ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: Bombs Away! TERM: Conflict YEAR GROUP:5

THE BIG QUESTION	
How can teamwork and communication help us succeed in physical challenges?	
END OF UNIT OUTCOME	To work in collaboration to design an obstacle course for the rest of the class. Children will confidently participate in a variety of team games and multi-skills challenges, demonstrating improved teamwork, communication, strategy, and understanding of fair play. They will be able to reflect on how they contributed to team success and what tactics helped them overcome challenges.
OBJECTIVES	Take part in outdoor and adventurous activity challenges both individually and within a team. **Communication:** • Listen to each other's ideas when planning a task. • Change ideas if they are not working. • Communicate clearly with other people in a team and with other teams. • Co-operate in a range of situations within a group to develop an ethos of being supportive. • Change roles or ideas if they are not working. **Problem solving:** • Develop an awareness of the importance of planning and reviewing an activity. • Choose equipment that is appropriate for an activity. • Begin to complete activities in a set period of time. • Recognise the importance of planning and reviewing activities. • Make an informed decision on the best equipment to use for an activity. **Team work:** • Work as a team to solve a problem. • Work effectively in small groups. • Involve all team members in an activity and work towards a collective goal. • Develop trust and accept support.
CONCEPT: Conflict	Conflict can arise in team settings when communication breaks down, rules aren't followed, or strategies clash. Pupils explore how to resolve these conflicts and how working collaboratively can reduce them.
LESSON 1 QUESTION	How can we move and work as a team in a small-sided game?
KEY KNOWLEDGE	**<u>Crab Football</u>** Know that crab football is played indoors.

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	Know that you need two cones at both ends of the room to be the goals. Know that you need to play with a large, soft ball. Know that there is two teams in a game of crab football. Know that you have a goal keeper in each goal. Know that each player has to try to kick the ball into the other team's goal. Know that both teams can set a score to achieve and the first team to reach it wins.
RICH TASK	**<u>How to play.</u>** Know that you play sitting on your bottom with your feet flat on the floor. Know that both hands should be palms down with fingers pointing away from your body. Know that you should push your body up with your hands and feet and walk like a crab. Know that if players stand up or walk during the game, they are given a 2 minute time out **penalty** from playing. Know that each player has to continue to move in a crab walk position throughout the game, Know that it is important to keep space between you and the other players. Know that you can only kick or hit the ball with their feet and/or head. Know that no hands are allowed in a game of crab football. Know that the teacher drops the ball in the centre of the pitch for a kick-off to begin the game, as well as after each point is scored. Know that each team is trying to put the ball into the opposing team's goal. Know that if the ball goes out of **bounds**, the teacher throws it back into play. Know that to vary the game, you can add more balls and goals. **Warm-Up / Team Building Activity:** • **Activity**: Crab Relay Race (as described, but with more emphasis on team-building and cooperation). • **Reflection**: How does working together as a team help us move faster? **Skill Development – Crab Walking and Positioning:** • **Activity**: Review the crab-walking technique, focusing on different movements (e.g., sidestepping, forward/backward crab walk). • **Practice**: In pairs, have students practice crab walking and then incorporate ball control. • **Retrieval Question**: How does using your hands and feet to walk like a crab help your balance? **Crab Football – Team Play:** • **Activity**: Play a full match with a focus on teamwork and strategy. • Emphasise using space, passing, and setting goals.

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<table>
<tr><td></td><td colspan="3">

- **Scoring**: First team to 5 goals wins.
- **Retrieval Question**: What strategies helped you find space and communicate with your team?

Reflection and Feedback:

- **Activity**: Discuss strategies, communication, and how the team worked together.
- **Guiding Questions**: What worked well in the game? What could be improved next time? How can communication help our success?

