

Outdoor and Adventurous												
Key Skills		Personal Best	Learning to Lead	Peer / Self-Assessment	Spirit of the Games							
<table border="1"> <thead> <tr> <th>Skill</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>map</td> <td>a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.</td> </tr> <tr> <td>adventurous</td> <td>willing to take risks or to try out new methods, ideas, or experiences</td> </tr> <tr> <td>orienteeing</td> <td>a competitive sport in which runners have to find their way across rough country with the aid of a map and compass</td> </tr> </tbody> </table>	Skill	Description	map	a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.	adventurous	willing to take risks or to try out new methods, ideas, or experiences	orienteeing	a competitive sport in which runners have to find their way across rough country with the aid of a map and compass	<ul style="list-style-type: none"> Timed orienteeing Completion of task Timed swimming Distance swam Competing in swimming gala Attending White Hall Learning to ride a bike. #ActiveEaster challenge 	<ul style="list-style-type: none"> Small groups Warm-up Warm-downs Use iPads to record performance 	<ul style="list-style-type: none"> Have a clear assessment criterion Vary the work assessing Allow time to respond Model responses Give examples of next steps Vary how assessment is encouraged (verbal / videoed) 	<p>The values of the School Games</p>
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Year 3	Year 4	Year 5	Year 6	Other								
<p>Health and Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and warm down.</p> <p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p>	<p>Health and Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and warming down.</p> <p>Develops strong listening skills.</p> <p>Uses simple maps. Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p>	<p>Health and Fitness Know and understand the reasons for warming up and warming down. Explain some safety principles when preparing for and during exercise.</p> <p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p>	<p>Health and Fitness Understand the importance of warming up and cooling down. Carry out warm-ups and warm-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways to become healthier.</p> <p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Develop and refine orienteeing and problem solving skills when working in groups and on their own.</p>	<p>SWIMMING</p> <p>Year 4 - Boosters Year 6 Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> <p>WHITE HALL Every child in Year 6 has the opportunity to attend a week long residential at</p>								

<p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Bikeability Level 1</p>	<p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Bikeability Level 2</p>	<p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing</p> <p>Discuss and work with others in a group.</p> <p>Bikeability Level 3</p>	<p>White Hall centre. Children will experience many Outdoor and Adventures activities in a natural environment.</p> <p>LONGSHAW ESTATE Every child in year 5 will experience a day of Outdoor and Adventurous activities in Peak District Nation Park.</p>
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Assessment			
Working Towards	Mastered	Greater Depth	Assessment Types – videos, observational, discussion
Notes for next unit			

