



Curriculum Objectives

Venue

Equipment

Move up a level

PSSI Homepage

Reference

Strand Unit: Orienteering

- Identify areas of the hall or school site:
 - engage in activities to encourage the child to begin to **find the way**;
 - reinforce work done in Infants – forwards, backwards, left and right;
 - go to features identified by pictures;
 - find the control (symbol) at that feature and record it on their control card.

- Hall/outdoors.

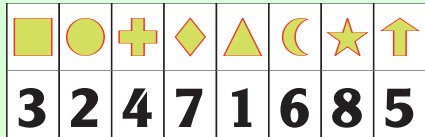
- Sign – Three large **XXX** (to mark the front of the room).
- Eight numbered cones and eight shapes.
- Control cards, pencils or crayons.
- Eight controls for development, each with a different coloured crayon hanging from it on a string (available at the end of Lesson 1).
- Teacher's master control card.
- Photocopiable samples of all necessary resources can be found at the end of this lesson.

- Primary School Curriculum (1999) Physical Education, page 33, 34.
- Physical Education Teacher Guidelines, pages 91-93.



ORGANISATION

Take one of the control cards and complete it as illustrated in the sample provided. This is your teacher's master control card.



Stick a number on the front of each cone.

Divide the hall into two halves.

Choose children to put out two sets of cones – a set in each half, spread out well.

The teacher places a shape under each cone (refer to your master copy for correct arrangement, i.e. placing the correct shape under the correct number).

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Follow directions

(a) Revise the work covered in the Infants' programme.

Explain that **XXX** marks the front of the room and put up the sign.

- Ask the children to walk to the front, touch the wall and walk back to base.
- Ask the children to walk to the left, touch the wall and back to base. Repeat, asking the children to walk to the right, touch the wall three times and return to base.
- Ask the children to walk/skip forwards, backwards, left and right.

(b) Introduce three steps forward, two steps left, etc. Introduce a sequence, e.g. take three steps to the left, walk and touch the front wall, then return to base.

2 Use of control cards

Show the class a control card and discuss the shapes on it.

Walk to a cone and point out the number on it.

Lift the cone to reveal the shape underneath.

Point to the same shape on the control card and demonstrate how to fill in the number from the cone in the box under that shape.

Repeat as often as you feel is necessary.

Place the children in pairs. Give each child a control card and a pencil.

They continue to work until all boxes are filled in.

Using your master copy, check from time to time that the children are coping.

3 Concluding activity

Finish with a playground game and cool down using suggestions from your cool down bank.

TEACHING POINTS





- **Simon Says** is a good game to add fun and variety.
- Simple line dance sequence to music can add to this exercise.
- Encourage walking rather than running.

- Make sure the numbers are mixed up (not in numerical order). Make sure they put the cone back down.
- Always **walk** the class through a few samples when teaching something new. Do not rush. Allow children to relax and enjoy the activity. Scatter the pairs around to different cones before they begin to avoid having everyone at the same cone.
- For safety, you might prefer to hang a number of crayons on each cone to avoid having children walking around with pencils in their hands.

DEVELOPMENT

ORGANISATION

Complete the teacher's master control card as illustrated.

							
C	T	A	E	V	L	S	N

ACTIVITY

Repeat Activity 2 outdoors with controls hanging at a suitable height.

Half the children receive control cards with letters and they must find and record the correct shapes.

The other half is given control cards with shapes and they must find and record the correct letters.

