

# THE MONSTER TRAIL

## KEY STAGE 2

This activity is based on teamwork, problem-solving and map-reading. The morning is spent on co-operative activities in teams to prepare the pupils for the Monster Trail (or Lord of the Rings Trail) in the afternoon. They must get their team through the spider's web, across the acid river, defuse the bomb and complete the agility course water challenge. After lunch they will follow the map to the clues in the woods whilst keeping a close eye out for monsters. Teams who are alert can pacify the monsters and gain their help by using the magic words 'see you monster'. Teams who do not keep their eyes open may points. With clues, puzzles, cryptograms, anagrams and rewards for the successful, this is one of our most popular days.

## PHYSICAL EDUCATION

Pupils should be taught to:

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## GEOGRAPHY

Geographical skills and fieldwork

Use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of ordinance survey maps) ....

## EXPECTATIONS

### At the end of this unit

#### ***most children will be able to:***

choose and perform skills and strategies effectively; find solutions to problems and challenges; plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood; prepare physically and organisationally for challenges they are set, taking into account the group's safety; identify what they do well, as individuals and as a group; suggest ways to improve

#### ***some children will not have made so much progress. They will be able to:***

solve some of the challenges and problems set in familiar environments, with help and guidance; work cooperatively to put strategies and solutions into action; take on roles given to them; show some understanding of problem-solving strategies planned by others; follow instructions when preparing physically for challenges; follow safety rules; recognise when a solution has been successful; describe what happened

#### ***some children will have progressed further. They will be able to:***

work confidently in familiar and changing environments; adapt quickly to new situations; devise and put into practice a range of solutions to problems and challenges; understand clearly the nature of a challenge or problem and what they want to achieve; take a leading role when working with others; prepare efficiently and safely; identify and respond to events as they happen; identify effective performances and solutions; take the lead in planning to improve weaknesses