

Year 5 and 6 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 skills required to fulfil the activities successfully:</p> <ul style="list-style-type: none"> Ability to problem solve. Ability to communicate. Ability to get along. Demonstrate leadership. Ability to manage ourselves well. Be tolerant of others. Accept our differences and differences in others 	<ul style="list-style-type: none"> Work in a team well. Contribute ideas to the team. Ability to lead and be a role model to the younger group members, 	<ul style="list-style-type: none"> PSHE – Development of social skills Ability to interact with children outside your friendship group. 	<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.
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 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</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. Know what a defib is and where they 		<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. Enjoy working tough. Has high standards. <p><u>Confidence</u></p>

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	<p>emergency services if they are called to an incident.</p>	<p>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.</p> <p>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 well, ABC, discuss defib and the location of them in Clitheroe.</p>	<p>can be located in our local area.</p>		<p>1. Working with a group of children from different year groups.</p> <p>2. Have the confidence to take a leadership role as a younger child within the group.</p> <p>3. To role play in front of others, participating and working with others who may not be friends (and may feel out of your comfort zone).</p>
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 	<ul style="list-style-type: none"> Get along with children of different ages. Demonstrate effective communication. Ability to carry out the steps in the 	<p>English – Reading scenarios aloud to group.</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.

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		position or have, they witnessed this being done.	<p>correct order of the recovery position.</p> <ul style="list-style-type: none"> To understand why carrying out a particular action and able to explain to group. 		<p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge (reading for the younger children or having to explain simply what is required.) <p><u>Persistence</u></p> <ol style="list-style-type: none"> Follow through with ideas. Show patience and work tough (younger children).
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. Children will be fetching and carrying objects as they search for materials some of</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. Form good relationships <p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge. Try a new activity. <p><u>Resilience</u></p> <ol style="list-style-type: none"> Takes part. Has a positive attitude. <p><u>Persistence</u></p> <ol style="list-style-type: none"> To remain focused and persist to complete the task successfully.

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				<p>which may be heavy.</p> <p>Mathematical Development – ability to visualise the finished product is paramount to success. Children need to think logically and consider shape and size of materials they are using.</p>	
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. Carving (leaning into turns) and keeping speed. 	<ul style="list-style-type: none"> Learn how 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. Learn to carve whilst keeping up the speed. 	<ul style="list-style-type: none"> Accomplish a new skill. Learn to be persistent, patient and show determination. 	<p>Physical Activity- Moving, keeping balance and control whilst focusing on correct footwork whilst on carrying out task.</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. Helping younger or children who need more support. <p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge.

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					<u>Resilience</u> 1. Takes part. 2. Has a positive attitude. 3. Bounce back. <u>Persistence</u> 1. Follow through with ideas. 2. Show patience and work tough. 3. Keep trying as hard challenges.
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.	<u>Confidence</u> 1. Take the opportunity to ask questions and contribute ideas and thoughts. <u>Resilience</u> 1. Takes part. 2. Have a positive attitude.

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7	<p><i>Minefield Game:</i></p> <ul style="list-style-type: none"> • Set up a start and finish line with the tape- This can be varied but typically in the range of 10-20 feet • Scatter the items being used for the mines randomly between the start and the finish line (Make sure the items do not cause a tripping or falling hazard) • Split the group into teams of 2 – ideally, these two people don't know each other very well to get 	<ul style="list-style-type: none"> • Each group of 2 people will work together to get through the minefield. • One partner will need to keep their eyes closed or blindfolded and cannot talk. • The other partner will be allowed to talk and see but is not allowed to touch their blind partner • Each pair decide which role they want to play • The blind team member will be guided by the voice of their partner from the start to the finish line without stepping on or touching a mine • If a mine is touched, then you must go back to the beginning and start again. • Each team will have a couple of minutes to strategize together. 	<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. 	<ul style="list-style-type: none"> • Demonstrate effective communication skills. • Ability to have trust in another person. • Demonstrate co-operation and ability to work together. • Show patience and encouragement. 	<p><u>Confidence</u></p> <ol style="list-style-type: none"> 1. Rise to a challenge (try to accomplish something hard) <p><u>Getting Along</u></p> <ol style="list-style-type: none"> 1. Works well with others. 2. Forming good relationships
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	<i>more out of the activity.</i>				
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