



# Woodland Adventures

## Key Stage 2 Physical Education

### Teachers' notes

Activities in this unit of work are based on the three **QCA P.E. Outdoor and Adventurous Activity units**.

### Learning Objectives Covered by this Work

- ◎ Take part in simple orientation activities and follow map and symbol trails.
- ◎ Take part in trust and communication activities and in adventure games.
- ◎ Solve physical challenges and problems.
- ◎ Work on own and in small groups, building trust through team-work.
- ◎ Work in both familiar and unfamiliar environments.

### Before the Visit

Follow different types of trail (e.g. those marked with arrows or string; trails using written and pictorial clues; those following simple maps and plans; or simple orienteering courses). Use a range of environments, progressively increasing in size and decreasing in familiarity.

Undertake a variety of physical challenge and problem-solving activities within the school environment.

### In the Woodland

Teachers should select the most appropriate tasks for their children from those listed. It is recommended that the area of woodland to be used should be defined, for example by using clearly visible tape (which should be removed at the end of the work).

### 1. String scavenger hunt

Follow a string trail through part of the woodland, searching for the items on the pupil worksheet. Sort the items found into those that have never been alive, those that are alive, and those that are dead. The task could be made harder by setting a time limit, by following a trail marked with arrows instead of string, or by searching within a defined area with no marked route.

### 2. Night line

Blindfold a group of children before they follow a line or rope through a safe area of woodland. To make the task harder, limits could be placed on the ways in which the children can communicate.

### 3. Trust me

Work in pairs, with one person in each pair blindfolded. The person with the blindfold should be led by their partner, using only voice and fingertip contact, around a safe area of woodland previously defined by the teacher. As children become more familiar with this type of activity, they could work in progressively more challenging areas or extend the task so that one or two sighted children lead groups of three or four blindfolded children.

### 4. Give us a clue

Follow a short trail within a defined area of woodland, where each clue or checkpoint has a picture, photograph or word that describes the next one.

### 5. Find the way

Using a simple map, follow a simple orienteering course with between 8 and 12 controls, in a defined area of woodland. Younger children could check each control and return to base before finding the next. Older children could be challenged to find all of the controls in a given time; to design their own orienteering course; or to undertake problem-solving activities at key points on the trail.



## Woodland Adventures

### Key Stage 2 Physical Education Pupil sheet

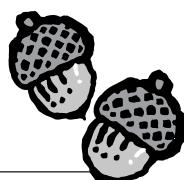
How many of these items can you find in the time allowed. You could tick off the items as you find them.

- Ⓐ A seed
- Ⓐ Something that has been partly eaten
- Ⓐ A stone
- Ⓐ Something that makes a noise when you shake it
- Ⓐ Something prickly
- Ⓐ Something that **isn't** brown or green
- Ⓐ Something soft
- Ⓐ Something that smells nice
- Ⓐ Something beautiful
- Ⓐ Something manmade
- Ⓐ Something hard
- Ⓐ A twig

Which items were the easiest to find?

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Which were the hardest?

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