

**PROGRAMME OUTLINE: OAA****YEAR GROUP: 4****NUMBER OF LESSONS: 6****LEARNING OUTCOMES:**

- To practice and perform different trials and orienteering activities focusing on map orientation and basic compass work
- To discuss and evaluate the effectiveness of pair and group performances
- To solve simple group problems using communication

**RESOURCES REQUIRED:**

- Basic orienteering maps A, B & C
- Days out orienteering
- Photo orienteering
- Number crunch resource
- Basic Tangrams
- Word orienteering score card and letter hunt resource

**EQUIPMENT REQUIRED:**

- Bean bags
- Hoops
- Large and small balls
- Mats
- Small parachute
- Cones
- Pencils, clip boards and paper

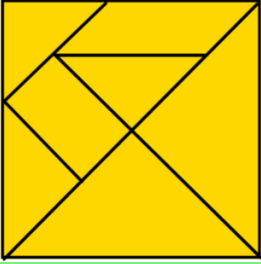
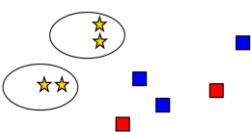
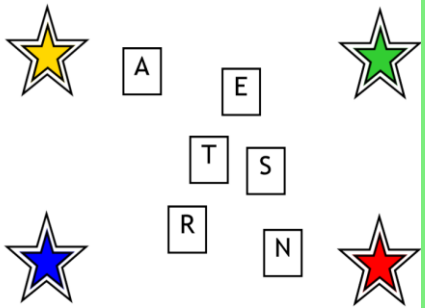
**LESSON OUTLINE:**

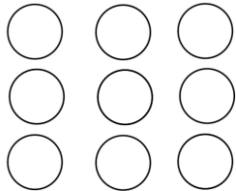
<b>LESSON NUMBER</b>	<b>Lesson focus</b>	<b>Lesson Activities</b>
1	<b>Team building</b>	<ul style="list-style-type: none"> <li>• Pirate Ball</li> <li>• Pass the ball</li> <li>• Raft race</li> </ul>
2	<b>Teambuilding and problem solving</b>	<ul style="list-style-type: none"> <li>• Basic tangrams</li> <li>• Bean bag collect</li> <li>• Letter hunt</li> </ul>
3	<b>Communication and Orienteering</b>	<ul style="list-style-type: none"> <li>• Tails</li> <li>• Basic orienteering map</li> <li>• Blanket ball</li> <li>• Flip mat</li> <li>• Shapes</li> </ul>
4	<b>Orienteering</b>	<ul style="list-style-type: none"> <li>• Days out orienteering</li> <li>• Netball numbers course</li> </ul>
5	<b>Orienteering</b>	<ul style="list-style-type: none"> <li>• North, South, East, West</li> <li>• Traffic lights</li> <li>• Number crunch</li> <li>• Word play</li> </ul>
6	<b>Orienteering</b>	<ul style="list-style-type: none"> <li>• Octopus tag</li> <li>• Photo orienteering</li> <li>• Word orienteering</li> </ul>

**DIFFERENTIATION**

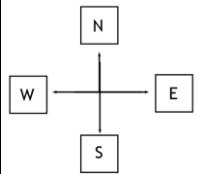
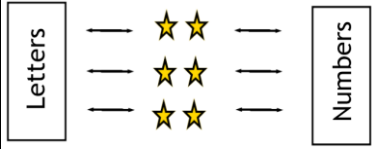
- Increase/decrease time allocation on task
- Increase/decrease space used
- Increase/decrease number of people used in each task
- Allocate various roles to students to include coach/observer/leader

