

| | Year Group | Overview | Sequence of learning (small steps) | Whole Child Objectives (SET) | End of Unit Outcomes | Vocabulary |
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| Team Building (Introduction to OAA) | Year 1 | <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p>In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.</p> | <ul style="list-style-type: none"> To co-operate with a partner to complete challenges. To explore and develop working as a team. To develop talking, listening and sharing skills. To use speaking and listening skills to lead a partner. To plan with a partner and small group to complete challenges. To use talking, listening and sharing skills to complete challenges. | <ul style="list-style-type: none"> Physical: run, jump, hit, balance, co-ordination Social: trust, communication, inclusion Emotional: determination, confidence Thinking: identify, comprehension, reflection, planning | <ul style="list-style-type: none"> I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game. | <ul style="list-style-type: none"> Challenge Cooperate Instruction Lead Listen Plan Share Talk |
| | Year 2 | <p>This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.</p> | <ul style="list-style-type: none"> To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map | <ul style="list-style-type: none"> Physical: balance, jump, run, co-ordination Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting Thinking: comprehension, identify strengths and areas for development, problem solving | <ul style="list-style-type: none"> I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map. | <ul style="list-style-type: none"> Communicate Include Instructions Map Plan Solve Successful Support |

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects Team building and OAA

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| OAA | Year 3 | <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> | <ul style="list-style-type: none"> To develop co-operation and teamwork skills. To develop trust and teamwork. To involve all team members to work towards a shared goal. To develop trust whilst listening to others and following instructions. To be able to identify objects, draw and follow a simple map. To draw a route using directions, orientate a map and navigate around a grid. | <ul style="list-style-type: none"> Physical: balance, co-ordination, run at speed, run over distance Social: communication, co-operation, inclusion, collaborate Emotional: determination, trust, confidence, honesty Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply | <ul style="list-style-type: none"> I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group. | <ul style="list-style-type: none"> Communication Compass Course Discuss Honest Interrupt Map Route Support Symbol Tactics Teamwork Trust |
| | Year 4 | <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.</p> | <ul style="list-style-type: none"> To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop observational skills, listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions. | <ul style="list-style-type: none"> Physical: balance, run at speed, run over distance, co-ordination Social: communication, co-operation, collaboration Emotional: determination, resilience, honesty, trust, confidence Thinking: problem solving, evaluation, reflection, create, select and apply | <ul style="list-style-type: none"> I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group. | <ul style="list-style-type: none"> Collaborate Communicate Effectively Instructions Key Leader Navigate Orientate Reflect Role Solve Symbol Teamwork |

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| OAA | Year 5 | <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>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.</p> | <ul style="list-style-type: none"> To develop communication and negotiation skills. To develop strong communication and negotiation skills to solve challenges. To develop planning and problem solving skills. To share ideas and work as a team to solve problems. To develop navigation skills and map reading. To create and follow a key and route on a map. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. | <ul style="list-style-type: none"> Cardinal points Compromise Consider Critical thinking Landmark Navigation Negotiate Orientate Solve Strategy Verbal Visual |
| | Year 6 | <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>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, learning how to follow a more complex map including the use of controls.</p> | <ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To collaborate as a team to solve problems. To develop tactical planning and problem solving. To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading. To use a key to identify objects and locations. | <ul style="list-style-type: none"> Physical: balance, co-ordination, run at speed, run over distance Social: communication, collaboration, inclusion, leadership, work safely Emotional: confidence, honesty, trust Thinking: evaluation, reflection, problem solving, comprehension, select and apply | <ul style="list-style-type: none"> I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. | <ul style="list-style-type: none"> Adhere Approach Cardinal points Communicate Contribute Critical thinking Determine Evaluate Inclusive Leadership Location Navigate Orientate Trust |

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