</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Model crab walk; play in small groups

Challenge: Add multiple balls/goals; tactical positions</td></tr>
<tr><td>KEY VOCABULARY</td><td>Penalty
Bounds
Checkpoint
Scale
Corresponding
Tactic
Non-verbal
Opponents
Precise</td><td>RESOURCES</td><td>Cones, soft balls, bibs</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">How can clear communication and trust help us succeed in team challenges?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Good communication is essential to complete challenges successfully.
Trust between team members allows everyone to feel safe and supported.
Teamwork requires listening, planning, and adapting strategies together.
In the “Floating Stick” challenge, coordination and patience are more effective than rushing.
In the “Minefield” challenge, clear instructions and listening are key to guiding and supporting teammates.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Warmup teamwork activity:

Relay race; different variations of this such as weaving a ball in and out of cones/ skipping with a skipping rope/ running/ dribbling a ball.

Levitating or Floating Stick
Background
Use this floating stick activity as a method of demonstrating the importance of communication and teamwork in achieving a goal.</td></tr>
</table>

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Objectives

The aim of the challenge is to lower the stick to about 30cm off the ground. Harder than it sounds! **Timings 10 – 30 minutes. Group size: 8 – 10.**

Health and Safety

- Think about your positioning when leading this activity, ensuring you have all participants in full view.

Instructions

- Ask the students to line up in two groups facing each other and point the index finger of each hand out in front of them.
- Then, place the bamboo stick on top of their outstretched fingers so that it is balanced along the
-
- The team must lower the floating stick to the ground without holding on to it, grasping it or losing contact with their fingers.
- The stick must remain balanced on each person's fingers at all times.
- If at any point someone loses contact with the stick, the task will be restarted.
- As the students carry out the task they will find that the rod goes up rather than down. Only with concentrated effort, co-ordination and a lot of careful communication can they get the rod to move down!

Rules

- Every team member must be standing and the starting point is chest height of the tallest person.
- Every team member has to keep both index fingers in constant contact with the stick at all times. If even a single team member loses contact, the team has to start again at chest height.
- The stick can only be resting on the index fingers. Team members can't wrap a finger over the top of the stick or slide fingernails over the stick, etc. (They can't force the stick down!).

Review

- As everyone is trying to keep their fingers connected to the stick, the greater upwards pressure is more than the weight of the stick. Therefore, the stick rises rather than falls.

- After the students struggle a while, take a break and ask them to form a plan based on their past experience. Eventually, the teams will start to figure out the secret to getting the activity to work.

Minefield

Background

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Minefield is an activity designed to foster trust in teams. It can help members that are resistant to collaboration become more open.

Objectives

In this game, one partner must trust the other to guide him or her through a maze of mines.

Group size 6 – 30

Health and Safety

- Make sure you have enough space for this challenge and stay away from areas where there are potential hazards on the ground.
- Think about your positioning when leading this activity, ensuring you have all participants in full view and be prepared to intervene if a student could hurt themselves.
- Before beginning any blindfold challenge, ask the group if anyone is uncomfortable wearing a blindfold and adapt the activity around them, ensuring they have an enjoyable experience.
- As the students will be blindfolded remind them to move slowly and step carefully through the Minefield.

Equipment

Blindfolds; equipment for the minefield can be very random, from large items such as chairs to small items like bean bags, plastic bottles, cones, etc, whatever you have!; 4 long ropes.

Instructions

- Locate an appropriate area to do the activity eg approximately 10 metres x 10 metres. Place ropes round the area to demark the playing area and create a start and finish line.
- Scatter the random assortment of equipment throughout the playing area in such a way that there are no straight pathways through the minefield.
- Students need to work with partners, one partner wears a blindfold and the other acts as the guide.
- The aim of the game is for the partner wearing the blindfold to be guided through the 'minefield' without walking into any objects, listening only the voice commands of their partner.
- If the partner with the blindfold walks into an object, they go back to the beginning and start again.
- Limit the minefield area to 6 teams at a time.
- After each pair reaches the end of the minefield, they can switch roles and return.

Rules

- The blindfolded person can't talk; they must just listen and walk.
- The guider can't touch their partner but can speak to them.

