

Tollerton Primary School

Outdoor Adventurous

Big Ideas/ Key Elements of PE

<ul style="list-style-type: none"> - Movement - Development of skills and techniques - Application of skills and techniques - Co-operation/teamwork 	<ul style="list-style-type: none"> - Competition - Games - Tactics - Challenge 	<ul style="list-style-type: none"> - Analysis and evaluation - Preparation for life and participation - Health and fitness - Swimming
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Yr	Prior Learning it builds on	Intentions	Vocabulary
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1			
2			
3/4	<ul style="list-style-type: none"> • developed general awareness of movement, <i>eg travelling, stopping and turning</i> • copied, explored and planned simple movements • followed simple instructions successfully • responded promptly to tasks • worked cooperatively with other children 	<p>Identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another; respond to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others, discussing how to follow trails and solve problems; recognise that different tasks make their body work in different ways; comment on how they went about tackling tasks</p>	<ul style="list-style-type: none"> • listen • explore, plan and do • maps, diagrams • pictures, symbols • follow a trail • seek and find • challenges • problem solving • plan, do and talk about
3/4	<ul style="list-style-type: none"> • used simple diagrams or maps that show objectives as symbols or pictures • taken part in a range of practical physical education activities in a familiar environment • followed simple instructions and responded promptly to the teacher and each other • taken part in practical problem-solving activities 	<p>use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently</p>	<ul style="list-style-type: none"> • maps, diagrams • symbols, scale • orienteering • controls • challenges, problem solving • plan alone, plan in pairs and groups • do – try, think about and try again • review – talk about an activity and decide how to do better
5/6	<ul style="list-style-type: none"> • taken part in simple orienteering activities, using maps, diagrams or pictures to find their way around • taken part in some form of problem-solving activity requiring both planning and action • worked collaboratively in pairs and small groups 	<p>choose and perform skills and strategies effectively; find solutions to problems and challenges; plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood; prepare physically and organisationally for challenges they are set, taking into account the group's safety; identify what they do well, as individuals and as a group; suggest ways to improve</p>	<ul style="list-style-type: none"> • maps, diagrams • orienteering • planning a journey • challenges, problem solving • plan – strategies and approaches • do – try, review and try again or improve • review – talk about and agree good ways of working • team work – collaborate and take on roles and responsibilities