



ACTIVITY FOCUS	YEAR	DATE
Adventurous Activities	4	00.00.000

LEARNING INTENTIONS	SUCCESS CRITERIA	L/N FOCUS	DEVELOPMENT
<ul style="list-style-type: none"> • Develop problem solving, communication, leadership and teamwork skills. • Explain to others how they decided to tackle the problem-solving activities. • Take responsibility for themselves and others. 	<p>Explore: different solutions to solving problems in pairs and small groups.</p> <p>Choose: the best solution through discussion and evaluation of their own and others responses. Practice and Improve: the best individual and collaborative techniques to address problems set and respond successfully to tasks.</p> <p>Show and explain: techniques and strategies used to successfully complete tasks and identify how strategies have been refined through the intervention of the group.</p> <p>Evaluate and feedback: their own performance and contribution to team solutions and responses to tasks.</p>	<p>Oracy: listening and responding to the viewpoints and ideas of others.</p> <p>Contributing to discussions; discussing the viewpoints/ideas of others to reach agreement.</p> <p>Using number skills: using number facts and relationships; estimating and checking.</p>	<p>Introductory Activity:</p> <p>Blindfold Lead 1 - Equipment – Blindfolds, one between two. Description – Children work in pairs, one is blindfolded. The non-blindfolded person acts as the guide giving verbal instructions on a walk around the activity area. If needed the guide can place a reassuring hand on the partners shoulder. After a few minutes, pairs swap roles. Encourage children to have tactile experiences and to describe them.</p> <p>Blindfold Lead 2 - Equipment – Blindfolds, one between two. Description – Children work in pairs, one leads the other by gently holding an outstretched index finger of his/her partner. After a short time, and on teacher's command, the leader stops and leaves his/her partner standing still and looks for a different partner. Exchange roles. Variations – changes in speed and direction, no talking. Again, encourage children to have tactile experiences and to describe them.</p> <p>Development:</p> <p>Alphabet Balance Bench - Equipment – One PE bench per team. Description – In teams of 6 - 8 children, children sit on a bench in random order. Give the children numbers so they remember their sitting order. Children then stand on their bench; position benches not too near other groups. Children must rearrange themselves alphabetically, according to their christian names. Teacher decides whether 'A' starts on the right or left of the bench. All groups must try to remain on their bench during the task. If any child leaves the top of the bench the whole team must start again. Children can do a similar task according to age, height, number of birthday etc.</p> <p>Pass the Hoop - Equipment - large hoops. Description - Organise children into groups of about 10, standing in a circle, facing the centre and holding hands. One child stands inside a hoop to start. The hoop must be passed around the circle and must pass over the head of all team members. The task is complete when the hoop is returned to the starting point. Encourage children not to break grips.</p> <p>Cool Down:</p> <p>Messages. In pairs. Using your partners back as a blackboard, draw numbers, using your finger, which your partner must 'guess the number'; write a simple message that your partner should try to 'read.' Take opportunities to consolidate learning and to assess pupils' knowledge and understanding.</p>

ACTIVITY PROGRESSION	Apply activities that are underpinned by problem solving, communication, leadership and teamwork to increase awareness of the local and distant natural environments.
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