

Oswaldtwistle School **Outdoor Education** Long Term Plan

	Topic	Key Words	Links to previous learning	Links to wider curriculum
<p>AUTUMN 1 Rock Climbing</p>	<p>Fit safety equipment securely such as a helmet, harness and rope. Climb showing three points of contact. Low level traverse. Use correct climbing calls. Tie 'figure of eight' and 'bowline' knots with a stopper knot. Tie a re-tied 'figure of eight.' Assist a climber with indication of holds and route during the climb. Anchor the belayer and belay a climber using a belay device. Belay a climber during a fall. Demonstrate a foot jam, heel hook, hand jam and palm plant. ascend a mantle shelf/overhand and perform a short abseil controlling my own descent</p>	<ul style="list-style-type: none"> • Anchor • Belay • Bouldering • Carabiner • Crag • Figure of 8 knot • Harness • Spotter • Rope • Knot 	<p>During Key Stage 1, learners are introduced to balance and special awareness skills. Pupils should have developed fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. In KS2, pupils should have developed flexibility, strength, technique, control and balance, which are all basic skills required for Rock Climbing. Pupils should also have had the opportunity to take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>RRSA - article 31: the right to leisure, play and culture. Science- Respiratory and cardiovascular system, muscles, ligaments, tendons and bones</p>
<p>AUTUMN 2 Skiing</p>	<p>Consistently and confidently perform snow plough turns. Develop snow plough to control speed. Develop turn shape using edge and pressure in parallel. Develop turn shape using steering and pressure in parallel. Increase speed in plough parallel. Slide down a section of slope, focusing on balance and posture.</p>	<ul style="list-style-type: none"> • Binding • Button lift • Packed powder • Slalom • Slope • Snowplough • Traverse • 	<p>During Key Stage 1, learners should have mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities In KS2, pupils should have developed flexibility, strength, technique, control and balance, which are all basic skills required for Skiing. Pupils should also have had the opportunity to take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>RRSA - article 31: the right to leisure, play and culture. Science- Respiratory and cardiovascular system, muscles, ligaments, tendons and bones</p>

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<p>SPRING 1 Snowboarding</p>	<p>Consistently and confidently perform snow plough turns. Develop snow plough to control speed. Develop turn shape using edge and pressure in parallel. Develop turn shape using steering and pressure in parallel. Increase speed in plough parallel. Slide down a section of slope, focusing on balance and posture.</p>	<ul style="list-style-type: none"> • Binding • Button lift • Packed powder • Slalom • Slope • Snowplough • Traverse 	<p>During Key Stage 1, learners should have mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities In KS2, pupils should have developed flexibility, strength, technique, control and balance, which are all basic skills required for Skiing. Pupils should also have had the opportunity to take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>RRSA - article 31: the right to leisure, play and culture. Science- Respiratory and cardiovascular system, muscles, ligaments, tendons and bones</p>
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	<p>Show a basic understanding of maps and be able to orientate a</p>		<p>During KS3 Geography, students are taught to interpret Ordnance Survey</p>	<p>RRSA - article 31: the right to leisure, play and culture.</p>

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<p>SUMMER 1</p> <p>Orienteering</p>	<p>map, recognise symbols and navigate along a simple path. Use features on the map to move from path to path by selecting the correct route. Take short cuts off paths and can fine orienteer over short distances using detailed map reading. Use a compass to take bearings and use thumb compass for direction and reference. Use contours and estimate distances with accuracy. Make quick decisions to navigate through different types of terrain and know when to use the compass and pacing.</p>	<ul style="list-style-type: none"> • Bearing • Control card • Master map • Pace counting • Punching • Safety bearing • 	<p>maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>Pupils should also have had the opportunity to take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Science- Respiratory and cardiovascular system, muscles, ligaments, tendons and bones</p> <p>Maths- Bearings</p>
<p>SUMMER 2</p> <p>Sailing</p>	<p>Handle a wide range of situations afloat. Launch & sail a dinghy around a triangle in moderate conditions. Sailing faster and more efficiently in all conditions. Steering and understand basic principles. Tack and control boat speed, and understand basic principles.</p>	<ul style="list-style-type: none"> • Aft • Bow • Port • Starboard • Boom • Rudder • Tacking • Jibing 	<p>During Key Stage 1, learners should have mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>In KS2, pupils should have developed flexibility, strength, technique, control and balance, which are all basic skills required for Sailing. Pupils should also have had the opportunity to take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>RRSA - article 31: the right to leisure, play and culture.</p> <p>Maths- Bearings</p>