

Year 3 and 4 Adventure Endeavour

Week	Objectives	Lesson Activities	Learning Outcomes	Links to other subjects	Characteristics for Success
1	<ul style="list-style-type: none"> To learn what adventure skills are and why they are important to develop. To demonstrate progress through activities that will develop skills that are transferable to everyday activities. 	<p>Mind-map different people skills:</p> <ul style="list-style-type: none"> Ability to empathise Ability to communicate Ability to get along Ability to manage ourselves well Contribute to our community Be tolerant of others Accept our differences and differences in others 	<ul style="list-style-type: none"> Be able to plan a series of activities that will develop people skills effectively. Work in a team well. Contribute ideas to the team. 	PHSE – Citizenship, belonging to a community, learning tolerance.	<p><u>Organisation</u></p> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <p><u>Getting Along</u></p> <ol style="list-style-type: none"> Works well with others. <p>Forming good relationships.</p> <ol style="list-style-type: none"> Ability to accept help from other children.
2	<ul style="list-style-type: none"> Understand its most important to ensure the safety of yourself and others in the event of an emergency. Assist in an emergency by correctly calling for help. Know the information I need to give to the 	<p>Ask class how many of them know the number to ring in an emergency. Make class aware that number is 999 and can be called even if no credit on mobile phone – it can still be made to make an emergency call.</p> <p>Use St John Ambulance power point presentation -Emergencies and calling for help. Slide 5- 6: Spotting the hazards in the picture, Slide 8: Calling for help – children to consider what</p>	<ul style="list-style-type: none"> Know the basic the steps to take when faced with an emergency situation. Know that in an emergency you must stay calm and communicate the facts. Learn LIONEL. 		<p><u>Organisation</u></p> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <p><u>Getting Along</u></p> <ol style="list-style-type: none"> Works well with others. Forming good relationships. <p><u>Persistence</u></p> <ol style="list-style-type: none"> Keep working hard (repetitive litter picks) Enjoy working tough (gardening)

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	<p>emergency services if they are called to an incident.</p>	<p>emergency service they need, what information they will need to provide and do they know that information (e.g. the location that they are at, the use of landmarks or local points of reference as a guide) importance of providing all the information that you have keeping to the facts of what has happened.</p> <p>'LIONEL' used to help us remember all the information we need to give to the call operator.</p> <p>Children to work in groups (mix of lower and upper key stage) to act out role play. Children given different scenarios to deal with as a group – each team member having an individual part to play. Children should know to keep calm, get help, reassure the casualty, keep the casualty warm, treat the casualty with dignity and respect, prevent the condition from worsening, communicate</p>	<ul style="list-style-type: none">• Know what a defib is and where they can be located in our local area.		<p>3. Has high standards (tidying up our environment and looking after it).</p>
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		well, ABC, discuss defib and the location of them in Clitheroe.			
3	<ul style="list-style-type: none"> Able to apply bandages and slings securely. 	<ul style="list-style-type: none"> Carousel of bandages and slings. Discuss recovery position. Talk through steps and model.: 1. Kneel, 2. Angle arm, 3. Hand to cheek, 4. Knee bend, 5. Knee Pull, 6. Ensure airway is open. Ask children if they have any experience with putting someone in the recovery position or have, they witnessed this being done. 	<ul style="list-style-type: none"> Get along with children of different ages. Demonstrate effective communication. Ability to carry out the steps in the correct order of the recovery position. To understand why carrying out a particular action and able to explain to group. 	<p>English – Reading scenarios aloud to group.</p> <p>Confidence to ask older children to assist them if you want to lead a task but would feel more confident with some help.</p> <p>PHSE – Being tolerant of others and showing patience.</p>	<p><u>Organisation</u></p> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <p><u>Getting Along</u></p> <ol style="list-style-type: none"> Works well with others. Forming good relationships. <p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge (reading in front of older children and children you may not be as familiar with. <p><u>Persistence</u></p> <ol style="list-style-type: none"> Follow through with ideas. Show persistence and work tough (younger children/less confident children).

