



Medium Term Unit Planning

Topic Name: Outdoor Adventurous Activity	
Learning outcome: The children will develop and apply a broad range of teambuilding skills. They will enjoy communicating, collaborating and competing with each other and discuss how to improve.	
Hook: Den building in Forest School	Topic Showcase (e.g. display, museum, performance, presentation): Children to create their own team building game for the class to try.
Oracy: Developing sports commentary and feedback when performing.	Key Vocabulary: Teamwork, instructions, communication, reflection, review, feedback, balance, trial and error, equipment, guide, partner, commands, adapt, support, feedback, collaborate.
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Under review	
Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference): Teambuilding and collaborating with their peers.	
Main subjects covered: PE	



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PE threshold concepts:

Develop practical skills in order to participate, compete and lead a healthy lifestyle

This concept involves learning a range of physical movements and sporting techniques.

Notes:

This scheme of work will be structured around teambuilding activities including the newspaper game, paper mountain, all aboard, crossing the swamp, blindfold trust, human knot, knotty tree, robot race and amazing maze.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To express ideas clearly, adapting them where necessary.	Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.	Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging	Children to re-assemble a ripped up 'newspaper', putting it back together using tape, in the correct order and in the allocated time. They work in small groups have 15 minutes (time limit variable and optional) to reassemble the 'newspaper'. They only have 1 roll of tape to do this. Encourage the children to reflect by asking them the following questions: Did you divide



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		<p>circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>the various jobs among the group? E.g. cutting up the roll of tape, organising the pages. Did the group talk to each other? E.g. did people ask others to look out for particular pictures or headlines that made up a page? Did everyone in the group speak? Did everyone in the group take part?</p>
<p>2. To demonstrate a willingness to trust others, accept support and applaud achievements of others.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p>	<p>Children to build the tallest freestanding structure they can using only the paper provided. A time limit may be given. In building the tower you cannot: tear the paper, screw up the paper, use glue, tape or paper clips. Encourage the children to reflect by asking them the following questions: What helped the</p>



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<p>3. To ask questions and recognise when others need support.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p>	<p>Children to get as many people as possible inside a circle or hoop. No part of any person may touch the ground outside the circle. The group must be able to hold its balance for at least 5 seconds. Encourage the children to reflect by asking them the</p>



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		<p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>following questions: What did the group have to do to succeed at the task? How can you make sure your group stays balanced? Was time spent planning before carrying out the task useful? And if so why?</p>
<p>4. To give and follow clear and concise instructions, reflecting on feedback to improve performance.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team</p>	<p>Children are split into small groups and the whole of the group must cross the 'swamp' without getting their feet wet. Only use the equipment provided. Return to the start if anyone falls in the swamp or introduce other forfeits, e.g no talking, use of blindfolds.</p>



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		<p>and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>Finish with all the equipment on the 'other' side. This is not a race. Encourage the children to reflect by asking them the following questions: Did the whole team play a part in communicating throughout the exercise? What was most important in helping you to succeed? Did you listen to everyone's ideas and suggestions? How easy was it for the last person in the line to recover the 'equipment'? How could the task of the last person be made easier?</p>
<p>5. To propose practical ways forward and understand how actions impact on others. To provide</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them,</p>	<p>Children to undertake an accompanied blindfold walk with a partner. Organise the group into pairs with one person wearing an</p>



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constructive support and feedback and evaluate performance.		<p>asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p>	<p>eyeshade/blindfold. Make sure that the person wearing the eyeshade cannot see. Children to guide their partner wearing the eyeshade around a course of your choice. Participants must not run. Encourage the children to reflect by asking them the following questions: For the person wearing the eyeshade: What was good about the way your partner guided you around the course? Did you feel safe? Did you peek? Was any initial planning effective? For the guide: How did you make sure your partner was safe all of the time? What did you say to your partner? Was it helpful?</p>
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		Quickly assess changing conditions and adapt plans to ensure safety comes first.	
6. To collaborate with others in working towards common goals and help the group arrive at a team decision.	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team</p>	<p>Children are split into small groups and must try to untangle their 'human knot'. They are to stand the group in a tight circle, with everyone facing the same way. Everyone puts their inner hand in the middle and takes hold of any other hand (or wrist). Now they place the outer hand in the middle and take hold of a different hand/wrist. They release two of the hands — these people become the end of the chain. Then without breaking the</p>



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		<p>and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>chain, they try to untie the knot and stand in a straight line. Children move onto the next challenge. Children are split into small groups and must try to turn a human circle inside out. The group stands in a circle inwards. Holding hands (or wrists) they have to turn the circle inside out so that they all have their backs to each other. Do not let go and break the circle. Encourage the children to reflect by asking them the following questions: Did anyone take charge and give instructions? If so, how did other group members feel about this? Did the whole group discuss a solution first of all?</p>
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<p>7. To identify, analyse and review problems to resolve. To adapt behaviour to suit different roles within a team and demonstrate perseverance in completing a task.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging</p>	<p>Children to tie a knot around the tree/post, while all members of the group are holding the rope. Children to imagine the rope is 'covered in glue' Place an even number of team members on the end/tail of each rope. Once the rope is picked up they must remain in contact with it. If any member of the group lets go, the group must start again or use another forfeit. The task is completed when a knot is tied that will not come undone when pulled. Encourage the children to reflect by asking them the following questions: Was everyone involved in offering a solution? Why are listening skills important</p>
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		<p>circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>in the completion of this exercise? Could the group have completed the task more effectively?</p>
<p>8. To propose practical ways forward, encouraging participants to treat other team members with tolerance and respect.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain</p>	<p>Children to guide the 'robot' to pick up a ball, and place it in a container. Teams are made up of three people, each of whom performs a specific task, outlined: director who cannot speak or move from the spot but can see where the robot is working and can only give signals to the caller who must translate them into an</p>



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		<p>the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>agreed code or communication system. The caller interprets the 'code' from the director to shout to the robot and cannot move and faces the director. The robot is blindfolded and follows the commands of the caller using the pre-arranged 'code'. The children are given planning time for the teams to develop a method of communication that does not involve direct instructions, such as 'turn left', 'turn right' etc. During the exercise, children are to undertake peer assessment and evaluation by taking it in turns observe the other half of the group. Encourage the children to reflect by asking them the</p>
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			following questions: Were the participants clear about the codes/communication system being used? Did they practice before they started the exercise? How did the 'Robot' feel being 'alone' and having to undertake the task?
9. To try a variety of solutions, reviewing and applying lessons learned.	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p>	Children to work out the 'safe' path (by trial and error) through the maze and get the whole team across. Each member of the team must successfully navigate the maze without standing on the 'boobytrapped' squares, if they do then they are informed by the maze 'gatekeeper/guardian', and must return to the start, going to the back of the



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		<p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>queue. Only one team member may attempt to cross the maze at a time. Attempts to cross should be from a different person each time until everyone has had a go. It is then the turn of the first person to go again and so on until someone makes it! Encourage the children to reflect by asking them the following questions: Did the group identify people to remember the 'safe' path through? How could the group have made the task simpler?</p>
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