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NATIONAL SCHOOL



SPORTS WEEK 2023



PLAY FOR FUN, PLAY FOR 60

Orienteering & Cross-Curricular Outdoor Learning Activity Pack



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**CHANGEMAKER
BUSINESS**

National School Sport Week Cross-Curricular Activity Pack

Enrich Education's mission is to have a positive impact on the health and well-being of young people by providing active learning experiences that engage and motivate all young people. We fully endorse the Youth Sports Trust's aim to enable every child to reach their target of 60 minutes physical activity per day and we are delighted to be able to support and contribute to this year's National School Sport Week theme of 'Play for Fun, Play for 60'!

Supporting the development of orienteering in schools is key to our mission. Orienteering is not only fun for children – it is also one of the best ways of contributing to children's daily physical activity. As a sport, orienteering helps children to develop speed, stamina and agility alongside team-working, problem-solving and communication skills. But it also creates excellent opportunities for children to be physically active whilst learning across a wide range of subjects.

This pack includes examples of activities that illustrate how orienteering can be used by schools, not only in PE lessons, but across the whole curriculum. The English, maths and geography activities come with a teacher's activity plan and children's activity sheets. There is a set of four downloadable orienteering markers in the pack and if schools do not yet have a professional orienteering map for their site, they could produce a simple 'in-house' map to enable children to use these activities. Each of the markers also includes a QR code, which activates a simple set of instructions for a skill-based game, helping children to play for fun, whilst contributing to their target of 60 minutes physical activity.

We hope that this pack will help to encourage schools to see the potential of orienteering, not only as a means to enhance their PE provision, but also to provide opportunities for active, outdoor learning across the whole curriculum.

Enrich Education: Supporting you to develop orienteering in your setting more sustainably and all year round.

Spelling – Missing Letters



Objective

Spell tricky words with accuracy and confidence.



Equipment

- School orienteering map
- Orienteering control markers
- Activity sheet



Preparation

- This activity involves children using letters from specific control markers to fill in the missing letters from tricky words.
- Children could do this activity in pairs.



Instructions

- The activity sheet has four words that are tricky to spell, each with several missing letters.
- The words are neighbour, accommodate, environment and foreign.
- There is a number of one of the control points indicated above each of the missing letters in each word. Children locate the specified control points on their activity sheet, using their school orienteering map.
- When they locate a control point, they must select a letter or letters from the control marker to fill in the missing letter/s from the word that are below the control point number.
- As the children visit each control marker, they build up the spelling of the word.



Other information

- Children could prepare by doing 'look / cover/ write / check' with the four words before they start the activity.
- Teachers can differentiate this activity by adding in some of the missing letters to reduce the challenge for some children.
- As a follow up activity, children could select two (?) of the words that they complete and compose a sentence that includes the word.

Spelling - Missing Letters

Control Marker	2	1			4	3		3	
			i	g			o		r

Control Marker		1	1		4	4		2	3		
	a			o			o			t	e

Control Marker	1	2		3				4		2	2
			v		r	o	n		e		

Control Marker		4		1	3			2
	f		r			g		

European Cities



Objective

Locate European countries and major cities.



Equipment

- Orienteering map of school site
- Orienteering control markers
- Activity sheets



Preparation

- Children could complete this activity in pairs.
- Provide each pair with an activity sheet and school orienteering map.



Instructions

- Each pair of children are given an activity sheet and a school orienteering map.
- They use their school orienteering map to locate the control points identified on their activity sheet.
- Each control point is linked to a European country. When children visit the control point, they must select the cities that are in that country from the table in their activity sheet. They identify them by writing the 2nd letter from the sequence on the control marker for that control point next to each of the cities.
- They continue until they have visited all four control points and linked each of the cities in the table with a European country.



Other information

- As a follow up, children could use their atlases to list other major cities for each country.

European Cities

Control Marker	1	Spain
Control Marker	2	Italy
Control Marker	3	France
Control Marker	4	Germany

	2nd Letter		2nd Letter
Madrid		Seville	
Marseilles		Rome	
Munich		Naples	
Paris		Berlin	



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Physical Countdown



Objective

To use a variety of operations and calculations to make given numbers.



