

Experiences and Outcomes related to Orienteering Activities



Curriculum Area	Experiences and Outcomes	Creating Maps			Reading Maps (Table Top)			Understanding Maps (Activity)			Setting the Map Activities				Orienteering Exercises within the playground							orienteeing outwith playground		
		Table Top Maps	Room Maps	Draw Courses on Maps	Map Symbol Matching	Map Jigsaws	Map Squares	Map Symbols Relay	Map Jigsaw Relay	Twister	Cone Grids	Pitch/Court-O	Musical-O	Random Controls	Map Walk	Star Exercises	Short Loops	Score	Relays	Head to Head	X and O		Bing-O	
Social Wellbeing	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a/1-10a/2-10a/ 3-10a/ 4-10a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a / 1-11a / 2-11a / 3-11a / 4-11a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a / 1-12a / 2-12a / 3-12a / 4-12a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / 1-14a / 2-14a / 3-14a / 4-14a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Physical Wellbeing	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / 1-16a /2-16a / 3-16a / 4-16a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a /1-17a / 2-17a / 3-17a / 4-17a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Curriculum Area	Experiences and Outcomes	Creating Maps			Reading Maps (Table Top)			Understanding Maps (Activity)			Setting the Map Activities				Orienteering Exercises within the playground							orienteeing outwith playground		
		Table Top Maps	Room Maps	Draw Courses on Maps	Map Symbol Matching	Map Jigsaws	Map Squares	Map Symbols Relay	Map Jigsaw Relay	Twister	Cone Grids	Pitch / Court-O	Musical-O	Random Controls	Map Walk	Star Exercises	Short Loops	Score	Relays	Head to Head	X and O		Bing-O	
Movement skills, competencies and concepts	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise & improve my skills to develop control and flow. HWB 1-21a														✓	✓	✓	✓	✓	✓	✓	✓	✓	
	As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a/ HWB 3-21a																							✓
	As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a																							✓
	I am developing my movement skills through practice and energetic play. HWB 0-22a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I am developing skills and techniques and improving my level of performance. HWB 1-22a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I practise, consolidate and refine my skills to improve my performance. HWB 2-22a				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I practise, consolidate and refine my skills to improve my performance. HWB 3-22a				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. HWB 4-22a																							✓

Curriculum Area	Experiences and Outcomes	Creating Maps			Reading Maps (Table Top)			Understanding Maps (Activity)			Setting the Map Activities				Orienteering Exercises within the playground							orienteeing outwith playground	
		Table Top Maps	Room Maps	Draw Courses on Maps	Map Symbol Matching	Map Jigsaws	Map Squares	Map Symbols Relay	Map Jigsaw Relay	Twister	Cone Grids	Pitch / Court-O	Musical-O	Random Controls	Map Walk	Star Exercises	Short Loops	Score	Relays	Head to Head	X and O		Bing-O
Cooperation and competition	I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a							✓	✓										✓				✓
	While learning together, and in leadership situations, I can: experience different roles and take responsibility in organising a physical event, contribute to a supportive and inclusive environment demonstrate behaviour that contributes to fair play. HWB 4-23a																						✓
Evaluating and appreciating	By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a										✓	✓	✓	✓									
	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Area	Experiences and Outcomes	Creating Maps			Reading Maps (Table Top)			Understanding Maps (Activity)			Setting the Map Activities				Orienteering Exercises within the playground							orienteeing outwith playground	
		Table Top Maps	Room Maps	Draw Courses on Maps	Map Symbol Matching	Map Jigsaws	Map Squares	Map Symbols Relay	Map Jigsaw Relay	Twister	Cone Grids	Pitch / Court-O	Musical-O	Random Controls	Map Walk	Star Exercises	Short Loops	Score	Relays	Head to Head	X and O		Bing-O
Evaluating and appreciating	I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made HWB 3-24a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I can: observe closely, reflect, describe and analyse key aspects of my own and others' performances make informed judgements, specific to an activity monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. HWB 4-24a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space HWB 1-25a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 3-25a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Area	Experiences and Outcomes	Creating Maps			Reading Maps (Table Top)			Understanding Maps (Activity)			Setting the Map Activities				Orienteering Exercises within the playground							orienteeing outwith playground	
		Table Top Maps	Room Maps	Draw Courses on Maps	Map Symbol Matching	Map Jigsaws	Map Squares	Map Symbols Relay	Map Jigsaw Relay	Twister	Cone Grids	Pitch / Court-O	Musical-O	Random Controls	Map Walk	Star Exercises	Short Loops	Score	Relays	Head to Head	X and O		Bing-O
Evaluating and appreciating	I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can: contribute to and promote my learning develop my fitness and physical and mental wellbeing; develop my social skills, positive attitudes and values; make an important contribution to living a healthy lifestyle. HWB 4-25a							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. HWB 2-26a/ HWB 3-26a																						✓
	I can explain the role of sport in cultural heritage and have explored the opportunities available for me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond. HWB 4-26a																						
Tools for listening and talking	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a/ENG 0-03a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Area	Experiences and Outcomes	Creating Maps			Reading Maps (Table Top)			Understanding Maps (Activity)			Setting the Map Activities				Orienteering Exercises within the playground							orienteeing outwith playground	
		Table Top Maps	Room Maps	Draw Courses on Maps	Map Symbol Matching	Map Jigsaws	Map Squares	Map Symbols Relay	Map Jigsaw Relay	Twister	Cone Grids	Pitch / Court-O	Musical-O	Random Controls	Map Walk	Star Exercises	Short Loops	Score	Relays	Head to Head	X and O		Bing-O
Tools for listening and talking	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. LIT 3-02a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. Lit 4-02a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Angle symmetry and transformation	In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a	✓	✓	✓							✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a										✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c											✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
	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	✓	✓									✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys. MTH 3-17b	✓	✓	✓									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Curriculum Area	Experiences and Outcomes	Creating Maps			Reading Maps (Table Top)			Understanding Maps (Activity)			Setting the Map Activities				Orienteering Exercises within the playground						orienteeing outwith playground		
		Table Top Maps	Room Maps	Draw Courses on Maps	Map Symbol Matching	Map Jigsaws	Map Squares	Map Symbols Relay	Map Jigsaw Relay	Twister	Cone Grids	Pitch / Court-O	Musical-O	Random Controls	Map Walk	Star Exercises	Short Loops	Score	Relays	Head to Head		X and O	Bing-O
Time	I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c														✓	✓	✓	✓	✓	✓	✓	✓	✓
	Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c														✓	✓	✓	✓	✓	✓	✓	✓	✓
	Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance. MNU 3-10c														✓	✓	✓	✓	✓	✓	✓	✓	✓
	I can use the link between time, speed and distance to carry out related calculations. MNU 4-10c														✓	✓	✓	✓	✓	✓	✓	✓	✓
Data & Analysis	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a				✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
People, Place and Environment	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a		✓											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a																						✓
	I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 3-14a																						