

<p><b>COOPERATE &amp; SOLVE PROBLEMS (EYFS)</b></p> <p><b>OUTDOOR &amp; ADVENTUROUS ACITVITY (KS1/2)</b></p>	<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p><b>EYFS / National Curriculum Links</b></p>	<p><u>Cooperate &amp; Solve Problems: Unit 2</u></p> <ul style="list-style-type: none"> <li>Preparing for cooperative physical activities</li> </ul>	<p><u>Summer 1: OAA</u></p> <ul style="list-style-type: none"> <li>Work as an individual to solve problems</li> </ul>	<p><u>Summer 1: OAA</u></p> <ul style="list-style-type: none"> <li>Engage in cooperative activities, in a range of increasingly challenging situations</li> </ul>	<p><u>Autumn 1: OAA</u></p> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p><u>Autumn 1: OAA</u></p> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges developing strength and flexibility</li> </ul>	<p><u>Spring 2: OAA</u></p> <ul style="list-style-type: none"> <li>Compare performance with previous performances</li> <li>Apply a range of skills to complete a task</li> <li>Practise using problem solving skills</li> </ul>	<p><u>Spring 2: OAA</u></p> <ul style="list-style-type: none"> <li>Make improvements in own performance from feedback</li> <li>Use increasingly sophisticated problem-solving skills</li> </ul>
<p><b>Progression of Skills</b></p>	<p><u>Summer 2</u> <u>Cooperate &amp; Solve Problems: Unit 2:</u></p> <ul style="list-style-type: none"> <li>Send and receive a objects with</li> <li>Copy and repeat various patterns and actions</li> <li>Show an understanding of own feelings and others</li> <li>Solve more complex tasks using skills learned</li> <li>Work and play cooperate and take turns</li> </ul>	<p><u>Summer 1: OAA</u></p> <ul style="list-style-type: none"> <li>Follow simple instructions.</li> <li>Recognise, remember, and match some symbols.</li> <li>Perform physically challenging actions.</li> <li>Follow a movement pattern with others.</li> <li>Take part in competitive races and work with a partner.</li> <li>Undertake simple speed stack arrangements.</li> </ul>	<p><u>Summer 1: OAA</u></p> <ul style="list-style-type: none"> <li>Use equipment in unconventional ways.</li> <li>Build on speed stack skills.</li> <li>Compose a small group movement pattern.</li> <li>Participate in blindfold activities.</li> <li>Introduce the principle of map keys and use in a simple way</li> </ul>	<p><u>Autumn 1: OAA</u></p> <ul style="list-style-type: none"> <li>Use non-verbal communication effectively.</li> <li>Develop further simple map reading skill.</li> <li>Respond to and resolve problems as a team.</li> <li>Participate in trust activities.</li> <li>Plan on route map.</li> </ul>	<p><u>Autumn 1: OAA</u></p> <ul style="list-style-type: none"> <li>Recognise compass points.</li> <li>Use a compass.</li> <li>Follow a course.</li> <li>Work cooperatively with a partner to follow a map and solve problems.</li> <li>Recognise a range of standard map symbols.</li> <li>Evaluate their own success</li> </ul>	<p><u>Spring 2: OAA</u></p> <ul style="list-style-type: none"> <li>Use memory and recall skills.</li> <li>Work at maximum physical capacity e.g., when running.</li> <li>Use control cards.</li> <li>Perform under pressure.</li> <li>Perform safely and with control.</li> <li>Classify and interpret simple morse code</li> </ul>	<p><u>Spring 2: OAA</u></p> <ul style="list-style-type: none"> <li>Follow and orient a map.</li> <li>Identify objects in a scavenger hunt.</li> <li>Perform complex group pyramid balances.</li> <li>Tie a reef knot.</li> <li>Design your own game using, refining, and adapting group ideas</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, swtich, agility, music, den, beat, hop, jump, step, grip, trails, over, under, through, around</p> <p><u>Cooperate:</u> To be able to work with others to achieve success</p> <ul style="list-style-type: none"> <li>Be successful in games such as 'Cross the River'</li> </ul> <p><u>Trail:</u> A route to be followed Follow a set of cones from one place to another</p>	<p>Sequence, problems, instructions, perform, symbol, pyramid, core strength, coordination, combination, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group</p> <p><u>Symbol:</u> A picture or illustration that represents something in real life, often used on maps</p> <ul style="list-style-type: none"> <li>A red square to represent a bean bag</li> </ul> <p><u>Verbal Communicating:</u> through speaking</p> <ul style="list-style-type: none"> <li>Guiding a blindfolded person through a course using verbal cues</li> </ul>	<p>Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety, recognition, symbols, com[pose, unison</p> <p><u>Key:</u> A small box that explains the symbols on a map</p> <ul style="list-style-type: none"> <li>Using a key to identify key locations on a map</li> </ul> <p><u>Problem Solving:</u> Trying different solutions to overcome a challenge</p> <ul style="list-style-type: none"> <li>Getting across the room in 'shark infested waters'</li> </ul>	<p>Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust</p> <p><u>Coordination:</u> Be able to use two or more parts of the body at once</p> <ul style="list-style-type: none"> <li>Being able to move around whilst finding objects on a list</li> </ul> <p><u>Tactile:</u> Using the sense of touch</p> <ul style="list-style-type: none"> <li>Identifying items when blindfolded</li> </ul>	<p>Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points</p> <p><u>Scale:</u> The ratio of distance between two points on a map compared to the real distance</p> <ul style="list-style-type: none"> <li>1cm:10m - 1cm on a map = 10m on the field</li> </ul> <p><u>Orienteering:</u> Using a map to find a series of points in an area</p> <ul style="list-style-type: none"> <li>Reading a map to find selected points on the playground</li> </ul>	<p>Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual</p> <p><u>Compass:</u> An instrument that tells you which direction you are facing</p> <ul style="list-style-type: none"> <li>Using a compass to find the North end of the field</li> </ul> <p><u>Ingenuity:</u> Thinking or trying things in new ways</p> <ul style="list-style-type: none"> <li>Working on a task that has more than one way to complete it</li> </ul>	<p>Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, team, design, instructions, extend, knot, orient</p> <p><u>Decipher:</u> To work out the meaning of something</p> <ul style="list-style-type: none"> <li>For example, morse code</li> </ul> <p><u>Orient:</u> Know where you are using reference points on a map</p> <ul style="list-style-type: none"> <li>Find reference points, this could be using a compass to find where you are</li> </ul>