

<p><u>Cone Grids</u></p> <p><u>CfE Experiences and Outcomes</u> First Level - <i>I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a</i></p> <p>Second Level – <i>Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d</i></p> <p><u>Learning Outcome</u> To keep the map set when changing direction To use thumb to follow their place on the map – ‘thumb the map’ To recognise start, finish and control marking on maps</p>	<p><u>Resources</u></p> <p>A large playground area or gym hall Cone grid maps provided – multiple copies required Cones, ideally in colours to match the maps</p> <p><i>Lesson sequence adapted from Scottish Orienteering Lesson Resources</i></p>
<p><u>Activity</u></p> <p><i>Set up the chosen grid(s) as per the sample maps, with each grid at least 2m apart. For larger groups, consider setting up two or more grids.</i></p> <ul style="list-style-type: none"> • Pupils work in pairs – one participant at a time walks around the cone grid, following the course on their map • The other participant – who has the same map – checks that the course is followed correctly • Swap and repeat • Participants could then swap with another group to do a different grid, if more have been set up <p><i>Ensure that pupils always have the map set and that pupils are thumbing the map</i></p>	<p><u>Assessment</u></p> <p><i>Initially, pupils should set the map by the colour of the cones seen. Then introduce the concept of ‘North’ by placing a clothes peg in the direction of ‘North’.</i> <i>Suggested routes are marked with an upper case letter A to U.</i> <i>The triangle shows the start, the double circle shows the end and the single red circles show joined by lines show the route to be followed.</i></p> <p>How were you able to make sure that you had your map set correctly? What technique did you use to make sure you could follow the route correctly? What technique did you use to make sure your partner followed the route correctly? What symbols are used for the start/finish and controls on your map?</p> <p><u>Extension and Progression</u> Pupils could draw their own routes You could draw routes for pupils to follow Increase speed by timing pupils Start with 3x4 rows and extend to 4x4 rows Place cones further apart Label cones with letters or numbers and encourage pupils to make words/calculations and write them down</p>

Curriculum Outdoors

Orienteering


