

YEAR 5

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Particularly:</p> <p>Gross Motor Skills ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Specific:</p> <p>People Culture and Communities ELG</p> <p>Drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>			<p>Follow a map in a familiar context</p> <p>Use clues to follow a route</p> <p>Follow a route safely</p>	<p>Follow a map in a (more demanding) familiar context</p> <p>Follow a route within a time limit</p>	<p>Follow a map into an unknown location</p> <p>Use clues and a compass to navigate a route</p> <p>Change route to overcome a problem</p> <p>Use new information to change route</p>	<p>Plan a route and series of clues for someone else</p> <p>Plan with others, taking account of safety and danger</p>

COMPOSITES

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

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I navigate using a map?	Can I use a map to follow a route?	Can I locate a point on a map and record what I find?	Can I follow a map to set points in an allocated time?	Can I plan and manage time to reach as many points on the map as possible in a given time?	Can I compete in a competition?	The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.
CONCEPTS Link to concept map	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE	
SKILLS	Follow a map into an unknown location	Follow a map into an unknown location	Follow a map into an unknown location	Change route to overcome a problem Use new information to change route	Change route to overcome a problem Use new information to change route	Change route to overcome a problem Use new information to change route	Follow a map into an unknown location Change route to overcome a problem Use new information to change route
KNOWLEDGE PE Subject Organiser - Year 5 - OAA - Orienteering	Pupils will consolidate their developing ability to orientate a map	Pupils will consolidate their developing ability to orientate a map and locate points	Pupils will orientate a map, locate points in a set order.	Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as	Pupils will consolidate their understanding of what makes an effective team and understand how important	Pupils will use a map, locate points in a set order. They must follow the route they have been given to reach as	Pupils will show their ability to orientate a map, locate points in a set order. They must follow the

				possible.	teamwork is when orienteering.	many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.	route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.
LESSON LINK	Complete PE- Year 5 –OAA - Orienteering	Complete PE- Year 5 –OAA - Orienteering	Complete PE- Year 5 –OAA - Orienteering	Complete PE- Year 5 –OAA - Orienteering	Complete PE- Year 5 –OAA - Orienteering	Complete PE- Year 5 –OAA - Orienteering	
PROGRESSIVE VOCABULARY	key map symbol	key map symbol navigate orientate	key map symbol navigate orientate order team	key map symbol navigate orientate order team strategies	key map symbol navigate orientate order team strategies teamwork manage	as above competition	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES						OAA Competition using maps	
END POINT	The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate	The focus of the learning is to introduce the concept of orienteering. Pupils will learn how to use a map to follow a route	The focus of the learning is to challenge pupils to orientate a map, locate points on the map, then travel to them and record what they find	The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.	The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.	The focus of the learning is to bring the orienteering topic together into a competition. The format will work either as a house event within school or it could be that another school is invited to come and compete against your team.	The focus of the learning is to bring the orienteering topic together into a competition.