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<table>
<tr><td></td><td colspan="3">• If the partner with the blindfold walks into an object they must go back to the beginning and start again.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Encourage children to reflect on their feelings and the importance of listening carefully. Provide sentence starters for guiding (e.g., “take a small step forward”).

Challenge: Limit the communication to simple commands only (forward, back, left, right, stop) OR add a time limit for completing the challenge.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Trust
Guide
Blindfold
Listen
Communicate
Patience
Support</td><td>RESOURCES</td><td>• A long, light rod or stick eg garden bamboo cane, or you could use a large hoop (1 per team).
• Blindfolds
• Cones, beanbags, ropes, or other “minefield” equipment</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">Can we solve problems quickly and effectively as a team?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Pass the Hoop: Teams must pass a hoop through their line without letting go of hands.

Human Knot: Teams must untangle themselves without letting go of hands.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Warm-Up Activity – Team Balance Challenge (5 mins)

• Activity: Teams must balance a ball on a racket or spoon as they race to a cone and back.
• This activity helps with balance and introduces the concept of teamwork.
• Retrieval question: Why is it important to work together in this task?

Skill Development – Passing the Hoop

Health and Safety
• Think about your positioning when leading this activity, ensuring you have all participants in full view.
• During the activity be prepared to intervene if a student could hurt themselves eg by students pulling or tugging on each other.

Equipment
• A hula hoop (or a small Racoon Circle) per team, stopwatch.

Instructions
• Ask the students to stand in a circle holding hands.</td></tr>
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	• Separate two student's hands, place the hula hoop between them and let them each reach through the hoop to hold hands again. This is the starting point. • Children could also hold each other's arms using a monkey grip round the wrist. • Tell them you're going to time them to see how long it takes for the hoop to get round the circle back to the starting point. • On your signal, the students should start passing the hoop all the way around the circle and back to where it started. • Time them, and share with them how long it took. • The challenge is completed when the hula hoop returns to the same place it started, having passed all the way around the circle. **Rules** • The whole group must stand in a circle holding hands, and they can never let go of their neighbours' hands—if anyone lets go, the whole group must start again. • No one may use their hands to grab hold of the hula hoop. **Review** • Encourage the group to set a goal and see if they can do it faster. **Variations** • Have the group try again and see if they can beat their best time. Try a few times until you feel they have a sense of accomplishment. • Try doing it blindfolded or with eyes shut. Try it in silence! • Add another hula hoop to the opposite side of the circle, with it moving in the opposite direction. It is revealing to see the group's response to "Which hoop won?!" and the realisation that entire group was working as a team. • Make this a **hula hoop pass relay**. The group lines up, holding hands. When the starter says go, the first person passes the hoop down the line, still maintaining the hand held contact. When the hoop reaches the last person in the line, that person grabs the hoop and runs to the front of the line. They then pass the hoop down the line, duplicating what the first in line did. The relay continues until the original front line person returns to the starting position. The first team to complete this is the winner. **Human Knot**

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Group size 8 - 12

Objectives

Starting in a circle, students connect hands with two other people in the group to form a human knot. As a team, they must then try to unravel the "human knot" by untangling themselves without breaking the chain of hands.

Health and Safety

- Think about your positioning when leading this activity, ensuring you have all participants in full view.
- During the activity be prepared to intervene if a student could hurt themselves eg by students pulling or tugging on each other.

Equipment

- None

Instructions

- Get the group to face towards each other in a circle. Each person should be standing shoulder to shoulder.
- Tell them to put their right hand up in the air and take the hand of someone across the circle from them.
- Then repeat this with the left hand, ensuring they take a different person's hand.
- Check to make sure that everyone is holding the hands of two different people and they are not holding hands with someone on either side of them.
- They must now try to untangle themselves to form a circle, without breaking the chain of hands. Allocate a time limit to complete this challenge (generally 10 – 20 minutes).

Rules

- If the chain of hands is broken at any point, they must then start again.
- Students will likely have to bend and twist to untangle. Readjusting their grip is perfectly acceptable for players to be more comfortable while participating.