Year Group: 4		Lesson Number: 1	
Learning Objective: To solve simple group problems		Lesson Focus: Teambuilding	
RESOURCES REQUIRED: <ul style="list-style-type: none"> <li>• Bean bags, hoops, large balls, mats</li> </ul>		Differentiation: <ul style="list-style-type: none"> <li>• Increase/decrease space, catchers, equipment, pace and players.</li> </ul>	
LESSON OUTLINE:			
Activity:	Activity:	Description:	Organisation/equipment/Teaching points:
1	<b>Pirate Ball</b>	<p>The students (pirates) are divided into 4 groups on a large playing field/area marked by cones (one large square divided into 4 equal smaller squares). Every player has a coloured ribbon/band/bib tucked into their clothing. The 4 teams are placed in their home territory, i.e. blue, red, green or yellow (there should be two hula hoops of that colour in the outside corner of their home territory). One of those hula hoops is the treasure chest consisting of four different coloured bean bags. The other hula hoop is the jail area. The object of the game is to get your groups coloured balls/bean bags from the other 3 teams by crossing through the restraining lines (cones), grabbing the ball/bean bag, and taking it back to your home territory without getting a flag pulled. Each team will try to get all four of its coloured balls to win.</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>- Balls can't be thrown</li> <li>- If a player runs through another territory after grabbing a ball and they are tagged, he/she must go to the jail where the belt was pulled. In order to get out of jail a fellow teammate has to safely reach the jail without losing a tag</li> <li>- Students can't guard their treasure chests.</li> </ul>	<ul style="list-style-type: none"> <li>• 9 cones, 8 hoops (2 of each colour), 16 bean bags (4 each of different colours), 4 sets of different coloured bibs.</li> </ul> <p><i>T.P. Encourage teamwork, cooperation and dodging. Add obstacles to hide behind to add a variation.</i></p>
2	<b>Pass the ball</b>	<p>In teams of 4, hand each person a ball. Their task is to pass the ball from a designated start line to the finish line and back in the fastest time with every member of the team touching the ball. Progress to passing the ball without using hands.</p>	<ul style="list-style-type: none"> <li>• 1 ball per team, cones.</li> </ul> <p><i>T.P. Demonstrate to each group - What is the most successful?</i></p>
3	<b>Raft race</b>	<p>Teams of 8, with 3 mats. Teams must get themselves from the start to the finish line transporting themselves on the mats only. Teams must not step off the mats.</p>	<ul style="list-style-type: none"> <li>• 3 mats per team.</li> </ul> <p><i>T.P. Encourage teams to talk through a strategy before working. Has a dominant team leader been identified? What makes a good leader?</i></p>

Year Group: 4		Lesson Number: 2	
<b>Learning Objective:</b> To solve simple group problems.		<b>Lesson Focus:</b> Teambuilding & problem solving.	
<b>RESOURCES REQUIRED:</b> <ul style="list-style-type: none"> <li>Tangrams Year 4 shapes, hoops, bean bags, pencil, clipboard, paper and tennis balls.</li> </ul>		<b>Differentiation:</b> <ul style="list-style-type: none"> <li>Increase/decrease space, catchers, equipment, pace and players.</li> </ul>	
LESSON OUTLINE:			
Activity:	Activity:	Description:	Organisation/equipment/Teaching points:
1	<b>Tangrams</b>	Working in groups of 4, hand out each group a full tangrams shape (7 shapes inside a square). Using all the shapes attempt to make the shapes outside in blue. Once completed, attempt a different shape.	<ul style="list-style-type: none"> <li>Tangram shapes:</li> </ul> <i>T.P. Share completed shapes and recognised achievements.</i> 
2	<b>Bean Bag Collect</b>	Scatter several bean bags inside a large area and group students in 4. Give each group 2 hoops which they must use as stepping stone. Each group must try to collect as many bean bags as possible without stepping outside the hoop. All students and bean bags must stay inside the hoops at all times.	<ul style="list-style-type: none"> <li>Hoops and bean bags</li> </ul> <i>T.P. encourage teamwork through to stay inside the hoop. Move the group forward into one hoop, pick up the hoop behind and place it in front to move forward.</i> 
3	<b>Letter Hunt</b>	In small groups of 5/6, line each group up in a circle around 6 hoops with each hoop containing a different laminated letter (A, E, S, T, R, N). Give each team a ball, piece of paper and a pencil. On your command, teams in relay format must roll a soft ball to roll into one of the hoops. If the ball touches or lands in the hoop, teams can write down the letter in the hoop. Set a time of approx. 5 minutes. At the end of the time, teams must try to make as many words as they can with the letters they have collected. Which team can write down the most words in 2 minutes?	<ul style="list-style-type: none"> <li>Laminated letters</li> <li>Cones</li> <li>6 hoops</li> <li>Soft ball</li> </ul> <i>T.P. encourage a member of the group to ensure that they collect all the letters and ensure they communicate to the team to collect those letters.</i> 