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4	<ul style="list-style-type: none"> • Ability to visualise, plan and build. • Negotiate and work cooperatively as a team. 	<ul style="list-style-type: none"> • Den building – watch Bear Grylls video: Outdoor shelter building. Consideration to materials to make shelter warm and weatherproof. • Complete a plan – make a sketch of your den, considering location of den, what materials will you need, will different roles be allocated to different children within the group. • Reflect on ‘what makes a team successful?’ • Groups to evaluate each other's den building thinking about why some groups had more success with the task than others. 	<ul style="list-style-type: none"> • Learn to problem solve. • Learn to negotiate. • Ability to resolve potential problems & disagreements. • Manage and work as a team. 	<p>Language Development – opportunity for children to convey their ideas through talking</p> <p>Physical Activity– physical movement involved in den building. and describing.</p> <p>Children will be fetching and carrying objects as they search for materials some of which may be heavy.</p> <p>Mathematical Development – ability to visualise the finished product is paramount to</p>	<p><u>Organisation</u></p> <ol style="list-style-type: none"> 1.Using time well. 2.Planning ahead 3.Staying focused <p><u>Getting Along</u></p> <ol style="list-style-type: none"> 1.Works well with others. 2.Form good relationships <p><u>Confidence</u></p> <ol style="list-style-type: none"> 1.Rise to a challenge. 2.Try a new activity. <p><u>Resilience</u></p> <ol style="list-style-type: none"> 1.Takes part. 2.Has a positive attitude. <p><u>Persistence</u></p> <ol style="list-style-type: none"> 1.To remain focused and persist to complete the task successfully.
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				success. Children need to think logically and consider shape and size of materials they are using.	
5	<ul style="list-style-type: none"> Confidence to try a new skill or develop existing skills. Getting on and off your board smoothly. Perfecting your stance. Building better balance when you are rolling. 	<ul style="list-style-type: none"> Learn to kit up correctly to ensure safety whilst skateboarding. Learn how to get on and off your skateboard. Learn stance and balance. Learn how to push off. Learn how to stop. 	<ul style="list-style-type: none"> Accomplish a new skill. Learn to be persistent, patient and show determination. 	Physical Activity- Moving, keeping balance and control whilst focusing on correct footwork whilst on carrying out task.	<p><u>Organisation</u></p> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <p><u>Getting Along</u></p> <ol style="list-style-type: none"> Works well with others. Forming good relationships with older children. <p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge. <p><u>Resilience</u></p> <ol style="list-style-type: none"> Takes part. Has a positive attitude. Bounce back. <p><u>Persistence</u></p> <ol style="list-style-type: none"> Follow through with ideas. Show patience and work tough. Keep trying as hard challenges.

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6	<ul style="list-style-type: none"> Understanding the role of the Fire service. Qualifications and Training required to be a firefighter. Transport and equipment. Fire safety. Actions to be taken in the event of a fire. 	<ul style="list-style-type: none"> Learn what number to contact in the event of an emergency involving a fire. An understanding of what information you will need to pass to the operator in the event of an emergency. To be aware of any action you can be taking (if safe to do so) in the event of an emergency. An understanding of what the fire brigade can do in different emergency situations (those that may not involve fire). 	Demonstrate communication skills and the confidence to adapt to a new environment and audience.	Language and Development – Opportunity for children to demonstrate their listening skills and to convey their thoughts and ideas.	<p><u>Confidence</u></p> <p>1. Take the opportunity to ask questions and contribute ideas and thoughts.</p> <p><u>Resilience</u></p> <p>1. Takes part.</p> <p>2. Have a positive attitude.</p>
7	<ul style="list-style-type: none"> To interact with our community by visiting a community centre and make a positive contribution. Perform to others. 	<ul style="list-style-type: none"> Understanding the role of the Fire service. Qualifications and Training required to be a firefighter. Transport and equipment. Fire safety. Actions to be taken in the event of a fire. 	<ul style="list-style-type: none"> Interact with children from different year groups & abilities. Develop confidence to work with children that you do not particularly know. 	<p>Demonstrate effective communication skills.</p> <ul style="list-style-type: none"> Ability to have trust in another person. 	<p><u>Confidence</u></p> <p>1. Rise to a challenge (try to accomplish something hard)</p> <p><u>Getting Along</u></p> <p>1. Works well with others.</p> <p>2. Forming good relationships</p>

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				<ul style="list-style-type: none">• Demonstrate co-operation and ability to work together.	
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