



Orienteering

Years 5 and 6

Purpose

- Pupils undertake challenging orienteering tasks as a group.
- Pupils involved in discussion to agree risk control measures and emergency procedures.
- Pupils set individual and group goals and evaluate their progress against these in a review at the end of, or during, the day.
- Pupils discuss and then practically apply different roles and responsibilities within a group.
- Pupils discuss and experience the importance of communication, co-operation, encouragement and support in group and individual success.

Areas of learning and experience

- Health and Well-being: set high standards, seek challenge, develop skills of resilience, independence and teamwork, mentor and support others, understand consequences of actions, know how to keep safe, undertake physical activity.
- Humanities: gain a solid base of knowledge, exercise responsibilities, explore a new area, show commitment to sustainability, respect the needs of others and understand their own responsibilities
- Language, literacy and communication: increase competence in Welsh and English, communicate thoughts, feelings and views, participate confidently in a range of situations, use oral language skills, use technical language accurately
- Mathematics and numeracy: have the knowledge and competence to apply numeracy skills and mathematical understanding in a wide range of contexts, use mathematical skills to solve problems

Literacy and Numeracy Framework (LNF) links

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| <ul style="list-style-type: none"> • Express issues and ideas clearly, using specialist vocabulary and examples • Listen carefully to presentations and show understanding of speakers' conclusion or opinion • Contribute purposefully to group discussion to achieve agreed outcomes • Follow up on points in group discussions, showing agreement or disagreement giving reasons • Build on and develop the ideas of others | <ul style="list-style-type: none"> • Gather and organise information from a text or range of texts • Explore and investigate ideas and information beyond their personal experience • Skim to gain the gist of or detail in a text • Identify how texts differ in purpose, structure, layout and type • Find connections between information • Accurately identify the main points and supporting information in a text, identify ideas and information that interests them | <ul style="list-style-type: none"> • Transfer mathematical skills to a variety of contexts and everyday situations • Identify the appropriate steps and information needed to complete a task • Select and use suitable instruments, notation, symbols and units of measurements • Estimate how long a journey will take • Use eight compass points to describe direction • Use grid references to specify location • Time and order events in seconds • Check answers for potential problems |
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Optional pre-course activities

- Planning a journey (O56.1)
- Maps from around the world (O56.2)
- Creating a room map, orientation and scale (O56.3)
- What is Orienteering? (O56.4)
- What makes a team? (O56.5)

Optional post-course activities

- Creating a map of the schools grounds and creating an Orienteering course (O56.6)
- Using scales, measuring and planning (O56.7)
- Foot, wheel and paddle (O56.8)
- Races and challenges (O56.9)
- 16 points of a compass (O56.10)

Notes:

- We can map your school grounds, set up permanent orienteering courses and provide training to help you to deliver great outdoor learning at school.



Get in touch to book a course:

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