Year Group: 4		Lesson Number: 3	
<b>Learning Objective:</b> 1. To practice an orienteering activity 2. To solve simple group problems with communication		<b>Lesson Focus:</b> Communication & orienteering	
<b>RESOURCES REQUIRED:</b> • Bibs, basic orienteering map A, B and C, mats, cones, parachute.		<b>Differentiation:</b> • Increase/decrease space, catchers, equipment, pace and players.	
LESSON OUTLINE:			
Activity:	Activity:	Description:	Organisation/equipment/Teaching points:
1	<b>Tails</b>	Work in 2's. Coloured band or tag tucked into the back of shorts. One chases and aims to pull the tag. See how many times this can be done in the time limit. Change over.	<ul style="list-style-type: none"> <li>Bibs</li> </ul> <i>T.P. Question why we need to be active? What does activity do to our body?</i>
2	<b>Basic Orienteering Map</b>	Using a basic map of 4 x 4 cones, set up several cone maps and in groups of 4, students must try and follow the map. Rotate groups.	<ul style="list-style-type: none"> <li>Basic orienteering map A, B and C, cones</li> </ul> <i>T.P. Encourage individuals to keep the map still and rotate their body around the map.</i> 
3	<b>Blanket Ball</b>	4-8 children hold a piece of material off the ground, stretched tightly. A ball is placed in the middle and the material is stretched and relaxed to launch the ball into the air and catch on its return.	<ul style="list-style-type: none"> <li>Small parachutes/sheets</li> </ul> <i>T.P. Encourage teamwork throughout. Can the whole class pass the ball from one team to another?</i>
4	<b>Flip mat</b>	In groups of 4, children sit on a mat. The object is for them to turn the mat over without stepping off the mat. Add numbers to the groups to increase difficulty.	<ul style="list-style-type: none"> <li>1 mat per team</li> </ul> <i>T.P. Recognise the dominant leader who took control of the group. Were they successful?</i>
5	<b>Shapes</b>	6-8 children make a shape either standing or sitting. The shapes could be; a pentagon, a square, a circle or a letter. Other groups must guess their shapes. Link groups to make a word.	<i>T.P. Encourage one person to take the lead and direct the others into shapes. Rotate roles.</i>

Year Group: 4		Lesson Number: 4	
Learning Objective: To practice an orienteering activity		Lesson Focus: Orienteering	
RESOURCES REQUIRED: <ul style="list-style-type: none"> <li>Days out Orienteering, Netball numbers course.</li> </ul>		Differentiation: <ul style="list-style-type: none"> <li>Increase/decrease space, catchers, equipment, pace and players.</li> </ul>	
LESSON OUTLINE:			
Activity:	Activity:	Description:	Organisation/equipment/Teaching points:
1	Days Out Orienteering	Hang the 5 laminated control points around the sports hall/netball courts depending on space used. Divide the class into groups of 4/5. Hand each group a clip board, piece of paper and pencil. Give each group a place from the answer sheet and get them to write this down on the paper. This is the first control point they have to find. Give each group a different starting point to make sure they go on a different route. On teacher command, the groups have to find the place you have given them on the left hand side of the control point. The right hand side will tell them the next place they have to find. They will then have to find this place on the left hand side of another control point and then take them to the next place and so on. Groups are complete when they have got back to the animal they started on, e.g. if they started on shopping, they finish on shopping. Time the first team to finish and start small but then setting each group to find one place first then sit down to ensure everyone knows what they are doing.	<ul style="list-style-type: none"> <li>Days out orienteering control cards and answer sheets</li> <li>Clip board, pencil and paper per team</li> </ul> <p><i>T.P. Ensure teams stay together to complete this task. What is the most effective way of getting the animals in the right order? Encourage communication to the writer.</i></p>
2	Netball Numbers Course	See separate planning sheet in the folder.	