Review

- As the knot becomes untangled, that a circle will start to form. Some students may end up facing the inside of the circle, some the outside, but by the time they've finished untangling, there should be an unbroken circle of joined hands.

Variations

- To make the task more challenging, give teams a time limit on this activity or even make it a race between the teams.

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<table>
<tr><td></td><td colspan="3">• You can also blindfold or mute participants throughout the activity, especially when you want quieter members of the group to take the lead.
• Instead of making groups start over when the chain is broken, you can create penalties like blindfolding or muting a group member.
• If you have an odd number, then select one team member to lead the challenge and be the team's eyes from the side. You can swap them mid-way through the challenge, if they're not engaged in the activity.

Reflection and Feedback

• Reflect on how the group communicated and what strategies worked.
• Discuss how to improve in the next task.
• Retrieval question: What helped you solve the problems in these activities?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Provide verbal cues to help students understand the challenge.

Challenge: Increase the difficulty by adding more people to the circle or introducing time limits.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Cooperation
Patience
Strategy, Verbal/Non-verbal, Trust</td><td>RESOURCES</td><td>Hoops
Cones
stopwatches</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How can we create and apply tactics to outsmart an opposing team?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Teams must capture the opposing team's flag and return it to base.
Players can be tagged in enemy territory and go to jail.
Communication, strategy, and teamwork are key to success.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Warm-Up Activity – Team Strategy Talk

• Activity: Have students work in pairs to quickly plan a strategy for getting from one side of the playground to the other.
• Retrieval question: What do you need to do before making a plan?

Skill Development – Capture the Flag

• Activity: Split the class into teams and explain the rules of Capture the Flag.
• Encourage teams to assign roles (attackers, defenders, distractors).
• Play the game with a focus on communication and team roles.
• Retrieval question: What strategy did your team use to defend the flag?

Group Juggling
Background</td></tr>
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A great team building game which can also be used as an icebreaker or energiser to warm up a group and help them to get to know each other better.

Objectives

The aim of this challenge is to pass the balls round the group in the correct order. It is fast moving and great fun.

Timings

20-30 mins

Group size: 8 – 14 people

Health and Safety

- Think about your positioning when leading this activity, ensuring you have all participants in full view.

Equipment

Several soft balls /tennis balls /bean bags or other soft fun objects, such as soft toy animals.

Instructions

- The group forms a large circle, with everyone facing the centre.
- Start by throwing the ball across the circle to another person.
- As you throw, say the name of the person to whom you are throwing, to let them know the ball is coming to them and to let everyone hear their name.
- Once that person catches (or retrieves) the ball, they pick someone else, shout their name and throw them the ball.
- Play continues with the one ball until it makes it to everyone in the group.
- Once someone has received the ball, they cannot receive it again.
- The last person in the group throws the ball back to the group leader.
- Ask each group member to identify who they received the ball from and who they threw it to.
- Practice the pattern a few times, always throwing to and receiving from the same person in the group.
- Once the group has the pattern sorted, start adding additional balls/objects.
- See how many you can get moving round the circle in the original order.
- You can also add another ball to be sent in reverse order to add a bit confusion to the mix!
- You can repeat the game again with a new pattern and mix it up.

Reflection and Feedback

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- Discuss which strategies worked best and why.
- Encourage self-reflection: Did everyone communicate well during the game?
- **Retrieval question**: What did you learn about your team's strengths?

</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Keep the play area small for less advanced groups.

Challenge: Increase the play area or add additional obstacles.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Territory
Defense
Distract
Strategy
Signal</td><td>RESOURCES</td><td>Cones, flags, bibs, variety of balls</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">What have we learned about teamwork, conflict, and success?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Teams complete a series of physical challenges.

