

Cynllun Gwers / Lesson Plan				
Dosbarth: BL/Yr. 3 & 4	Dyddiad/Date: 29 th April 2022	Nifer o ddisgyblion/No of pupils: 10 Mixed Ability / Gallu Cymysg	Hyd y wers (mins)/Length of time for lesson: 60 Minutes	Cyfeirnod tuag at Gwricwlwm Cenedlaethol Addysg Gorfforol / NC ref National curriculum Mosston and Ashwoth

Adnoddau: Preparing for the activity: Paper Colouring pencils Keys Treasure box Money coins (chocolate) Puzzles Riddles Numeracy puzzles On the activity resources: - Map - Pencils - Rucksack	Agweddau asesiad risg / Health and Safety Issues: Please see attached health and safety risk assessment for this activity. All safety measures have been addressed for this activity. Safety measures will be put in place for what environment is chosen. Weather conditions will be monitored, and the activity will be changed if required. Teachers will gain parental consent. Gain information on any allergies/ medical history Be aware of children with asthma. Inhalers if required (Reward when activity is completed would be chocolate) Any children gluten free? Appropriate measures will be put into place. The teacher/ facilitator will have appropriate planning in place.
Teitl uned o waith / Title of unit of work : Team treasure hunt adventure activity.	

Deilliannau Dysgu / Learning Outcomes: Team building exercise to develop communication skills along with cognitive skills are the main aims of this adventure activity.

The activity can be planned in a school playground, wooded location or an activity outdoor Centre.

Can be planned by a teacher, outdoor facilitator or parents.

This particular activity will be planned by a teacher in a school environment which has a wooden area.

Lesson Structure / Strwythur Gwers

Time Amser	Activity Sequence / Trefn y gweithgareddau	Organisation / Trefniant	Teaching and learning Methods Dulliau Dysgu ac Addysgu	Points to Remember Pethau i gofio	Assessment Focus Ffocws yr Asesu

Five minutes for the warmup explaining what the activity is and organizing the three groups. 3/3/4 There will be four keys with four locations on the map. At each location area there will be a puzzle to solve. Allow 10/11 minutes for each location.	Warm-Up/Introduction / Cynhesu a Chyflwyniad Before explaining what, the activity is there will be one/two minutes warming up the body Adventure treasure hunt. Four keys have been lost in the woods. The keys are the only way to open the wooden chest which contains the valuable treasure. There are four locations on the map to identify where the four keys will be. However, when at the location the	This will be all together in a circle. Grass area outside. Star jumps, high knees. Rotating the ankles and hands. This will prepare the joints/body for the walking and body movements in the main activity 10 children 3 adults There will be three groups 3/3/4 Groups of 3/3/4 children to one teacher The children's names will go into a hat. The teacher will pick three names out the hat. The children chosen will then pick who	Warmup - command style teaching with reciprocal. The teaching style will be guided discovery along with convergent discovery. The teacher in the group will be with the children to help guide them in the right direction. However, the children will be working together in their groups to solve the puzzles to locate the keys. Teacher will assist with any physical ability. Teacher to intervene with questioning	- Safety of warmup. Children any medical history. Joint problems The children will plan which way they will go on the map. Working together as a team. The teacher will question why they have come up with the route and intervene if required. At the location there will be a puzzle to solve. The teacher will ask questions and make sure all the children are participating in the activity.	- Children will be listening to the other children in the group and asking questions to make sure they understand what has been asked. - Teacher will be making notes about the children's progression. - Making notes on the children's ability to listen, understand and speaking skills. - Assisting and guiding a child to interact if they haven't expressed any thoughts/ideas. - Example Question: Now Sarah what do you think we should do next? Do you agree with the plan?
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	keys are not going to be easy to find. They will need pencils and paper to solve the puzzles to find the keys.	they would like in their team.	Example Question: Can I help with the puzzle? Who's turn is it next? Teacher will be making notes and support who hasn't interacted much in the activity. Example question. Sam, can you help me with this puzzle? What do you think comes next?	Providing encouragement if required. Example: Good work children and now what can we do next? With three/four children in the group will allow everyone to actively get involved taking it in turns to say where to go on the map to solve the puzzles. This will build on the child's strengths and improve on what they find challenging. Being in a team they can support each other. Working through the puzzles to solve the numeracy puzzle and many more.	• The puzzles at the location will be • Numeracy – A sum to work out • Literacy – Filling in missing words from a sentence • Physical/ coordination. Can you skip on a spot while touching your nose • Spelling – Example Teacher will say how do you spell ground? • The children will work together to spell the word • Team building will support communication by the children talking and listening to each other. Tone of voice, visual expressions. Words used in phases of what has been said. • Smaller groups allow everyone to express their views.
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45 minutes main body of the lesson	Development / Datblygiad Activity will be concentrating on communication through team building. Developing cognitive skills		Cognitive skills by solving puzzles. Logically working out numeracy sums.		Teacher to allow children to work together to solve the problem. However, assist if they require help to solve the puzzle. Example: Could we try this to work out the sum?