Year Group: 4		Lesson Number: 5	
<b>Learning Objective:</b> 1. To practice an orienteering activity 2. To work cooperatively as a team		<b>Lesson Focus:</b> Orienteering	
<b>RESOURCES REQUIRED:</b> • Number crunch resource, cones		<b>Differentiation:</b> • Increase/decrease space, catchers, equipment, pace and players.	
LESSON OUTLINE:			
Activity:	Activity:	Description:	Organisation/equipment/Teaching points:
1	<b>North, South, East, West</b>	Identify 4 directions (North, South, East, West) and allocate an action, such as star jumps to each area of the space you are using. In a designated space students move around the area and on teachers command "North", student must move in that direction and perform the designated action.	 <p><i>T.P. Encourage Good listening. Why do we warm up?</i></p>
2	<b>Traffic lights</b>	Set up large coned area. Pupils find a space. On teacher command, students respond command - red = stop, green = go, amber = jump on the spot. Add in other commands such as traffic (line up one behind the other), sleeping policemen (lay flat on floor), round about (move around in circle), speed bumps (jump) etc. Progress to using commands by non-verbal communication (holding up a red cone for stop, green for go, yellow for amber etc).	<ul style="list-style-type: none"> <li>• Red, yellow, green cone</li> </ul> <p><i>T.P. Individuals must run around keeping their head up at all times.</i></p>
3	<b>Number Crunch</b>	Layout the symbols with letter cards on one side of the room and the symbols with the numbers on the other side of the room. Students must all work in pairs. Start in the centre of both cards and number pairs one and two, Hand out the score card to number 2 and allocate number one a start number 1-9. On teach command, number ones must run to their starting number and remember the picture on the card. They must run back to the number 2 and number 2 then must run to their side of the hall and find the symbol number one has just told then and write down the letter next to that symbol. The sequence then repeats for the next number (students must visit each control number in the correct ascending order).	<ul style="list-style-type: none"> <li>• Number crunch resource</li> </ul> <p><i>T.P. Encourage teams to choose a teammate who is good at remembering things to be number one! Repeat activity once completed once to race other team mates.</i></p> 
4	<b>Word Play</b>	- In the same groups as above, attempt to solve the anagram of the words they have collected.	<i>T.P. the word to unscramble is ORIENTEER.</i>

<b>Year Group: 4</b>	<b>Lesson Number: 6</b>
<b>Learning Objective:</b> 1. To solve simple group problems with communication 2. To develop orienteering expertise.	<b>Lesson Focus:</b> Orienteering
<b>RESOURCES REQUIRED:</b> <ul style="list-style-type: none"> <li>Photo orienteering resource, word orienteering resource</li> </ul>	<b>Differentiation:</b> <ul style="list-style-type: none"> <li>Increase/decrease space, pace, players, catchers and equipment.</li> </ul>

**LESSON OUTLINE:**

Activity:	Activity:	Description:	Organisation/equipment/Teaching points:												
1	<b>Octopus tag</b>	In a large space line up half of the class on one side of the designated area and the side next to that group (as illustrated). Nominate 2 catchers to stand in the centre. The object of the game is for both teams to cross from one side to the other without getting caught. If they do get caught, they must stand still and on the next round they must try to tag the rest of the players standing on the spot.	<i>T.P. Why do we need to stay active? Healthy heart, stay fit, live longer etc.</i>												
2	<b>Photo Orienteering</b>	Allocate each team of 4 or 5 a photo orienteering sheet (ideally in colour to make it easier to locate). Each picture is from a site around the school. On teacher command, teams, like a treasure hunt, must go to the place where the picture was taken and, in its place, should be a control card with a number on it. The number relates to the picture number so the students know they are in the right place. They must write down the letter inside the box. First to complete wins.	<ul style="list-style-type: none"> <li>Place laminated control points at each picture before lesson begins</li> <li>Copies of photo orienteering resource</li> <li>Clip board</li> <li>Pencils</li> <li>Paper</li> </ul> <i>T.P. Stay together as a team always. Ensure to check the control number corresponds with the picture before writing down control letter.</i>												
3.	<b>Word Orienteering</b>	Collect all of the completed photo orienteering sheets. Hand out another photo orienteering sheet and a word orienteering score card. Students must visit the control numbers on each task (visit the corresponding picture again) and complete the table for each task. Students are then promoted for a word. Student must solve the anagram to make a word.	<ul style="list-style-type: none"> <li>Word orienteering score card</li> <li>Photo orienteering resource</li> </ul> <i>T.P. Students may not need to visit all of the control pictures as some are repeated. Race teams to finish to add an element of competition.</i> <table border="1" style="margin-top: 10px; width: 100%;"> <tr> <td style="text-align: center;">Letter</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Control</td> <td style="text-align: center;">A</td> <td style="text-align: center;">D</td> <td style="text-align: center;">N</td> </tr> <tr> <td style="text-align: center;">Word</td> <td colspan="3" style="text-align: center;">AND</td> </tr> </table>	Letter	1	3	5	Control	A	D	N	Word	AND		
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