

## The Pirates

Lesson 4
Orienteering Session
Outcomes
<p>MTH 1-17a: I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.</p> <p>HWB 1-22a: Developing skills and techniques and improving my level of performance and fitness</p>
Resources needed
<p>Orienteering map of school grounds Orienteering flags Cone maps Pegs – plastic and large red Barrier Tape Orienteering Punches Training Cones</p>
Lesson
<p><b>Intro:</b> Reread the section of the story where the pirates take part in an obstacle course – talk about what they are doing ie keeping fit, talk about the different things that we can do to keep fit – what are the pupils favourite ways to keep fit? Head outside and explain that today we are going to try a new way of keeping fit, just like the pirates, but we need to learn some pirate skills. We are going to try orienteering – explain what this is and show maps. Discuss the maps – what are they of? Does anyone recognise anywhere on it? What do we use maps for?</p> <p>Cone activity – <i>skill – setting the map</i> – give pupils the cone maps and demonstrate how to lay it out – asking questions for clarification “Where should this cone go” etc, then tidy up and ask pupils to lay it out in groups. Talk about setting the map and how we move and the map doesn’t. Pupils can then work in pairs to follow each other on a route around the cones and draw it, or go to a specific place on the map and circle it.</p> <p>Map Walk - <i>skill – setting the map, following the route</i> – understand an orienteering map and the symbols included – Move back to the map of the school grounds and support children to set it – talk about what they can see around them and what they think the symbols on the map might be. Talk about NSEW and where North is on the</p>

map. Go for a walk around the ground using the map, support pupils to keep their map set – checking at and after every stop – stop in various places and ask pupils to locate where they are on the map and talk about why they think this – can they locate any of the symbols on the map that relate to something around them? Support pupils to make notes.

Game – Star Relay – *skill – use an understand an orienteering map and locate control points* – plan approximately 8 – 12 controls around the playground and choose a start point which is central to all controls (mark this with a triangle on the maps). Support pupils to go around the school and mark the controls on their maps. If it helps, place numbered cones at the controls to make it easier for pupils to see. Explain the use of the control card to pupils – must punch the correct number – we will know if they don't. Ensure that controls placed near each other are not marked consecutively. Pupils will complete this activity in teams of two – one pupil running to a control and punching it and then running back to swap. Repeat until all pupils have had a shot at racing.

### Further development

#### Creating and mapping an obstacle course

Pupils create an obstacle course using equipment in the school grounds or PE hall. Pupils draw a map showing the course, including a key for their obstacles and can follow other courses.