ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: OAA

TERM: AUTUMN 1 YEAR GROUP: 4

THE BIG QUESTION	
How can teamwork and communication help us succeed in physical challenges?	
END OF UNIT OUTCOME	To work in a small group to design your own game inspired by the OAA activities that the class completed throughout the unit.
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. • Follow rules to keep themself and others safe. • Together, plan and share roles within the group based on each other's strengths. • Work increasingly well in groups where roles and responsibilities are understood. • Change roles or ideas if they are not working. • Recognise own and others' feelings. • Recognise how to keep themself and others safe. • Use clear and effective communication to make a positive contribution to a team. **Problem Solving:** • Develop an awareness of the importance of planning and reviewing 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. • Choose effective strategies and change ideas if not working. • Select appropriate equipment/route/ people to solve a problem successfully. • Recognise what went well and why, and what would be done differently next time. **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. • Experience a range of roles within a team and begin to identify the key skills required to succeed at each role.

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	• Take responsibility for a role within the group. • Discuss and allocate roles fairly within the team • Work effectively as part of a team, demonstrating leadership skills where appropriate.		
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	**What is teamwork?**		
KEY KNOWLEDGE	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.		
RICH TASK	<u>Warm up-</u> Number game <u>Bench Challenge</u> Split into groups and before giving each team a bench, ask the groups to get into particular orders. Add in the benches and ask the groups to line up on the benches in a particular order. Discuss the rules (not falling off the benches). Change the order and give the children different challenges of only having one person talking and not having anyone talking at all. <u>Cool down-</u> Meditation		
SUPPORT AND CHALLENGE	S- Work in a small group with an adult available to model speaking and listening. C- Children come up with own orders to order their group in.		
KEY VOCABULARY	Listening Communicating Speaking Adapt	**RESOURCES**	Benches
LESSON 2 QUESTION	**How can I work best when working in a team?**		
KEY KNOWLEDGE	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.		

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	A scavenger hunt is a game in which participants must collect or spot a number of specific items on a list. Sometimes, there are tasks to complete as well.		
RICH TASK	Recall top tips for working as a team from last lesson. <u>Warm up-</u> Bean game/ Teamwork challenge <u>Scavenger Hut</u> Have discussions on what a scavenger hut is. Explain to the children how the Scavenger hunt will work and share with the children the top tips. Get children into groups with their clip board and their scavenger list and time the children. Which group will come back first and why were they successful?		
SUPPORT AND CHALLENGE	S- Have images on the list of things to find in the Scavenger Hunt C- Design their own Scavenger hunt for another group to complete.		
KEY VOCABULARY	Scavenger Track Communicating Collaborate	**RESOURCES**	Clipboards Pencils Outdoor items in school grounds
LESSON 3 QUESTION	**How does my speaking and listening skills help me in a challenge?**		
KEY KNOWLEDGE	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. It is important to know how to give clear and precise directions so that you are able to navigate someone to an unknown destination. It is important to be able to follow directions so that you are able to get to an unknown or new destination.		
RICH TASK	<u>Warm up-</u> How quickly can we get the ball across? <u>Blindfolded Challenges</u> **Giving directions**-Children work in pairs to complete the Cone Course. One child sets up a route/pathway using six cones (without their partner seeing it) and then directs them along it. The partner must follow the directions, while blindfolded, to complete the route/pathway. Swap over and repeat the activity.		

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	Herding Sheep- Organise the children into groups of approximately six, differentiated by bibs. Demarcate a large playing area, approximately 15m by 15m. Within the playing area, set up one sheep pen per group. Each team should nominate one person to be the shepherd within their group. The rest of the team will be the sheep and should spread out within the designated playing area, but not in any of the sheep pens. Sheep should then put on their blindfolds. Give each shepherd a sheep pen to direct their sheep into. Their challenge is to direct the blindfolded sheep into the denominated sheep pens by giving directions. <u>Cool Down</u>- Meditation		
SUPPORT AND CHALLENGE	S- Use fewer cones with a partner to support in giving directions. C- Use more cones and add hoop to the course. Make it secret where the sheeps pen is for the herding sheep game is.		
KEY VOCABULARY	left, right, clockwise, anticlockwise, forward, backward, teamwork, cooperation, listening skills.	**RESOURCES**	Cones Blindfolds
LESSON 4 QUESTION	**Can I communicate effectively to create an obstacle course with my group?**		
KEY KNOWLEDGE	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. It is important to know how to give clear and precise directions. Travelling through an obstacle course means negotiating different obstacles, such as cones, logs or ditches. It can also include running, climbing, jumping and crawling, as well as balancing elements. Agility involves being able to change direction quickly and easily while maintaining balance and coordination. Coordination is when you use different body parts at the same time in a controlled way, such as walking while also hitting a ball up in the air with a tennis racket.		
RICH TASK	<u>Obstacle Course</u> Children get into groups take part in an obstacle course. Put a timer on to see if children can complete in a time. What did the children learn from completing this obstacle course?		

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	Create an Obstacle Course- Work together group to create an obstacle course using four different types of equipment. Children make sure their obstacle course includes a balancing element, such as walking along a skipping rope or balancing something on your head. Try to include a range of different movements, such as running, skipping, hopping and balancing.		
SUPPORT AND CHALLENGE	S- Give children Obstacle course cards with ideas on what theirs could be like. C- Explain their reasoning behind their Obstacle Course design. Confidently explain it to their group.		
KEY VOCABULARY	obstacle, course, teamwork, communication, problem-solving, challenge, following instructions, verbal, non-verbal, cooperation, agility, balance, coordination.	**RESOURCES**	Cones Hoops Different sized balls Tennis Rackets Beanbags
LESSON 5 QUESTION	**How can I work collaboratively and effectively to achieve the outcome?**		
KEY KNOWLEDGE	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.		
RICH TASK	**Warm up** – Number game <u>Magic Carpet</u> Get children into groups. Explain to the children they are going on a magic carpet ride and have just risen 100 feet into the air, but unfortunately the directions to steer and land are on the other side of the carpet. (or make up your own context story!). Tell the group they must flip the carpet over while standing on it. Since the group is in the air, no one can get off the carpet at any time. **Rules** The team has to remain on the carpet at all times – no-one may step off, jump up and down or be held off the ground for the entire exercise. If anyone touches anything other than the carpet i.e. the ground, then the team will have to start again.		

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SUPPORT AND CHALLENGE	S-Have a partner to support. C- Complete the challenge in a different time.		
KEY VOCABULARY	Communication Co-operation Creativity Problem Solving Resilience Trust	**RESOURCES**	Gym Mats
LESSON 6 QUESTION	**What resources will you use to plan and create your own adventurous game?**		
KEY KNOWLEDGE	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.		
END OF UNIT OUTCOME	Revise the different activities that we completed as a class. Which team challenge did you enjoy? In a group, plan a team challenge activity for another group to do. Write a set of rules and get all the equipment ready. Consider how they can challenge the group and support. Groups reflected and give feedback on the challenge they did.		
SUPPORT AND CHALLENGE	S- Work with a partner for support. C- Be able to explain their ideas to another group and give a rational for there chosen activity.		

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KEY VOCABULARY	Communication Co-operation Creativity Problem Solving Resilience Trust Obstacle Course Teamwork Communication Problem-solving Challenge Instructions Verbal Non-verbal Cooperation Agility Balance Coordination.	**RESOURCES**	Cones Hoops Different sized balls Tennis Rackets Beanbags