

TIMEFRAME	LEARNING ACTIVITIES	EXPERIENCES & OUTCOMES	CAPACITIES	RESOURCES	HOMEWORK	EVIDENCE/ ASSESSMENT	CURRICULAR LINKS
August	Fitness testing : speed, endurance, agility	Physical Well-being, Co-operation and Competition HWB 2-15a, HWB 3-15a, HWB2 27a/HWB3 -27a MNU2-10a, MNU2-10c MNU3-10a, MNU2-20b	Responsible Citizens, Confident Individuals	Track, tape measure, stopwatches, pencils, Pupil Profiles	Questions within Pupil Fitness Profiles	Pupil Profiles, test results and results comparisons. Peer evaluations	Biology, Numeracy.
Sept-March	Tennis, Flag football, Orienteering, Hockey, Football, Softball	Movement Skills, Competencies and Concepts, Co-operation and Competition. HWB2-21a/HWB3-21a, HWB2-22a/HWB3-22a LIT 2-14a/LIT 3-15a	Successful Learners, Effective Contributors	Pitches/indoor area, rackets, balls, sticks, cones, bibs Report pro forma	Report on Games Lesson, Report on Sporting icon or event	Subjectively based on performance grades, Reports, as outlined in 'Homework'.	Literacy
Dec	Scottish Country Dance	Physical Well-being, Movement Skills, Co-operation HWB2 27a/HWB3 -27a	Responsible Citizens, Confident Individuals	CD/Speaker system	N/A	Successful School Dances	SE, RE, Social Subjects
April-June	Athletics : sprint, middle distance, throw, jump.	Movement Skills, Competencies and Concepts, Co-operation and Competition, Evaluating and Appreciating HWB2-23a, HWB2-24a MNU2-11a, MNU2-11b LIT2-15a/LIT3-15a	Responsible Citizens, Confident Individuals, Successful Learners	Athletics track and facilities, javelin, shot, long jump/high jump pits.	Pupil Athletic Profiles	Pupil Profiles, Peer/self evaluation. Class records in athletic events.	Numeracy, Literacy, Physics.

I have used the above time periods as the S1 classes rotate through the main activities (invasion games) from September through until March. Only then will they have completed the 3 activities as listed above. Many of the Experiences and Outcomes are shared through these activities but I believe this is a better way of completing this form (as opposed to a term by term approach when groups will experience different activities at varying times).
The classes will also be given a Dalziel High based taster session at some point during the session, this on a rotational basis and largely dependant on the timetable and teacher/facility availability.

HWB 2-15a/3-15a

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

HWB 2-27a / HWB 3-27a

I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.

HWB 2-21a / HWB 3-21a

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 2-22a / HWB 3-22a

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.

HWB 2-23a

While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.

HWB 2-24a

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.

MNU 2-10a

I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.

MNU 2-10b

I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.

MNU 2-10c

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 11a

I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.

MNU 2-11b

I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.

MNU 2-20b

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.

LIT 2-14a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-15a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 3-14a

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

LIT 3-15a

I can make notes and organise them to develop my thinking help retain and recall information, explore issues and create new texts, using my own words as appropriate.