

Den building in Forest School presentation): Children to create their own team building game the class to try. Oracy: Key Vocabulary: Developing sports commentary and feedback when performing. Teamwork, instructions, communication, reflection review, feedback, balance, trial and error, equiping guide, partner, commands, adapt, support, feedlacollaborate. 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/mod difference):	Learning outcome: The children will develop and apply a broad range of the collaborating and competing with each other and disc	
Children to create their own team building game the class to try. Oracy: Key Vocabulary: Developing sports commentary and feedback when performing. Teamwork, instructions, communication, reflection review, feedback, balance, trial and error, equipinguide, 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/mod difference):		Topic Showcase (e.g. display, museum, performance,
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Under review Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/mo difference):		collaborate.
difference):		alk for Writing Texts etc.):
Leanshuldung, and callaberaturg with their peers	difference):	in attitude/increase knowledge and awareness/make a
	Teambuilding and collaborating with their peers.	
Main subjects covered:	Main subjects covered:	

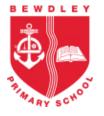


PE threshold concepts: Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.

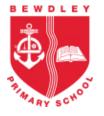
Notes:

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



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



		Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt	group to succeed? Did everyone in the group speak? Did everyone in the group take part?
		plans to ensure safety comes first.	
 To ask questions and recognise when others need support. 	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	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
		being asked. Seek support from the team and the experts if in any doubt.	at least 5 seconds. Encourage the children to reflect by asking them the



		Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety	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?
4. To give and follow clear and concise instructions, reflecting on feedback to improve performance.	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.	comes first. 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	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.



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



constructive	asking for and listening	eyeshade/blindfold. Make
support and	carefully to expert	sure that the person
feedback and	advice.	wearing the eyeshade
evaluate		cannot see. Children to
performance.	Embrace both leadership	guide their partner wearing
performance.	and team roles and gain	the eyeshade around a
	the commitment and	course of your choice.
	respect of a team.	Participants must not run.
		Encourage the children to
	Empathise with others	reflect by asking them the
	and offer support without	following questions: For the
	being asked. Seek	person wearing the
	support from the team	eyeshade: What was good
	and the experts if in any	about the way your partner
	doubt.	guided you around the
		course? Did you feel safe?
	Remain positive even in	Did you peek? Was any
	the most challenging	initial planning effective?
	circumstances, rallying	For the guide: How did you
	others if need be.	make sure your partner was
		safe all of the time? What
	Use a range of devices in	
	Use a range of devices in order to orientate	did you say to your
		partner? Was it helpful?
	themselves.	



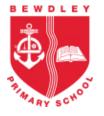
		Quickly assess changing conditions and adapt plans to ensure safety comes first.	
6. To collaborate with others in working towards common goals and help the group arrive at a team decision.	Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.	Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. 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	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



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and the experts if in any	chain, they try to untie the
doubt.	knot and stand in a straight
	line. Children move onto
Remain positive even in	the next challenge.
the most challenging	Children are split into small
circumstances, rallying	groups and must try to turn
others if need be.	a human circle inside out.
	The group stands in a circle
Use a range of devices in	inwards. Holding hands (or
order to orientate	wrists) they have to turn the
themselves.	circle inside out so that they
memserves.	all have their backs to
Quickly assess changing	each other. Do not let go
conditions and adapt	and break the circle.
plans to ensure safety	Encourage the children to
comes first.	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?
	did other group members feel about this? Did the whole group discuss a



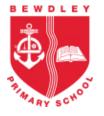
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		circumstances, rallying others if need be.	in the completion of this exercise? Could the group have completed the task
		Use a range of devices in order to orientate themselves.	more effectively?
		Quickly assess changing conditions and adapt plans to ensure safety comes first.	
8. To propose practical ways forward, encouraging participants to treat other team members with tolerance and respect.	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.	Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain	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



the commitment and	agreed code or
respect of a team.	communication system. Th
	caller interprets the 'code'
Empathise with others	from the director to shout
and offer support without	to the robot and cannot
being asked. Seek	move and faces the
support from the team	director. The robot is
and the experts if in any	blindfolded and follows the
doubt.	commands of the caller
Demois resitive even is	using the pre-arranged
Remain positive even in the most challenging	'code'. The children are given planning time for the
circumstances, rallying	teams to develop a
others if need be.	method of communication
	that does not involve direct
Use a range of devices in	instructions, such as 'turn
order to orientate	left', turn right' etc. During
themselves.	the exercise, children are to
	undertake peer assessment
Quickly assess changing	and evaluation by taking it
conditions and adapt	in turns observe the other
plans to ensure safety	half of the group.
comes first.	Encourage the children to
	reflect by asking them the



			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	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Select appropriate equipment for outdoor and adventurous activity.	Children to work out the 'safe' path (by trial and error) through the maze
applying lessons	This concept involves learning a		and get the whole team
learned.	range of physical movements and sporting techniques.	Identify possible risks and ways to manage them,	across. Each member of the team must successfully
		asking for and listening	navigate the maze without
		carefully to expert advice.	standing on the boobytrapped' squares, if
			they do then they are
		Embrace both leadership and team roles and gain	informed by the maze 'gatekeeper/guardian',
		the commitment and	and must return to the start,
		respect of a team.	going to the back of the



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	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
the most challenging	someone makes it!
circumstances, rallying others if need be.	Encourage the children to reflect by asking them the following questions: Did the
Use a range of devices in order to orientate	group identify people to remember the 'safe' path
themselves.	through? How could the group have made the
Quickly assess changing conditions and adapt	task simpler?
plans to ensure safety comes first.	