Equipment

- Orienteering map of school site
- Orienteering control markers
- Activity sheet
- Clipboard (suggested)



Preparation

- Locate the four orienteering control markers at different points in the playing area/site.
- Children could do this activity in pairs or small groups.
- Print off an activity sheet for each pair/group.
- Give each group a target number (see below).



Instructions

- Pupils use their orienteering map to locate individual control markers.
- They visit 4 different markers and choose one number from each marker which they must use, together with any of the four operations, to reach their target number.
- They show how the numbers they have chosen reach their target number by writing a sum, using the numbers that they have chosen together with $+$, $-$, \times , \div , $()$ and $=$ signs as appropriate.



Other information

- A suggested target number for this activity is 10. However, there are a very wide range of different numerical targets that can be used with this activity and the activity sheet can be amended for different targets.

Physical Countdown

**Control
Marker**

1	2	3	4
---	---	---	---

**Target
Number**

--

Number

--	--	--	--



Work it out

Answer

'Play For Fun, Play for 60'



Objective

- To contribute to children's target of 60 minutes physical activity per day.
- For children to enjoy taking part in different skills activities.



Equipment

- Simple map of the activity area (optional)
- Enrich Printable Control Markers
- Digital devices (tablets, smartphones) – one per group (optional)
- Activity Sheet (optional)
- A selection of PE equipment (see below)
- Whistle



Preparation

- Divide the children into small groups (e.g. 3 children). Four groups can use the activity at any one time, each group starting at a different marker.
- Provide each group with a set of PE equipment (see below). Groups will carry their equipment around with them as they complete the activity.
- The QR codes on each orienteering marker activate instructions for a short skills activity.
- Alternatively, provide each group with an Activity Sheet. The first letter on each of the markers is linked to a set of instructions for each of the skills activities are shown on the Activity Sheet.
- Identify a suitable area for the activity to take place in e.g. with enough open space for the children to do the skills activities.
- Prepare a simple map, identifying the positions of each of the orienteering markers. Provide each group with a copy of the map. (Optional)
- Place an orienteering marker at each selected location.
- If using the QR codes on the orienteering markers, explain to children how to activate the QR codes to open the individual skills activity, using their smartphone or tablet.
- If using the Activity Sheet, explain to children how the first letter on each marker is linked to a set of different skills activity instructions.



Instructions

- Each group is allocated a different marker as their starting point.
- If they are using the QR codes on the markers, they use a smartphone or tablet to activate the QR code, showing instructions for a short skills activity.
- Alternatively, they look for the first letter on the marker and follow the instructions for the skills activity that is linked to that letter.
- After an appropriate time (e.g. 3 minutes per marker) the teacher signals (e.g. by using a whistle) for the groups to move on to another marker.
- Children continue until they have completed the skills activities at all four markers.



Other information

- The PE equipment to be provided for each group is as follows:

At least two beanbags per person; At least three small cones per person; One football (or similar) per group.

- Emphasise to children that this activity is an opportunity to enjoy practising and developing different skills, linked to a variety of sports. Each group member should have an equal opportunity to participate in the activity. Group members should support, help and encourage other group members.

'Play For Fun, Play For 60'

First Letter from the Marker	Skills Activity Instructions
C	Beanbag Balance - Can you balance a bean bag on your head whilst walking between two cones? How fast can you walk, without dropping the beanbag? Try increasing the distance between the cones.
D	Beanbag Throw - Throw a beanbag in the air and catch it. How many claps can you do before you catch your beanbag? Now try throwing with your weaker hand. How many claps can you do?
B	Standing Jumps - Stand with your feet together next to a beanbag. Jump as far as you can. Mark the place you reached with another beanbag. Do at least six jumps. What is the farthest you can jump from a standing start?
H	Dribbling - Put out two cones. Take turns in dribbling your football between two cones. Dribble from the first cone to the second cone, then back to the first. Now put a third cone in the middle. Can you dribble in and out of the three cones and back to the start?

  **CHANGEMAKER BUSINESS**

C G P E

1 3 4 9



1

  **CHANGEMAKER BUSINESS**

D T N F

9 3 7 5



2





B I U A

5 6 9 1



3





H P M O

7 8 4 3



4



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