

## Year 1 OAA

## What have I learned before?

- How to copy and repeat various patterns and actions. Work in teams and solve more complex tasks.

## Things I need to know:

- Symbols can be used to represent something else.
- A key can be made to help you remember what each symbol means.

## Vocabulary

Sequence	A series of related or connected things.
Problem	A puzzle or question that needs to be solved.
Instruction	Giving directions or orders.
Symbol	An object or picture that represents something else.
Pyramid	A solid figure whose sides are triangles that meet at a single point.
Pattern	An arrangement of shapes, lines, letters, numbers, or colors that can be repeated or used again and again.



## By the end of the topic we will be able to...

- Use thinking skills to follow multi-step instructions.
- Solve more challenging problems as an individual.
- Comprehend that one thing can represent another.

## Key Questions

What are some important steps to do when following a trail?

What shapes did you find?

What ways did you organise equipment?

How did you work as a group?

## Key Skills

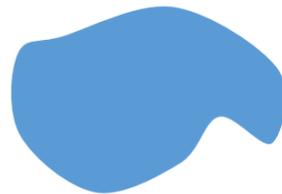
### Team work

Speak kindly to each others.

Listen to everyone's ideas.

Give everyone a turn.

Can you think of any other rules for good team work?



Pond



Tree

### Symbols

Symbols represent things in a different way.

We see symbols all around such as traffic signs, stop and play symbols on screens.

Symbols on maps can represent things such as rivers and fences.

## Year 2 OAA

## What have I learned before?

- Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Understand that one thing can represent another. Take part in activities with increasing challenge to build confidence.

## Things I need to know:

- Speed stack is an individual and team sport that involves stacking specially designed cups.



## Vocabulary

Teamwork	Working together with others to achieve a goal.
Search	To look very carefully to find something.
Find	To locate something after losing or searching for it.
Explore	To travel across or through in order to learn about it.
Verbal	To do something in the form of words.
Tactile	Linked to the sense of touch.

## By the end of the topic we will be able to...

- Use searching skills to find given things from clues and pictures.
- As a pair, navigate space.

## Key Questions

Have your skills improved throughout the lesson? Or from the last lesson?

Why do you think you improved/didn't improve?

What could you do to improve?

Why does repeating a task help to improve success?

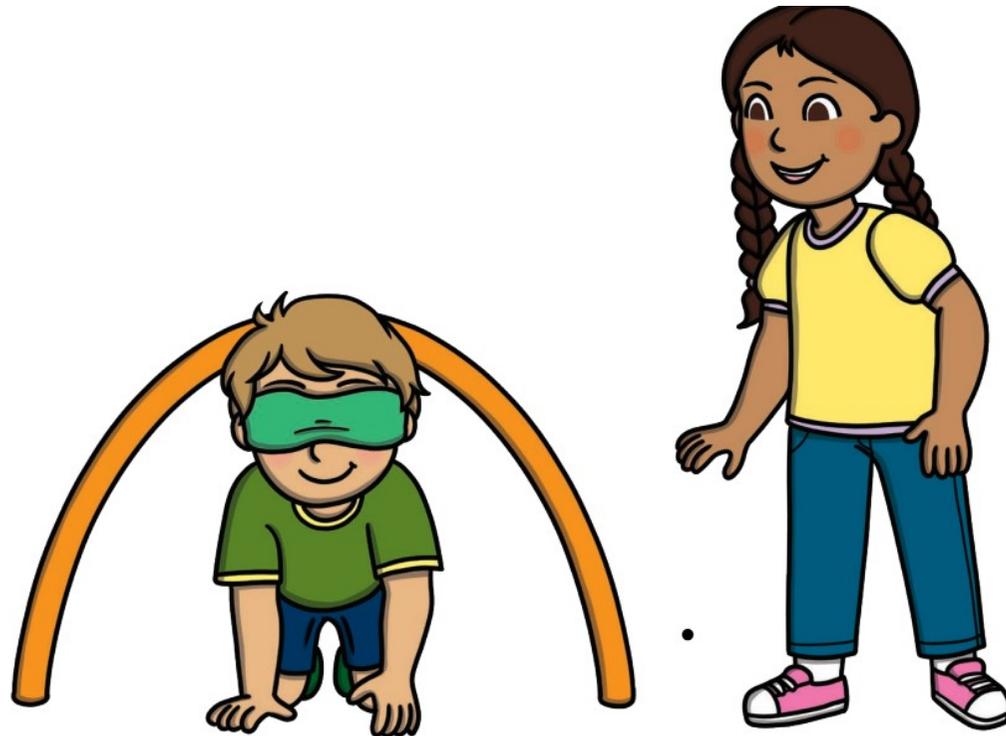
## Key Skills

### Leading your partner

Remember to be patient when leading your blindfolded partner—they may be a little nervous.

Be clear in your instructions.

