

## **Medium Term Plan: Supporting Implementation of**

**Subject:** Year 5 Summer 1 -Outdoor Adventurous Activities (OAA):

In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.

N/C links:

- take part in outdoor and adventurous activity challenges both individually and within a team.

Key skills:

- Physical: balance, co-ordination, run at speed, run over distance
- Social: negotiation, communication, leadership, work safely
- Emotional: empathy, confidence, resilience
- Thinking: problem solving, reflect, critical thinking, select and apply, comprehension

### **Prior Learning (what pupils already know and can do)**

- Try ideas before deciding on a solution to help come up with the best idea.
- Take turns when giving ideas.
- To not interrupt others.
- Think about when and why they are successful at solving challenges to help in the future.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To be inclusive of others and can share job roles.
- To navigate around a course using a map.
- To orientate a map confidently.
- To reflect on when they were successful at solving challenges and alter methods in order to improve.
- To use critical thinking to approach a task.
- To work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

### **Key Vocabulary**

Cardinal points, compromise, concise, critical thinking, landmark, navigation, negotiate, orientate, solve, strategy, verbal, visual

Session 1 –To develop communication and negotiation skills.

### **Success Criteria**

- Consider how you communicate to come up with a solution.
- Share and listen to ideas in your team.

### **Whole Child Objectives**

- Social: To negotiate with others to solve a problem.
- Emotional: To show empathy to aid success.
- Thinking: To use problem solving skills.

### **Vocabulary:**

Compromise, concise, negotiate, solve, strategy, visual

Session 2 - To develop strong communication and negotiation skills to solve challenges.

### **Success Criteria:**

- Create and adapt plans and strategies for further success.
- Ensure all team members have an active role.

### **Whole Child Objectives:**

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- Social: To listen to and relay information accurately.
- Emotional: To be confident to share ideas.
- Thinking: To plan as a team and assess the effectiveness of strategies.

### **Vocabulary**

Concise, negotiate, solve, strategy

Session 3 –To develop planning and problem-solving skills.

### **Success Criteria:**

- Be confident to try different strategies to find a solution.
- Use communication effectively to support your team.

### **Whole Child Objectives:**

- Social: To lead a group.
- Emotional: To be confident to share my ideas.
- Thinking: To use critical thinking to overcome a task.

### **Vocabulary**

Critical thinking, solve, strategy, verbal

Session 4 - To share ideas and work as a team to solve problems.

### **Success Criteria:**

- Consider how you communicate to come up with a solution.
- Create plans and strategies to find a solution.

### **Whole Child Objectives:**

- Social: To communicate with teammates and refine ideas.
- Emotional: To be resilient when attempting different strategies.
- Thinking: To use problem solving skills.

### **Vocabulary**

Critical thinking, solve, strategy, verbal, visual

Session 5 –To develop navigation skills and map reading.

### **Success Criteria:**

- Discuss and share roles within your group to ensure everyone is included in the challenge.
- Orientate your map as you move to be sure of your direction.

### **Whole Child Objectives:**

- Social: To discuss and decide on roles for each of my team members.
- Emotional: To be aware of other people's feelings.
- Thinking: To select and apply different strategies to solve a problem.

### **Vocabulary**

Cardinal point, concise, landmark, navigation, negotiate, orientate, solve, strategy

Session 6 –To create and follow a key and route on a map.

### **Success Criteria:**

- Discuss the task as a group first.

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- Orientate your map as you move to be sure of your direction.
- Share and listen to ideas in your team.

### **Whole Child Objectives:**

- Social: To work safely whilst navigating around a course.
- Emotional: To consider other people's feelings, when making choices.
- Thinking: To read a key and understand how to use the key to navigate around a course.

### **Vocabulary**

Cardinal point, landmark, navigation, negotiate, orientate

### **Future learning this content supports:**

This unit will support future units throughout Years 5 and 6. It will also support them during their next summer topic helping them to transfer some key skill across. Pupils will have improved their balance, coordination, cooperation skills, speed and stamina which can be applied in units throughout units such as basketball, tag rugby and football.