Leadership and roles within the team are key to success.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Equipment
Parachute and a variety of balls.
Instructions
Parachute Popcorn
• Place an even amount of two colours of balls on the parachute eg 10 red balls and 10 blue balls.
• Divide the group into two teams and place the teams round the edge of the parachute, holding the parachute stretched out.
• The red team shakes the parachute while keeping the red balls on and popping the blue balls off. The blue team tries for the opposite.
• When all the coloured balls of one team are gone, the other team has won.
• Switch around who is each team and play again.

Variation: One team tries to bounce the balls off the parachute, while the other side works at keeping the balls on the parachute!
Roll to a Friend
• Players hold the parachute stretched tightly and place a ball on top of the parachute.
• Players will call out a name and roll the ball to that person.
• Players must work together in cooperation for each player to get the ball to their friend.
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	Rollerball • Players hold the chute stretched tightly and place a large ball near the edge. • The object of this game is to try to make the ball roll all the way around the edge of the parachute. One person needs to start the ball rolling. • As the ball goes from person to person, they should lower their edge, and as it goes past, they should raise their edge to keep the ball moving. This will begin to create a wave. • A high amount of cooperation and coordination is needed for this. However, it is very rewarding for the group to eventually achieve a smooth continuous motion. • Try speeding it up or changing direction when it becomes too easy. **Competitive Chute Ball** • Mark a line across the diameter of the parachute. • Have equal teams hold the edge of the parachute on either side. • Throw a ball into the middle. • The aim is to get the ball off the parachute on the other team's side of the line, and stop it coming off your own side of the line. (i.e. to throw it over the other team's heads). • You mustn't let go of the parachute or touch the ball with any part of the body. • Keeping score is optional. • After several minutes of wild flapping and little progress the group should realise that co-ordination and strategy are needed to flick the ball off the chute. **Parachute Golf** • Use a ball that will fit into the centre hole and toss onto parachute while players hold the parachute stretched tightly. • Players then must manoeuvre the parachute to get the ball through the hole. • Each wave counts as a golf stroke. How many will it take each time to get through the centre hole. • Nominate a “caddy” each time to retrieve the ball. • Keep score and play 18 holes. You can then try to beat that your next “round of parachute golf”.
SUPPORT AND CHALLENGE	**Support:** Pair quieter students with confident leaders; model effective parachute techniques. **Challenge:** Ask pupils to invent a new parachute game, or rotate leaders so everyone gets a chance to lead.

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KEY VOCABULARY	Leadership Adapt Cooperation Coordination Strategy Support	**RESOURCES**	Parachute, small/large balls, cones, bibs
LESSON 6 QUESTION	Can we adapt and lead others in a team challenge?		
KEY KNOWLEDGE	Success in physical challenges comes from teamwork, communication, and fair play. Conflicts can arise but can be resolved through listening and compromise. Effective leaders support their team rather than control it. Reflection helps teams improve strategies for future challenges.		
END OF UNIT OUTCOME	**Warm-Up Activity** Final team-based challenge: Capture the Flag tournament and/or relay obstacle course. **Skill Development – Obstacle Course Design** • **Activity**: Divide students into small groups. Each group creates a section of the obstacle course (e.g., jumping, crawling, balancing). • The team must cooperate to test and improve the course. • **Retrieval question**: What's the most important thing when designing a course together? **Team Obstacle Course Challenge** • **Activity**: Groups rotate through each other's obstacle courses, providing feedback and collaborating on improvement. • Emphasise leadership roles, communication, and teamwork. • **Retrieval question**: How did you lead your team through the obstacle? **Reflection and Feedback** • Discuss how the students adapted to different leadership roles and communicated during the challenge. • **Retrieval question**: How did your team adapt when things didn't go as planned? • Discuss how teamwork and communication impacted their success. • What links to our concept have you found?		

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SUPPORT AND CHALLENGE	**Support**: Provide guidance on how to lead a team and divide tasks. **Challenge**: Allow students to lead without adult supervision.		
KEY VOCABULARY	Adapt Lead Communicate Reflect Role	**RESOURCES**	Cones, hoops, benches, mats, ropes, balls, bibs