Decide between you and your partner how you want each other to communicate.



## Year 3 OAA

## What have I learned before?

- Taken part in a range of PE games and activities. Followed simple instructions and applied rules. Worked collaboratively as a pair and in small groups. Used and applied simple diagrams with pictures and symbols.

## Things I need to know:

- To problem solve, you need to think through possible problems before arriving at a solution. You should try to take on the points from every team member.

## Vocabulary

Diagrams	Simple drawing representing something.
Scale	Relationship between a distance on a map compared to the same distance on a map.
Orienteering	Activity where navigational skills are used to find somewhere on foot as quickly as possible.
Lead	To take charge so others can follow.
Problem-solving	Process of finding solutions to difficult issues or situations.

## By the end of the topic we will be able to...

- Work with others to solve problems.
- Describe work and use different strategies to solve problems.
- Lead others and be led.

## Key Questions

What does trust mean?

How did you work together to decide on the layout of your station?

Do the symbols give us any clues as to what real-life object/area they might represent?

## Key Skills

Alphabet game

Use your gymnastic skills to extend your arms and legs to help make the letter clear.



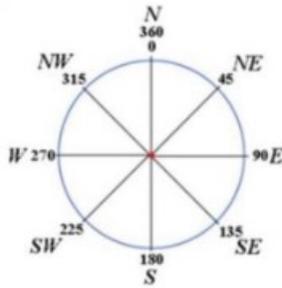
## Year 4 OAA

## What have I learned before?

- Worked with others to solve problems. Described their work and used different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and collaborative.

## Things I need to know:

- A compass can be used for direction, navigation and location.
- North, South, East and West are known as cardinal points or cardinal directions.



## Vocabulary

<b>Lead</b>	To take charge so others can follow.
<b>Follow</b>	To go or come after someone in the same direction.
<b>Plan</b>	Design and make a plan of something.
<b>Trust</b>	To believe in the reliability, truth or ability of someone.
<b>Solve</b>	To find an answer to or explanation for.
<b>Cardinal points</b>	The four main points on a compass (North, South, East and West).

## By the end of the topic we will be able to...

- Work well in a team or group within defined and understood roles.
- Plan and refine strategies to solve problems.
- Identify the relevance of and use maps, compasses and symbols.
- Identify what they do well and suggest what they could do to improve.

## Key Questions

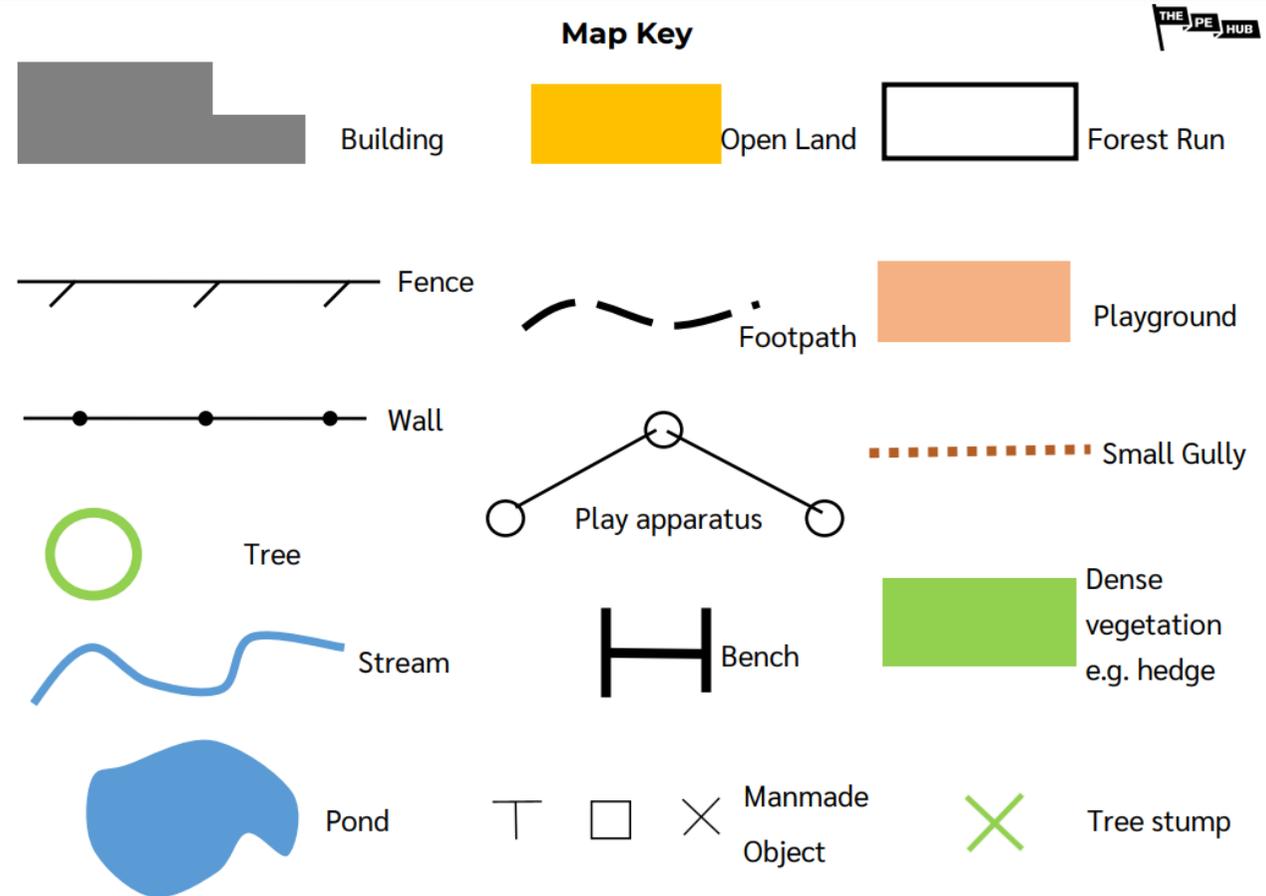
Why is it useful to be able to remember and recall common map symbols?

