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| **Year 5 OAA**  **Curriculum Link:**  **To take part in outdoor and adventurous activity challenges both individually and within a team** | | |
| **Key Information** | **Learning** | **Key PE Skills** |
| **Unit** | **Previous Learning** | **Competing and Performing** |
| Subject Name: **PE**  Year Group: **5**  Term: **3 (H2)**  Unit Name: **OAA**  **Spiritual Development**  Through the study of Physical Education, children will develop an understanding of the importance of physical health and how this can promote positive emotional development. John 1:2 Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul. | * Communicate clearly with other people in a team, and with other teams. * Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. * Complete an orienteering course more than once and begin to identify ways of improving completion time. * Offer an evaluation of both personal performances and activities. * Start to improve trails to increase the challenge of the course. * Orientate themselves safely and with accuracy around a short trail within a time limit. * Follow a map in a (more demanding) familiar context. * Associate the meaning of a key in the context of the environment. | * Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation to improve performance. |
| **Big Ideas** | **Year 5 Learning** | **Health and Fitness & Preparation** |
| To take part in outdoor and adventurous activity challenges as an individual and in a team and improve communication and collaboration skills. | * Can complete orienteering activities as a team. * To be able to use clear communication to effectively complete a particular role in a team. * Can complete an orienteering course on multiple occasions, in a quicker time due to improved technique. * Can offer an effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course. * To know how to orientate themselves safely and with accuracy around a variety of trails within a time limit. * To know how to change plans if there is a problem or get new information. * To know how to use clues and navigation equipment/information to navigate a route. | * Know and understand the reasons for warming up and cooling down and lead own warm-ups and cool downs with support. * Explain why exercise is good for health, fitness and wellbeing and make some links to ways we can become healthier. |

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| **Key Information** | **Learning** | **Key PE Skills** |
| **Vocabulary** | **Future Learning:** | **Evaluation and Communication** |
| controls  control points  scale  strategy  orientate  orienteer | * Communicate clearly and effectively with others when under pressure. * Successfully complete orienteering activities as a team. * Work effectively as part of a team, demonstrating leadership skills. * Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. * Offer an effective and detailed evaluation of both personal performances and activities. * Listen to feedback and improve an orienteering course from it. * Orientate themselves safely and with accuracy around a variety of trails within a time limit and identify the quickest route to do this. * Use a range of map styles and navigation equipment/information to accurately follow a trail. | * Watch and describe performances of themselves and others - link this to how this has supported modifying their skills and techniques to improve over time and offer improvements to others. * Use communication skills to illustrate what they are doing and respond to others to begin to improve team play. |
| **Glossary** | | |
| **Boundary:** The edge of the area the activity is taking place in.  **Checkpoint:** One the of the chosen locations participants must locate or reach during an activity.  **Compass:** A tool used to help navigate.  **Communication:** Giving, receiving, and sharing information  **Controls:** The thing that the participants are looking for within a course; might be letters, numbers or other items. Are referenced on a map.  **Control Points:** The location of the controls.  **Course:** The course is the route chosen for the controls to be in.  **OAA:** Acronym for Outdoor Adventurous Activities. They take place outdoors and involve physical activity, adventure, challenge, problem solving and teamwork.  **Orientate:** To find your way around the course using a map.  **Orienteer:** The person taking part in the orienteering activity.  **Orienteering:** An adventure sport that involves running or walking while navigating a course using a map and sometimes a compass to navigate between control points.  **Scale:** The relative size of objects shown on a map.  **Strategy**: A plan or action created for completing a task.  **Symbol:** A sign, shape or object to represent something else.  **Tactics**: Methods and plans that players and teams use to increase their chances of winning. | | |