoop for circle, mats for rectangle, ropes for triangle children draw the shapes as a map Place a mark on the map. Give to partner. Partner has to orientate the map and stand on the spot marked. change over.</p> <ul style="list-style-type: none"> ✚ draw a route for partner to follow. ✚ add another shape 	<p>To know why there are 'rules' in the countryside</p> <p>To work collaboratively</p> <p>To find solutions to a problem</p> <p>To know how to move from one point to another successfully using a map</p>	<p>Access to the countryside – how many go out in it?</p> <p>images from websites of symbols</p> <p>copy of countryside code</p>	<p>I am aware of the countryside code and what it means</p> <p>I can identify key features of the countryside</p> <p>I can talk about the importance of looking after the countryside</p> <p>I can find solutions to a problem</p> <p>I can work collaboratively as part of a team</p> <p>I can orientate myself using a simple map</p> <p>I can follow a given pathway using a simple map</p>

 create own shapes and maps

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Year 5	<p>Warming up and cooling down</p> <p>Recall systems</p> <p>Purpose of a compass</p>	<p>children to take warm up and cooling down activities</p> <p>children to think of a suitable way they could all be recalled the importance of having a recall system and why they should respond to it immediately</p>	<p>To know the effect warm up and cool down exercises have on the body</p> <p>To respond to a given situation</p> <p>To develop a responsible attitude to each other's safety</p> <p>To be aware of boundaries and why they are in place</p> <p>To find a way of</p>	<p>relate the warm up to the activity about to be undertaken</p> <p>link to maths</p>	<p>I can warm up and cool down safely</p> <p>I can lead warm up and cool down activities</p> <p>I can explain why it is important to warm up and cool down</p> <p>I know the importance of responding to a recall</p> <p>I can respond appropriately to a recall</p> <p>I can set up a</p>

		http://www.bbc.co.uk/education/clips/z9h34wx	navigating		compass I know the compass points I can say which direction I am walking in
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[Year 5 Cont...2]	Developing memory	Kim's Trail 15 markers children working with partner find starting point work way round course remembering all the objects when back to start have to record what objects they found in any order in correct order could start with 5 increase to 10,15 20. objects could be part of school, added, hanging from a tree e.g bench goal post tree play equipment – slide racket hanging from a tree hoop boot hanging from a goal post paint brush	To find strategies for remembering information	partnering up the children so there is a balance of skills	I can recall successfully I can talk about the strategies I use for recall
	Interpretation of a map	Orienteering Details TOPS card Orienteering Each runner has a map and a control card. Move map so it matches the area where the course is set	To move from one place to another successfully To complete a given	planning time listening to each other's ideas cooperation flexibility	I can interpret a map I can use a compass

	Find solutions to problems	<p>out.</p> <p>Details TOPS card Orienteering Star Exercise</p> <p>Details TOPS card Orienteering Score event Uses a map of the whole site Could include compass references</p> <p>Using construction materials e.g plastic pipes, joins make a tower/holder for a tennis ball.....</p>	<p>task using learnt skills</p> <p>To work collaboratively</p>	<p>making changes/adjustments</p>	<p>successfully on a more complex task</p> <p>I can work as a team on a more complex task</p> <p>I can collaborate on a more complex task</p>
Year group	Skills to be taught	Ideas on how they might be taught	Learning Objectives ideas	Teaching points: think about.....	Opportunity for assessment
Year 6 Year 7	<p>Navigational skills</p> <p>Map reading</p> <p>Compass bearings</p>	<p>Details TOPS card Orienteering Netball numbers</p> <p>Details TOPS card Orienteering cardinal cones</p> <p>Details TOPS card Orienteering Clock relay</p> <p>Details TOPS card Orienteering Line exercise</p> <p>These may be covered during a lesson when perhaps poor weather prevents the children from going outside. Leapfrogs OAA lesson plans KS2/3 has some photocopiable sheets which would help with some of these activities.</p> <p>Route cards and their purpose</p> <p>Preparation for school journey</p>	<p>To find a way of completing a task in the shortest time</p> <p>To plan for a successful outcome</p> <p>To be able to comment on www and ebi</p>	<p>have cards ready</p> <p>use different colours</p> <p>have solutions ready</p> <p>keep cones separate from other equipment</p>	<p>I can move around a course safely, aware of other runners</p> <p>I can use a compass with increasing accuracy</p> <p>I can make changes to my route for a positive outcome</p> <p>I can write a route map and know why it is useful and important</p> <p>I know what might go in a rucksack for an outdoor activity</p> <p>I can talk about the different weather conditions and what it might mean when you are out in the</p>

		<p>Packing a rucksack</p> <p>Temperature control – the effects of cold, wind, rain, snow, heat</p> <p>Countryside code and Sea shore safety code</p> <p>National Parks – where are they and why are they known as National Parks</p> <p>Calling emergency services:</p> <ul style="list-style-type: none">  In the town  In the country  In the mountains  at the seaside 			<p>country</p> <p>I can talk about the countryside code in greater detail [covered in year 4]</p> <p>I can identify the National Parks</p> <p>I know how to call the emergency services</p>
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