

Cynllun Gwers / Lesson Plan						
Dosbarth: Bl./Yr. 3 & 4		Dyddiad/Date: 28 th April/5 th May	Nifer o ddisgyblion/No of pupils: 8 Mixed Ability		Hyd y wers (mins)/Length of time for lesson: 60	
					Cyfeirnod tuag at Gwricwlwm Cenedlaethol Addysg Gorfforol / NC ref 1. Overcome challenges of a physical and problem-solving nature with a partner or a small group. 2. Acquire the skills necessary for the activity undertaken, for example, reading a compass, map or instructions, tying a rope or constructing a shelter. 3. Identify why they should be mindful of their own and others safety and how to respect the environment. 4. Plan and evaluate their individual or group response to challenges using key words related to their activity.	
Adnoddau: see risk assesment and other documents attacted (maps plans cones equipment) resorces				Agweddau asesiad risg / Health and Safety Issues: see risk assessment attached		
Title of unit of work : Teitl uned o waith / Deilliannau Dysgu / Learning Outcomes: teamwork (I) communication (II) Teamwork (III) Orienteering (IV) Collaboration (V) Map reading (VI) Understanding directions						
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 Learning outcomes Ffocws yr Asesu

2 mins	Warm-Up/Introduction / Cynhesu a Chyflwyniad Introduce myself and the lesson learning objectives Have them tell us their names. (Reproduction scale) 1. To play this warmup game, the teacher needs to lay out the markers for north, east south and west. The aim of the game is for the children to follow instructions on which way to go and how to get there. For example, tell them to hop to west. We can make this game challenging by implementing Welsh language and move the points further apart to increase physical difficulty. Est 10 mins of play Examples of moving from point to point: - walking - Hoping - Jumping - skipping - Crab walking - Gorilla walking (to make it harder you can change where north is and turn the laminated paper over so the participants can’t read the n s e w) 2. To play this game, you need to place the main card at the start and the smaller cards at the other end of the track. You need to split the group into two groups and give them a minute to process the names and symbols on the card. One at a time and in their groups, they need to complete the track and pick up a symbol and return to the start point and find the correlating word or symbol. To make this warmup activity challenging, the instructor can move the cards further away or behind obstacles. (a away too make it harder is take away the key so they can’t read off it)	1. Equipment: 4 pieces of 4 equal length, Paper with NESW, compass. Split the participants into pairs, demonstrate how to undertake the game. 2. Equipment: relay cards (map symbols). Split the group into two and explain the game and how to do it.	Warm up: 1. Teaching style: we are going to use the command teaching style Learning style: This activity requires them to be engaged and participate to complete and this enables them to see the outcome and do it their self. 2. Teaching style: we are going to use the reciprocal teaching style. Learning style: Reflective observation and active experimentation 3. Learning style: we are going to use the guided discovery/problem solving.	1. if the students are getting bored of the activity, do not continue lead the warmup move on to the next activity. Spend time to clearly explain how and what you want them to do with demonstrations if necessary. 2. Explain the game clearly and concisely to ensure that the participants understand the logistics of the game.	1. Relating to NC 1-2 and LO I-II and VI Familiarization with compass directions and how it works. Should be able to identify and use the cardinal directions. To be able to identify the direction of travel and how to get there quickly, also to help with moving in unusual ways over terrain. 2. Relaying to NC 1,3and 4, LO I,II and IV To be able to problem solve and complete the activity, work on communication.
--------	---	--	--	--	---

