

Final Outcome: To use teamwork and communication skills to participate in a competitive team game.

Component 6: To develop communication and teamwork skills in a large group.

What we will know after this sequence:

- Children will demonstrate teamwork to compete a task, sharing ideas effectively.
- They will identify ways in which they might apply their skills in other situations in and out of school.
- Children will evaluate their performance as a team and make changes to improve their chance of success.

Vocabulary: teamwork, communication, risk, reward.

How will this feed into my next learning:

Pupils will be able to use their teamwork and communication skills when applied to other situations in and out of school.

SEND: awareness of sensory sensitivities, work in smaller or mixed ability groups.



Component 4: To use a basic map with a key.

What we will know after this sequence:

- Children will use a map to help them complete a task.
- Children will identify symbols on a map and know how to keep it orientated towards North.
- They will be able to create their own 'map' for other children to use.

Vocabulary: heading, forehead, orientation, north, symbols, key

How will this feed into my next learning:

Pupils will use their understanding to develop their communication skills within a team.

SEND: work in mixed ability groups, use of visual supports to aid memory.



Component 5: To develop communication skills within a team.

- Children will use their communication skills to instruct their team with accuracy and success.
- Children will develop their verbal and non-verbal communication skills when giving instructions.
- They will communicate effectively with their teammates to enable them to avoid obstacles.

Vocabulary: trust, communication, verbal, non-verbal, obstacles

How will this feed into my next learning:

Pupils will be able to use their communication skills effectively when working in a large group.

SEND: awareness of sensory sensitivities, fewer or spaced out obstacles, work in mixed ability groups, modelling of task.



Component 3: To use compass directions.

What we will know after this sequence:

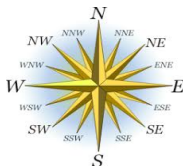
- Children will use compass directions with visual clues.
- They will use directions to complete a task, using increased speed.
- Children will be able to create their own route for other children.

Vocabulary: compass directions, north, south, east, west, teamwork

How will this feed into my next learning:

Pupils will use their understanding of compass directions to use a basic map

SEND: awareness of sensory sensitivities, work in mixed ability groups, use of visual supports to aid memory.



Component 2: To work with a large group to complete a task.

What we will know after this sequence:

- Children will follow a group instruction to attempt to complete a task.
- They will share ideas with their group.
- They will work as a team to create tactics and plans to improve their chance of success.

Vocabulary: teamwork, communication, roles, tactics, plans,

How will this feed into my next learning:

Pupils will use their group work skills to learn to use compass directions.

SEND: awareness of sensory sensitivities, use of smaller team sizes or smaller throwing distances, work in mixed ability groups.



Component 1: To work with different partners to complete a task

We should know: That dance involves sequences of movements performed in time to music.

What we will know after this sequence:

- Children will be able to follow their partner to complete a task.
- Children will share their ideas with their partner in order to successfully complete some challenges.
- Children will evaluate and adapt their plans to increase their chance of success.

Vocabulary: teamwork, tactics, strategy, support

How will this feed into my next learning:

Pupils will be able to use knowledge of working with a partner to complete a task working with a large group.

SEND: Pre-teach unit vocabulary, awareness of sensory sensitivities, work in mixed ability pairs.