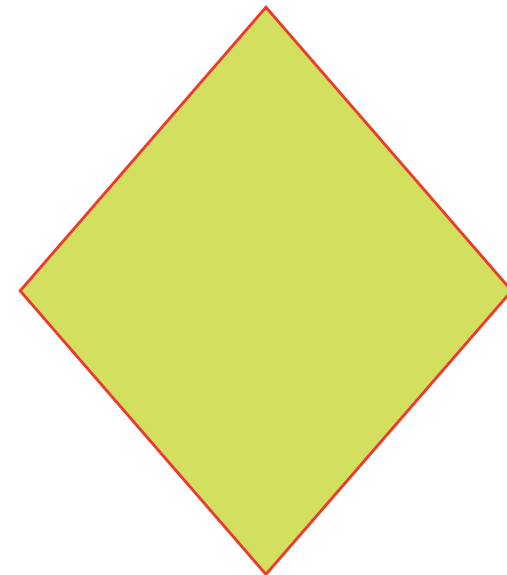
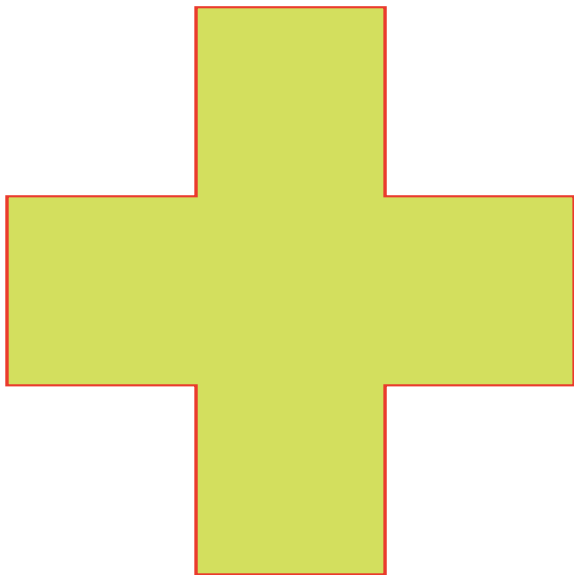
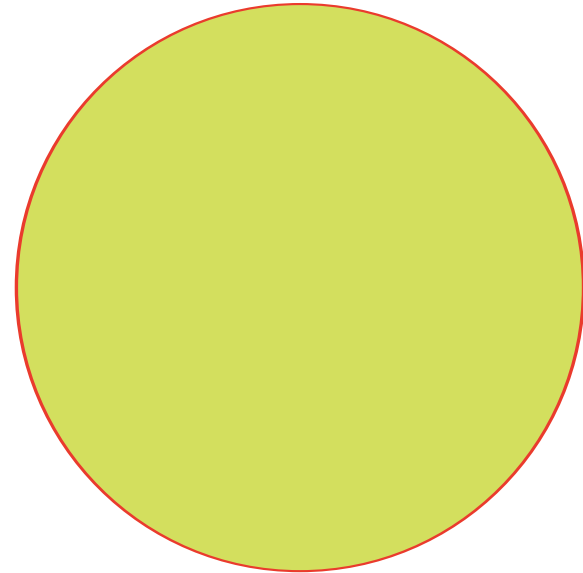
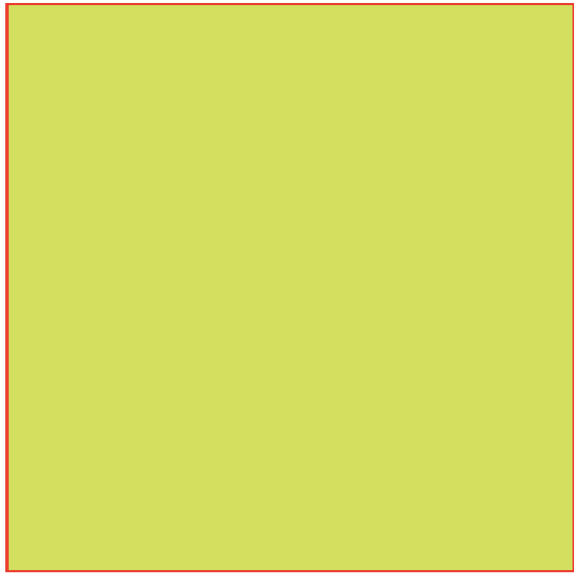
Walk the children to a control. Demonstrate the activity. Repeat if necessary.