	though forward planning and logically thinking how to solve the puzzles. Additionally, the physical aspect of being outside.		Thinking where to go next. Exploring different terrain. The children can explore different pathways, directions. Walking, jumping, skipping to the locations on the map. Developing motor skills.		Also, if a child knows how to work it out could they then use their knowledge to help the other children to understand.
10 minutes	Warm Down / Conclusion/ Review / Sesiwn Cloi ac Adolygu Team skills such as speaking, and listening will help them in all aspects of later life with a career or further education. To communicate and work in a team environment to identify problems				The children will learn how to work as a team to reach the end goal. Listening and speaking to each other.

	and come up with solutions. Logically planning where to go on the map and thinking best ways to get there. Time management is required. Physical development. Motor skills required. Appropriate risk taking. This will develop a child's ability to understand risks and plan safe risks and avoid dangerous risks. At the end of the activity for the cooldown and conclusion. The children can express their own	Children will be put into pairs with another child who wasn't in their group to express their views on the activity. Will make	Teaching style. Command and guided discovery. The teacher will pair the children up and allow the		Physical development: Motor skills • Motor skills • Walking • Jumping • Skipping • Picking up objects • Walking on uneven terrain. Teacher to encourage different ways of moving the body. Example: How can we get to the next location? Can we explore jumping?
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	ideas on what they would like as a puzzle to solve. They can make their own adventure that could be used next time as part of the activity. The teacher can ask the children what they enjoyed most. Example question. Who enjoyed the physical puzzle the most? Who enjoyed the numeracy the most? Did anyone find the spelling challenging?	notes or drawings on paper. This will be done outside on a grass area	children to express themselves through drawings or notes in their pairs. Teachers to go around each pair and listen to their ideas and what they enjoyed		Can you pick a way of using our legs as well as our hands? When the three groups have collected the four keys and enjoyed the reward of chocolate coins. They will give each other feedback on their strong areas and identify their areas which were improved by taking part in the activity. The teacher will also ask for feedback on how they enjoyed the activity and what could be improved for next time. Also, each child will be asked what they enjoyed most.
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					Teacher will make notes on how each child has improved and did they learn the aims of the activity. Team building through Communication and listening.
Contingency Activity (what if?) / Syniad rhag ofn	The teachers will look at all the information gathered from the feedback and identify any areas which could be improved on or changed. This will have a more positive beneficial learning experience for the children to have. This activity could be modified to suit an inside environment if required. This could be caused by poor weather conditions. The activity to find the keys could be changed. Instead of hiding the keys in trees, they could be under tables or in bookshelves. The teacher will Identify the beneficial areas of the activity and the least beneficial, and modify as appropriate.				

Risk Assessment

Hazard	What is the risk	Level of risk: Low, Medium, High. High being dangerous to health (Life at risk)	What can be done to prevent the likelihood of a hazard happening	What action is taken and by who? What is the result
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		Low being very unlikely to cause any health issues.		
Environment Slips, trips, falls	Outside environment can have uneven ground to walk on. Wooded area could have fallen branches along the path.	Medium	First aid kit/ first aider. Check the grounds where the activity is taking place Teachers to be vigilant. Children wearing suitable clothing/footwear	Teachers to check the area for fallen branches. Make sure pathway is clear. Check first aid kit. Level low
Bee/wasp stings Allergic reaction. Ashma	Outside environment. Time of year where bee/wasps are active. Food allergies	High	First aid kit/first aider Children to carry inhalers/autoinjector if required.	Caretaker to check the environment. Teachers to make sure children have their inhalers/autoinjector if required. Medical history obtained Level Low
Weather conditions	Rain, fog, sunny	Medium	Children to wear suitable clothing/footwear. Sun lotion Water	Teachers to take appropriate measures for weather conditions. Keeping the children hydrated if sunny. Sun lotion if required. Waterproofs. Check environment/pathway. Keeping vigilant if poor visibility. Level low

Water	Ponds	High	Ponds near the activity Children to stay in the grounds.	Teachers to keep vigilant. Children to keep inside the grounds away from the ponds Level low
Inappropriate behaviour	Children messing around and not taking part in the activity	Medium	Children losing interest. Not wanting to take part	Teachers to question the children. Keeping the activity fun. At the end of the activity there will be a surprise. Question the child who is not engaging. Bringing their attention back to the activity. Level low

References

Barton, (2007). *Safety, risk and adventure in outdoor activities*. London: SAGE Publications Ltd.

Barnsley.gov.uk, (2016). [online] Available at: <<https://www.barnsley.gov.uk/media/17916/risk-assessment-example-outdoor-play-area.pdf>> [Accessed 17 April 2022].

GOV.UK, (2013). *National curriculum in England: physical education programmes of study*. [online] Available at: <<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>> [Accessed 21 April 2022].

Hopper, Grey and Maude, (2000). *Teaching Physical Education in the Primary School*.

Mosston and Ashworth, (2008). *Teaching Physical Education, first online edition*. Spectrumofteachingstyles.org.

Wilson, (2012). *Nature and young children*. 2nd ed. London: Routledge.

Student FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
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1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	

3. Cognitive and Intellectual Skills	10	
4. Practical Application Skills	30	

5. Transferable Skills for Life and Professional Practice	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)	%	
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