Do any of the symbols have anything in common?

Why is it easier to work as a pair during the orienteering activity rather than on your own.

## Key Skills

Recognise and understand common map symbols.



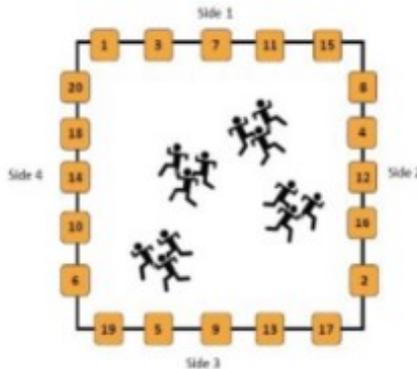
## Year 5 OAA

## What have I learned before?

- Worked well in a team or group within defined roles. Planned and refined strategies to solve problems. Identified the relevance of and use maps, compass and symbols. Identified what they do well and suggest what they could do to improve.

## Things I need to know:

- A control point is a checkpoint within a route or course.



## Vocabulary

<b>Challenge</b>	Participate in a competitive situation.
<b>Design</b>	To plan the look and function of something.
<b>Instructions</b>	A direction or order.
<b>Extend</b>	To cover a wider area; make larger.
<b>Orient</b>	To align or position something relative to the points of a compass.
<b>Decipher</b>	To succeed in understanding or interpreting something.

## By the end of the topic we will be able to...

- Explore ways of communicating in a range of challenging activities.
- Navigate and solve problems from memory.
- Develop and use trust to complete the task and perform under pressure.

Key Questions

Can you suggest any other ways to communicate a Morse Code Signal?

Can you think of any situations today that Morse Code might be useful, for example, in an emergency?

What happens to our recall the more times we see something new?

Key Skills

Samuel Morse invented Morse Code in 1832 and It was used to send information such as emergency messages.

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Year 6 OAA**What have I learned before?**

- Explored ways of communicating in a range of challenging activities. Navigated and solved problems from memory. Developed and used trust to complete the task and performed under pressure.

**Things I need to know:**

- A reef knot is a binging knot and is used to hold things together such as parcels or for tying a triangular bandage. It is a knot used with a single piece of rope and is not used to tie two different roles together.

**Vocabulary**

<b>Scale</b>	Relationship between a distance on a map compared to the same distance on a map.
<b>Orient</b>	To align or position something relative to the points of a compass.
<b>Design</b>	Plan or drawing produced to show the look or function of something before it is made.
<b>Instructions</b>	A direction or order.
<b>Extend</b>	To cover a wider area; make larger.
<b>Knot</b>	A fastening made by a looping piece of string, rope or something similar and tightening it.

**By the end of the topic we will be able to...**

- Use information given by others to complete tasks and work collaboratively.
- Undertake more complex tasks.
- Take responsibility for a role.
- Use knowledge of PE and physical activities to suggest design ideas and amendments to games.

## Key Questions

Did designs change or evolve?

What are the key uses for a reef knot?

What are the traits or characteristics of good leadership and teamwork?

## Key Skills

- When searching for picture cards you should—
- Look under, on top and behind objects.
- Don't show others when you have found a clue.
- Hide a task card once you have finished with it for other children.
- Work with a variety of people.
- Time limits may be set to challenge you.

### Balancing safely

- Move slowly and with control in and out of balance.
- Ensure everyone knows what they are doing.
- Perform on a mat.
- Do not stand directly on a joint—e.g. knee—go slightly above.
- When supporting or holding do not support the joint.
- Make sure the base of the pyramid is ready before adding the next layer.
- When taking a load on the back, make sure the back is straight, core muscles are engaged to create a position of strength.