TEACHING POINTS

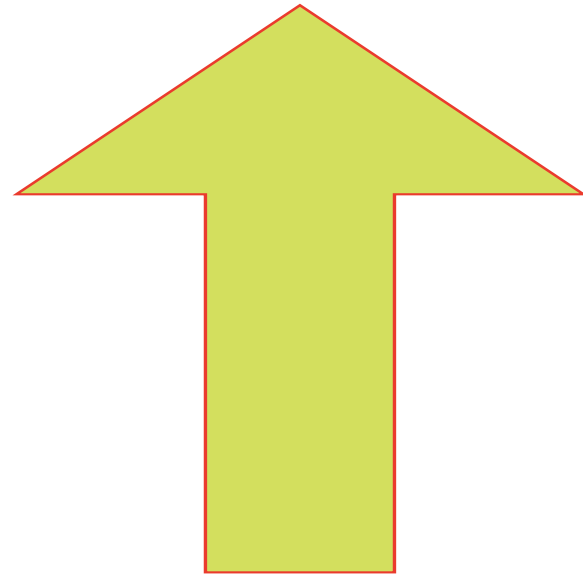
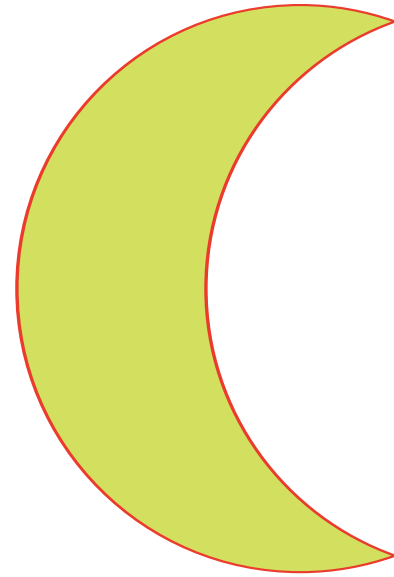
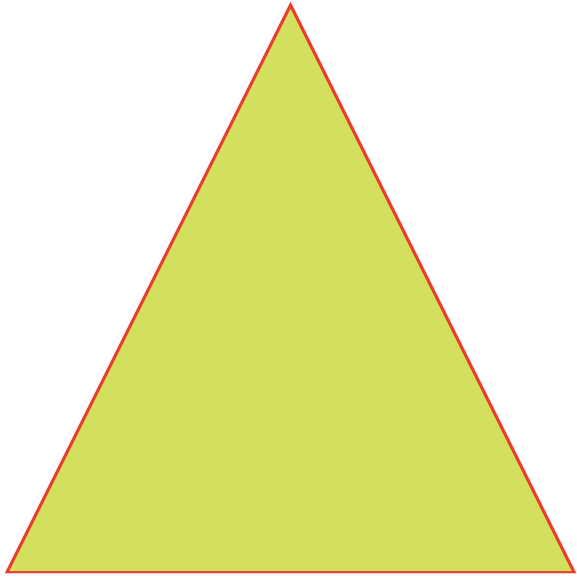
ACTIVITY CARD – FRONT WALL



ACTIVITY CARD – SHAPES



ACTIVITY CARD – SHAPES



ACTIVITY CARD – CONTROLS

C



T



A



E



ACTIVITY CARD – CONTROLS

V



L


















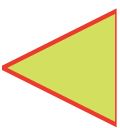
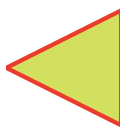
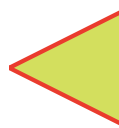
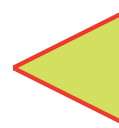
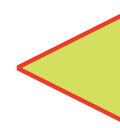
















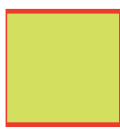



S



N



ACTIVITY CARD – CONTROL CARDS

ACTIVITY CARD – CONTROL CARDS

C		C		C		C		C	
T		T		T		T		T	
A		A		A		A		A	
E		E		E		E		E	
V		V		V		V		V	
L		L		L		L		L	
S		S		S		S		S	
N		N		N		N		N	

ACTIVITY CARD – CONTROL CARDS

5		5		5		5		5	
8		8		8		8		8	
6		6		6		6		6	
1		1		1		1		1	
7		7		7		7		7	
4		4		4		4		4	
2		2		2		2		2	
3		3		3		3		3	