

PE LKS2 Unit 19

Outdoor and adventurous activities 1

Lesson 3

Playground orientation



Lesson 3 Playground orientation ⌚ 35-40 mins

Learning objectives

Children should learn:

- to orientate themselves successfully in a larger area;
- to solve simple challenges, choosing and applying strategies in order to complete the task quickly and accurately;
- to observe what they have done and use their observations to improve their performance.

Success criteria

Children:

- recognise where they are on a plan of the playground;
- travel to objects located around the playground by following the plan;
- plan their actions so that they are successful, choosing simple approaches to solve the problems set;
- work cooperatively with a partner to complete the challenge;
- identify what was completed well and what they could have done better.

National Curriculum Attainment Targets

Pupils should be taught to:

- take part in outdoor and adventurous activity challenges both individually and within a team.

Vocabulary

challenge, circle, control point, hunt, location, object, order, orientate, playground, search, score card, sketch plan

Resources

- a suitable playground environment
- simple sketch plan of chosen environment (one copy per child or pair)
- A3 copy of sketch plan or IWB
- **Resource sheet 3: Orienteering score card** (see Lesson 2)

Advance preparation

- You will need to use the school's playground for this lesson so check the following beforehand:
- that you have a timetable slot available

- that no other children are using the playground
- that it is safe to use for this activity, e.g. no unusual obstacles
- that you will have enough supervision for the activity and a clear view of all participants
- When you are satisfied that the playground environment will be suitable, you will need to draw up a sketch plan showing the outline and features so that children will easily recognise the area. Make copies of the sketch plan (one for each child or pair) and enlarge one copy to A3 size or display onto the IWB to show the children at the start of the lesson. On your copy, draw red circles around ten significant objects or features for the children to find and identify during the course of the lesson. These can be existing objects/features or 'planted' ones. The locations of these are to be called control points. Before the lesson, check that all the objects are

in place as marked on your sketch plan.

- Photocopy the score cards (see Resource sheet 3: Orienteering score card in Lesson 2) on to the back of the sketch plans, so the children only have one sheet to carry round on their object hunt.

Introduction

10 mins

- Review last week's lesson with the children and ask them to identify easy/hard parts of what they did. Tell them that they are now going to use a sketch plan of the playground in order to find objects in the playground. Show them the A3 copy or display on IWB the plan and point out the red circles that show where to find the objects. Now give each child or pair a copy of the plan and get them to mark on the locations of the shapes by drawing a red circle (orienteering convention) in the same places. Explain that the locations are called control points.
- Tell the children that they can choose what order to find the objects in, but that they will have a set time, and so they should plan to go to each object control point in a sensible order if they are to be effective. They will have 20 minutes to find the objects and write what they are on the score card.

Main activity

20-25 mins

- In order to ensure that children use the sketch plan appropriately you can:
- set the pairs off at intervals;
- allow each pair to undertake the hunt as a separate activity amongst others going on during a session. If sending them away from the classroom, consider their supervision – you could ask a Learning Support Assistant or parent helper to accompany them.
- The children should take a pencil with them, to write down the objects they find, and a copy of the sketch plan with their names on. They should also have a copy of the score card, perhaps on the reverse of the sketch plan.

- Before each pair starts, check with them that they know what to do. Set the pairs off at two to three minute intervals. Record the time they start on their sheets. When they have finished, they should return to you. Write the finish time on their sheet and check to see if all the object names have been collected. You could award points for the number of correctly named objects.

Extensions

- Make the playground orientation more challenging by:
 - a) giving a shorter time to collect all shapes/objects;
 - b) specifying that all objects have to be located in numerical order, i.e. number the circles on the sketch plan.

Plenary

5 mins

- Go through the answers with the children and discuss how they completed the challenge.

Key questions

Did they find it easy or hard?

Ask them to describe how they worked with their partner. Ask them to describe how they might do the activity differently next time. Do they think that their orienteering skills have improved over the last three lessons?