	Development / Datblygiad (Production) 1. The main activity is an orienteering game, working in pairs they must read the map and then navigate to each point. The pairs are given a set order, they must follow to spread the group over the course. At each point they will find a number which they will write on the task sheet. Once they have gone to every point or run out of time, they come back and try and make specific numbers. 2. Another option is to let the participants make mistakes by observing from a distance and not assisting.	Equipment: map, paper, flags, clip board and pen. Put flags out prior to activity, split into pairs or groups of three and explain how to do the activity with a demonstration if needed	Teaching style: Problem solving. Teaching style: Abstract conceptualization and active experimentation. Learning style Teaching style: Active experimentation, abstract conceptualization And concrete experience. 2 . this changes the teaching and learning styles to a: Teaching style; distant Learning style; experimental	Have all groups aware of the boundaries and hazards of the area. For example, road, lake and Maybe swap the pairs again. In larger groups if one or 2 start to be to controlling have them close their eyes and have the rest of the group guide them to the points on the map	Relating to NC1-4 and LO I- VI To build on and improve the skills learnt in the activities before and guide to the objectives.
	Warm Down / Conclusion/ Review / Sesiwn Cloi ac Adolygu In case they finish very quickly Skills Development activity map to ground learning objective (cone game) check maps for how many cones are needed and are on the map. (Production stage) Lay out the cones in the grid before the lesson and explain to students the activity. Identify on map the start points and where that is on the ground. Under each cone have a random letter, have 4 maps picked out and the sequence of letters that they make to test how the student did. After that, given the students a clip board and a pencil to write down the letters for this activity and the main orienteering event (the clip bord should have the map at the top and the paper under neath it. To challenge the communication, have one member of the pair outside of the grid with a map guiding their partner through the course and to make it easier, if necessary, the instructor will intervene and assist them if needed, this is on the reproduction side of the scale, practice stage. Est 15 mins With the numbers that they find they need to make some specific numbers with what they find For example, what's the highest number they cand make, what's the smallest what the biggest odd / even number ect (+-X) and a debrief of the learning objectives where students are questioned on.	Equipment: cones, map, clip board and pen. Split into pairs or threes and explain how to do the activity with a demonstration.	Review	Try and have them engage and lead the talking about the numbers that they made and what they have learnt. Remember to go over what the learning objectives are and how they did them during the lesson	Relating to NC 3 and LO 1-4 To consolidate what they have learnt and how solutions can be applied to other stages of life.

	Focusing on communication and team work 5 mins				
Contingency Activity (what if?) / Syniad rhag ofn If raining move activity into sports hall and simplify tasks for new environment. Only change would be main activity when they have to draw on map, the location and letter for each flag. Need to consider multiple groups trying to use the same space. (Risk assess) If activity is too easy, extension activity – Introduce a compass and they need to write down the bearing between 4 points If activity is too hard, simplification of task - reduce the number of flags they need to achieve and give them the letters they are missing					Home engagement - How can they use this at home or outside school

Risk assessment for Orienteering

Activity	What are the hazards?	Who/ what may be harmed?	Risk likelihood	Severity of harm	Overall risk	Control measures	Further recommendations
Orienteering	Pond (Drowning)	Participants	3	5	15	There are boundaries put in place to prevent this from happening. There are also fences around the lake	Instructor must ensure the individuals do not go near the water in the safety brief prior to the lesson.
Orienteering	Road/carpark (Vehicles)	Participants	2	3	6	There are boundaries put in place. Speed limit is reduced for this reason.	Instructor must inform the students of the potential hazards and set boundaries.
Orienteering	Trees	Participants	3	2	6	The area must be checked prior to the lesson	Instructor must ensure that the participants know about falling trees

Activity	What are the hazards?	Who/ what may be harmed?	Risk likelihood	Severity of harm	Overall risk	Control measures	Further recommendations
						for any fallen debris.	and tell them in the safety brief
Orienteering	Uneven terrain and big hill (slips, trips and falls)	Participants	2	4	8	Participants must wear suitable footwear for the activity. Area should be checked prior to the lesson.	Instructor must explain to the participants that they cannot run and should be careful in the safety brief.
Orienteering	Weather (Hypothermia)	Participants	2	5	10	Participants must wear appropriate clothing for the activity. Instructor should check the weather before and have a backup plan if the weather is bad.	
Orienteering	Members of the public	Participants	2.5	3	6.5	Set boundaries and keep an eye on them and the public.	

References:

Honey, P. and Mumford, A. (1986a) The Manual of Learning Styles, Peter Honey Associates.

Kolb, D. (1984) *Experiential Learning: Experience as the source of learning and development*, London: Prentice-Hall.

Welsh assembly government (2008) *Physical Education in the National curriculum for Wales*. Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/696025/mod_resource/content/1/physical-education-inthe-national-curriculum.pdf. (Accessed: 5 May 2023)