**Woodlands- Structure building- Y1/2 (In small groups)**

**Outcome: To build an assault course made from natural occurring items.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| Knowledge | Name and explain the different parts to an assault course | Identify and collect suitable resources. | Complete a simple design sheet | Know how to build a safe outdoor activity. | Know how to adapt a structure | Recognise areas where improvements can be made.  Know and use prepositional language. |
| Skills | To identify the features of an assault course. | To research and locate available resources and a suitable location. | To design an assault course for your chosen toy. | To build an assault course | To test and then adapt (where appropriate) an assault course | To demonstrate an assault course. |
| Pillar focus: | Cognitive | Cognitive, Physical | Cognitive, Social, Physical | Physical, Oracy and Social | Physical, Oracy and Social | Oracy, Social and Emotional |
| Assessment: | **ALL**  I can identify the different parts of an assault course.  **MOST**  I can explain, using prepositional language, how an assault course is completed.  **SOME**  I can begin to think about how my assault course might look. | **ALL**  I can identify suitable resources based on their size and strength.  **MOST**  I can explain why certain materials are more suitable than others for particular parts of the assault course  **SOME**  I can evaluate the effectiveness of some resources for various parts of the assault course. | **ALL**  I can use a template to plan my design  **MOST**  I can include an equipment/resource list  **SOME**  I can begin to organise my group. | **ALL**  I can begin to build an assault course in collaboration with others.  **MOST**  I can support others in the building process  **SOME**  I can lead a small group. | **ALL**  I can make suggestions as to how to improve the course.    **MOST**  I can identify areas where the structure might be unsafe.  **SOME**  I can explain the effect of any improvements. | **ALL**  I can use prepositional language to demonstrate an assault course.  **MOST**  I can identify the strengths and weaknesses of a design.  **SOME**  I can give feedback to other groups. |